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### YEAR 10 - 2014

Plagiarism Policy ........................................................................................................................................... 5

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School-Based Assessment

Your achievement in Stage 5 English, Mathematics, Science, PDHPE (Personal Development, Health and Physical Education), and in your elective subjects will be assessed by the school. You will be awarded a level of achievement (Excellent, High, Sound, Basic or Elementary) in each subject at the end of Year 10, based on your performance relative to a set of Course Performance Descriptors, which are shown on the following pages.

Other Mandatory Study Requirements

In order to be permitted to start Preliminary courses in 2014, you must satisfy the mandatory study requirements in subjects not included in the grading program. These studies include:

- Languages Other Than English (completed in Year 7 at Pymble),
- Visual Arts (completed in Year 7 at Pymble),
- Design and Technology (completed in Years 7 and 8 at Pymble)
- Music (completed in Year 7 at Pymble) and
- Australian History, Geography, Civics and Citizenship (completed in Year 9 at Pymble).*

* Students new to the College in Year 10 complete this requirement in Year 10.

Record of School Achievement (RoSA)

Students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Preliminary Stage 6 courses and grades, and participation in any uncompleted Preliminary Stage 6 courses. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

Stage 5 Course Grades

Each school develops an assessment program for all Stage 5 subjects studied at the school as 100 or 200 hour courses in Years 9 and/or 10. Student progress is assessed throughout the year in each subject, by both formal and informal methods. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved. Teachers follow a process of ‘moderation’ to ensure that grades awarded are consistent with published standards. This means that the grade a student receives at Pymble Ladies’ College can be compared to the same grade anywhere in NSW. Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.
Assessment programs and the corresponding Course Performance Descriptors for each subject are provided on the following pages.

In all subjects for which grades are determined, students may be given an “N” award (instead of a grade A to E). This indicates that the student has failed to meet one or more of the following requirements in that subject:

(a) participation, involving diligence and sustained effort, in the tasks set and the experiences provided by the school;
(b) achievement of some or all of the course outcomes;
(c) regular attendance at school in order to meet all course completion criteria.

Student Responsibilities

The Board of Studies has indicated that you are responsible for:

(a) Ensuring that you obtain and understand the school's policy on assessment and grading
(b) Completing each task to the best of your ability
(c) Ensuring that any questions you have about the marks/grades/comments awarded for an individual piece of work are resolved at the time the work is handed back
(d) Demonstrating that through application and achievement you have met all of the requirements of the course.

Rules Covering Assessment Tasks

It is most important that you are present for all assessment tasks done at school and that you submit all other tasks on time. The following rules apply:

(a) You will be given at least two weeks’ notice that a task is due. Appointments made outside school will not be accepted as an excuse for absence from a task.
(b) If you are absent on the day of an in-class or hand-in assessment task, you must collect an Explanation of Task Missed form from the Upper School Office on the day you return to school. You must complete this form, signed by your parent, and return it to the Head of Department. If your explanation is valid, you may be asked to complete a substitute task for which you will be given two days notice. If you miss an assessment task without a valid reason, you may be given zero for the task.
(c) You must attend school for a full day on the day of an assessment task. If you arrive at school later than 8.45am you must collect an Explanation of Late Arrival form from the Upper School office. You will need your parent to sign the completed form and return it to the Head of Department the following day.
(d) If there are exceptional circumstances beyond your control which impact on your ability to hand in an assessment task on time, you should ask your Head of Department for an extension of time before the due date.
(e) Rules for Examinations (available on the College website) apply to all tasks completed in class. You must not divulge or discuss the nature or content of any assessment task until it has been completed by all classes. You will be expected to
complete all tasks using your own abilities. Allowing others to complete work for you, taking time off school to complete work, or engaging in academic misconduct may result in an award of zero for the task.

(f) The academic work you submit, written or otherwise, is expected to be entirely your own work. If you submit work that borrows in any way from another source, that source must be acknowledged. The policy on plagiarism is further explained on page 8. If you are found to have plagiarised you may be given zero for the task.

**Appeal Provisions**

If you wish to question the mark, grade or comment awarded for an individual piece of work you should do so with your teacher at the time the work is handed back. If the situation is not resolved, you and/or your teacher should contact the Director of Studies, who will meet with you and the Head of Department to resolve the problem.

If you wish to appeal against the grade(s) in any subject awarded to you by the school, (as shown on the Record of Achievement), you should submit a written appeal, together with evidence, to the Principal.

If you have any questions or problems concerning your Year 10 courses you should contact the relevant Head of Department or the Director of Studies.

**Disability Provisions**

Pymble Ladies’ College makes every attempt to meet your academic needs in a similar way to the Board of Studies in examination conditions. For girls with special needs this might include a writer, reader, additional time or separate supervision. If you wish to discuss whether disability examination provisions apply to you, please contact the Director of Studies.

Phil O’Regan
HEAD OF UPPER SCHOOL

Stephen Dunk
DIRECTOR OF STUDIES
PLAGIARISM POLICY

Plagiarism is taking someone else’s ideas and manner of expressing them and passing them off as your own

Some of the assessment tasks you will be asked to complete this year will require you to work independently. Research is an integral aspect of academic work and you will be encouraged to use primary and secondary sources in preparing some of your assessment tasks. It is expected, however, that the work you submit for assessment is entirely your own. Where your ideas have been taken from other sources, you must acknowledge those sources. To fail to do so is to commit plagiarism.

How can work be plagiarised?

- By copying the writer’s exact words without quotation marks or giving the source.
- By using the writer’s ideas but writing them in your own words and presenting the ideas as your own.
- By buying or borrowing someone else’s assignment and copying it.
- By cutting and pasting from several different sources.
- By quoting a small part of the original and presenting the remainder as your own.

From The Principal’s Digest
Vol. 8 No. 9

The Board of Studies and the College view cases of plagiarism seriously. Students suspected of plagiarising an assessment task will be investigated by the Assessment Committee. You may be interviewed, asked to complete additional or alternative tasks, and asked to supply supporting statements of the authenticity of your work. Plagiarism may result in zero being given for a task.

If you are unsure about plagiarism, you should contact your subject teacher or Head of Department for advice. It is your responsibility to read the College advice to students on plagiarism to ensure that you understand what constitutes plagiarism, and the consequences of plagiarism.
### AGRICULTURE

#### AREAS FOR ASSESSMENT - 2014

Assessment of achievement focuses on student's development of knowledge, understanding and skills related to agricultural enterprises, production and marketing.

<table>
<thead>
<tr>
<th>TASK</th>
<th>WEIGHTING</th>
<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
</table>
| Wheat Practical Task       | 20%       | 5.5.1: designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts  
5.5.2: collects and analyses agricultural data and communicates results using a range of technologies  
5.6.1: applies Occupational Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery  
5.6.2: performs plant and animal management practices safely and in cooperation with others | Term 1  |
| Beef Cattle Theory Theory  | 20%       | 5.1.1: explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets  
5.1.2: explains the interactions within and between agricultural enterprises and systems  
5.3.1: investigates and implements responsible production systems for plan and animal enterprises  
5.3.2: investigates and applies responsible marketing principles and processes  
5.3.4: explains and evaluates the impact of management decisions on animal production enterprises  
5.4.2: evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics  
5.4.3: implements and justifies the application of animal welfare guidelines to agricultural practices  
5.6.2: performs plant and animal management practices safely and in cooperation with others | Term 2  |
| Wheat Marketing Report      | 20%       | 5.1.1: explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets  
5.3.2: investigates and applies responsible marketing principles and processes  
5.4.2: evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics | Term 3  |
| Yearly Examination          | 40%       | 5.1.1: explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets  
5.1.2: explains the interactions within and between agricultural enterprises and systems  
5.2.1: explains the interactions within and between the agricultural sector and Australia's economy, culture and society  
5.3.3: explains and evaluates the impact of management decisions on plant production enterprises  
5.3.4: explains and evaluates the impact of management decisions on animal production enterprises  
5.4.1: evaluates the impact of past and current agricultural practices on agricultural sustainability  
5.4.2: evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics  
5.4.3: implements and justifies the application of animal welfare guidelines to agricultural practices | Term 3  |
Agricultural Technology

Areas for Assessment
- Agricultural enterprises and systems
- Interaction of agriculture and society
- Production and marketing
- Safe, ethical and sustainable practices
- Problem-solving and communicating

Grade A
A student at this grade typically:

- demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture
- assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

Grade B
A student at this grade typically:

- demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture.
- analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

Grade C
A student at this grade typically:

- demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture.
- describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays sound research skills and uses communication technologies to investigate, collect, interpret and present agricultural data.

Grade D
A student at this grade typically:

- demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture.
- outlines focal and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data.

Grade E
A student at this grade typically:

- demonstrates an elementary knowledge of the interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture.
- identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society.
- with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.
- identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture.
- displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data.
# CLASSICAL GREEK

## Syllabus Outcomes for Stage 5

### USING LANGUAGE

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<tr>
<td>Analysing</td>
<td>5.UL.2 analyses familiar grammatical structures of complex sentences in extended passages of Classical Greek</td>
</tr>
<tr>
<td>Translating</td>
<td>5.UL.3 translates passages of Classical Greek into fluent and idiomatic English</td>
</tr>
<tr>
<td>Making Linguistic Connections</td>
<td>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing linguistic features</td>
</tr>
<tr>
<td></td>
<td>5.MLC.2 demonstrates the way in which meaning is conveyed by exploring features and structures of Classical Greek</td>
</tr>
<tr>
<td>Moving Between Cultures</td>
<td>5.MBC.1 explores the relationship of language and culture as manifested in a range of texts and contexts</td>
</tr>
<tr>
<td></td>
<td>5.MBC.2 identifies, explains and discusses references to cultural, social and historical features of the ancient Greek world</td>
</tr>
</tbody>
</table>

### AREAS FOR ASSESSMENT - 2014

Assessment of achievement will focus on the student's development of knowledge, understanding and skills in the following areas:

**Language:** vocabulary, grammar and syntax, translation, correct pronunciation, word derivations (5.UL.1; 5.UL.2; 5.UL.3; 5.MLC.1; 5.MLC.2)

**Civilisation:** aspects of Greek history, mythology and society (5MBC.1; 5MBC.2)

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<th>Outcomes</th>
<th>Timing</th>
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<td>Written Test</td>
<td>20%</td>
<td>ALL</td>
<td>Term 1</td>
</tr>
<tr>
<td>Written Test</td>
<td>20%</td>
<td>ALL</td>
<td>Term 2</td>
</tr>
<tr>
<td>Oral Test</td>
<td>5%</td>
<td>(5.UL.1)</td>
<td>Term 3</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>15%</td>
<td>(5.MBC.1; 5.MBC.2)</td>
<td>Term 4</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>40%</td>
<td>ALL</td>
<td>Term 3</td>
</tr>
</tbody>
</table>
Classical Greek

Areas for Assessment
Using language
Making linguistic connections
Moving between cultures

Grade A
A student at this grade typically:

• is confident and competent in reading and responding to extended passages of Classical Greek, recognising and analysing grammatical structures in complex sentences.
• demonstrates extensive understanding of ways in which languages work as systems and demonstrates perceptive understanding of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of unfamiliar vocabulary in translating extended passages of Classical Greek into fluent and idiomatic English that captures the tone and style of the writer.
• analyses the significance of references to cultural, social and historical features of the ancient Greek world.
• demonstrates extensive understanding of the relationship between language and culture.

Grade B
A student at this grade typically:

• is competent in reading and responding to extended passages of Classical Greek, recognising and analysing grammatical structures in complex sentences.
• demonstrates thorough understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of most unfamiliar vocabulary in translating extended passages of Classical Greek into fluent English that broadly reflects the tone and style of the writer.
• discusses references to cultural, social and historical features of the ancient Greek world.
• demonstrates thorough understanding of the relationship between language and culture.

Grade C
A student at this grade typically:

• reads and responds to extended passages of Classical Greek, recognising and analysing most grammatical structures in complex sentences.
• demonstrates thorough understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of some unfamiliar vocabulary in translating extended passages of Classical Greek into clear English that reflects the style of the writer.
• explains references to cultural, social and historical features of the ancient Greek world.
• demonstrates thorough understanding of the relationship between language and culture.

Grade D
A student at this grade typically:

• reads and responds to extended passages of Classical Greek, recognising and explaining grammatical structures in simple sentences.
• demonstrates basic understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of some unfamiliar vocabulary in translating short passages of Classical Greek into English.
• describes some references to cultural, social and historical features of the ancient Greek world.
• demonstrates basic understanding of the relationship between language and culture.

Grade E
A student at this grade typically:

• demonstrates very limited competence in the language and basic understanding of language features and structures. With support, reads and responds to extended passages of Classical Greek.
• with guidance, demonstrates very limited understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• with support, uses context and linguistic clues to deduce the meaning of a limited amount of unfamiliar vocabulary in translating short passages of Classical Greek into literal English.
• identifies some references to cultural, social and historical features of the ancient Greek world.
• demonstrates an elementary understanding of the relationship between language and culture.
**LATIN**

**Syllabus Outcomes for Stage 5**

<table>
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<tr>
<th>USING LANGUAGE</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading and Responding</td>
<td>5.UL.1 reads extended passages of Latin, recognising language structures and overall meaning</td>
</tr>
<tr>
<td>Analysing</td>
<td>5.UL.2 analyses familiar grammatical structures of complex sentences in extended passages of Latin</td>
</tr>
<tr>
<td>Translating</td>
<td>5.UL.3 translates passages of Latin into fluent and idiomatic English</td>
</tr>
<tr>
<td>Making Linguistic Connections</td>
<td>5.MLC.1 demonstrates understanding of the nature of languages as systems by describing linguistic features</td>
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<td>5.MLC.2 demonstrates the ways in which meaning is conveyed by exploring features and structures of Latin</td>
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<td>Moving Between Cultures</td>
<td>5.MBC.1 explores the relationship of language and culture, as manifested in a range of texts and contexts</td>
</tr>
<tr>
<td></td>
<td>5.MBC.2 identifies, explains and discusses references to cultural, social and historical features of the ancient Roman world.</td>
</tr>
</tbody>
</table>

**AREAS FOR ASSESSMENT - 2014**

Assessment of achievement will focus on the student's development of knowledge, understanding and skills in the following areas:

**Language:** vocabulary, grammar and syntax, translation, correct pronunciation, word derivations (5.UL.1; 5.UL.2; 5.UL.3; 5.MLC.1; 5.MLC.2)

**Civilisation:** aspects of Roman history, mythology and society. (5MBC.1; 5MBC.2)

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<tr>
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<td>ALL</td>
<td>Term 1</td>
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<tr>
<td>Written Test</td>
<td>20%</td>
<td>ALL</td>
<td>Term 2</td>
</tr>
<tr>
<td>Oral Test</td>
<td>5%</td>
<td>5.UL.1</td>
<td>Term 3</td>
</tr>
<tr>
<td>Research Assignment</td>
<td>15%</td>
<td>5.MBC.1; 5.MBC.2</td>
<td>Term 4</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>40%</td>
<td>ALL</td>
<td>Term 3</td>
</tr>
</tbody>
</table>
Latin

Areas for Assessment
Using language
Making linguistic connections
Moving between cultures

Grade A
A student at this grade typically:
• is confident and competent in reading and responding to extended passages of Latin, recognising and analysing grammatical structures in complex sentences.
• demonstrates extensive understanding of ways in which languages work as systems and demonstrates perceptive understanding of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of unfamiliar vocabulary in translating extended passages of Latin into fluent and idiomatic English that captures the tone and style of the writer.
• analyses the significance of references to cultural, social and historical features of the ancient Roman world.
• demonstrates extensive understanding of the relationship between language and culture.

Grade B
A student at this grade typically:
• is competent in reading and responding to extended passages of Latin, recognising and analysing grammatical structures in complex sentences.
• demonstrates thorough understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of most unfamiliar vocabulary in translating extended passages of Latin into fluent English that broadly reflects the tone and style of the writer.
• discusses references to cultural, social and historical features of the ancient Roman world.
• demonstrates thorough understanding of the relationship between language and culture.

Grade C
A student at this grade typically:
• reads and responds to extended passages of Latin, recognising and analysing most grammatical structures in complex sentences.
• demonstrates sound understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of some unfamiliar vocabulary in translating extended passages of Latin into clear English that reflects the style of the writer.
• explains references to cultural, social and historical features of the ancient Roman world.
• demonstrates sound understanding of the relationship between language and culture.

Grade D
A student at this grade typically:
• reads and responds to extended passages of Latin, recognising and explaining grammatical structures in simple sentences.
• demonstrates basic understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• uses context and linguistic clues to deduce the meaning of some unfamiliar vocabulary in translating short passages of Latin into English.
• describes some references to cultural, social and historical features of the ancient Roman world.
• demonstrates basic understanding of the relationship between language and culture.

Grade E
A student at this grade typically:
• demonstrates very limited competence in the language and basic understanding of language features and structures. With support, reads and responds to extended passages of Latin.
• with guidance, demonstrates elementary understanding of ways in which languages work as systems and of ways in which meaning is conveyed.
• with support, uses context and linguistic clues to deduce the meaning of a limited amount of unfamiliar vocabulary in translating short passages of Latin into literal English.
• identifies some references to cultural, social and historical features of the ancient Roman world.
• demonstrates an elementary understanding of the relationship between language and culture.
## COMMERCE

### AREAS FOR ASSESSMENT - 2014

Assessment of achievement focuses on the knowledge, skills and understanding of the foundations which young people make sound decisions on consumer, financial, business, legal and employment issues.

<table>
<thead>
<tr>
<th>TASK</th>
<th>WEIGHTING</th>
<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
</table>
| Our Economy Multi-media Presentation | 20% | 5.4: analyses key factors affecting commercial and legal decisions  
5.5: evaluates options for solving commercial and legal problems and issues  
5.7: researches and assesses commercial and legal information using a variety of sources  
5.8: explains commercial and legal information using a variety of forms  
5.9: works independently and collaboratively to meet individual and collective goals within specified timelines | Term 1 |
| Employment Issues Individual Oral Presentation | 20% | 5.2: analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts  
5.4: analyses key factors affecting commercial and legal decisions  
5.6: monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues  
5.7: researches and assesses commercial and legal information using a variety of sources  
5.8: explains commercial and legal information using a variety of sources | Term 2 |
| Law and Society Class Test | 20% | 5.1: applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts  
5.2: analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts  
5.3: examines the role of law in society  
5.4: analyses key factors affecting commercial and legal decisions  
5.8: explains commercial and legal information using a variety of forms | Term 3 |
| Yearly Examination | 40% | 5.1: applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts  
5.2: analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts  
5.3: examines the role of law in society  
5.4: analyses key factors affecting commercial and legal decisions  
5.5: evaluates options for solving commercial and legal problems and issues | Term 3 |
Commerce

Areas for Assessment

Knowledge of commerce - knowledge and understanding of consumer, financial, business, legal and employment matters.

Skills in commerce - skills in decision-making, problem-solving, research, communication and working independently and collaboratively.

Grade A
A student at this grade typically:

- demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues.
- analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts.
- independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts.
- capably researches and evaluates complex commercial and legal information using a wide variety of sources.
- displays effective skills to communicate complex commercial and legal Ideas and concepts using an extensive range of oral and written forms.
- demonstrates highly developed planning and organising skills when working independently and/or collaboratively.

Grade B
A student at this grade typically:

- demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.
- discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts.
- applies well-developed decision-making and problem-solving skills in commercial and legal contexts.
- competently researches and assesses commercial and legal information using a variety of sources.
- displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms.
- demonstrates well-developed planning and organising skills when working independently and/or collaboratively.

Grade C
A student at this grade typically:

- demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.
- explains the rights and responsibilities of consumers in a range of commercial and legal contexts.
- applies decision-making and problem-solving skills in commercial and legal contexts.
- undertakes research, and interprets commercial and legal information using a variety of sources.
- displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms.
- demonstrates competent 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, business, legal and employment concepts and issues.
- describes some rights and responsibilities of consumers in commercial and legal contexts.
- applies some decision-making and problem-solving skills in some commercial and legal contexts.
- undertakes some research and interpretation of basic commercial and legal Information using a limited range of sources.
- displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written 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, business, legal and employment concepts and issues.
- identifies some rights and responsibilities of consumers in some commercial and legal contexts.
- with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts.
- undertakes limited research and recalls some basic commercial and legal information.
- communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms.
- demonstrates very limited planning and organising skills when working independently and/or collaboratively.
**DANCE**

**AREAS FOR ASSESSMENT - 2014**

Assessment of achievement focuses on the knowledge, skills and understanding of Performing, Composing and Appreciation.

<table>
<thead>
<tr>
<th>TASK</th>
<th>WEIGHTING</th>
<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manipulating the Elements and Safe Dance Practice</td>
<td>15%</td>
<td>5.1.1: A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances. &lt;br&gt;5.1.2: A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance. &lt;br&gt;5.3.1: A student describes and analyses dance as the communication of ideas within a context.</td>
<td>Term 1</td>
</tr>
<tr>
<td>Performance Quality</td>
<td>20%</td>
<td>5.1.1: A student demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances. &lt;br&gt;5.1.3: A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance. &lt;br&gt;5.2.1: A student explores the elements of dance as the basis of the communication of ideas.</td>
<td>Term 1</td>
</tr>
<tr>
<td>Collaborative Choreography</td>
<td>20%</td>
<td>5.1.3: A student demonstrates an understanding and application of aspects of performance quality and interpretation through performance. &lt;br&gt;5.2.1: A student explores the elements of dance as the basis of the communication of ideas. &lt;br&gt;5.2.2: A student composes and structures dance movement that communicates an idea &lt;br&gt;5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.</td>
<td>Term 2</td>
</tr>
<tr>
<td>Individual Composition – Contemporary Dance</td>
<td>25%</td>
<td>5.1.2: A student demonstrates enhanced dance technique by manipulating aspects of the elements of dance. &lt;br&gt;5.2.1: A student explores the elements of dance as the basis of communication of ideas. &lt;br&gt;5.2.2: A student composes and structures dance movement that communicates an idea &lt;br&gt;5.3.2: A student identifies and analyses the link between their performances and compositions and dance works of art. &lt;br&gt;5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.</td>
<td>Term 3</td>
</tr>
<tr>
<td>Dance Analysis</td>
<td>20%</td>
<td>5.3.1: A student describes and analyses dance as the communication of ideas within a context. &lt;br&gt;5.3.2: A student identifies and analyses the link between their performances and compositions and dance works of art. &lt;br&gt;5.3.3: A student applies understandings and experiences drawn from their own work and dance works of art.</td>
<td>Term 4</td>
</tr>
</tbody>
</table>
Dance

Areas for Assessment
Performing
Composing
Appreciation

Grade A
A student at this grade typically:

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

Grade B
A student at this grade typically:

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

Grade C
A student at this grade typically:

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

Grade D
A student at this grade typically:

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

Grade E
A student at this grade typically:

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

**AREAS FOR ASSESSMENT – 2014**

Assessment of achievement focuses on the knowledge, skills and understanding of Making, Performing and Appreciating Drama.

<table>
<thead>
<tr>
<th>TASK</th>
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</table>
| Australian Realism - Performance | 20% | 5.1.1: manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action  
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 | Term 1 |
| Design Project – Promotion and Publicity | 20% | 5.1.4: explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.  
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 | Term 2 |
| Playbuilding – Political Theatre (Boal) | 20% | 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  
5.2.1: 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  
5.3.3: analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology. | Term 2 |
| Approaches to Acting - Monologue | 20% | 5.1.3: devises, interprets and enacts drama using scripted and unscripted material or text  
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 | Term 3 |
| Yearly Examination | 20% | 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. | Term 3 |
Drama

Areas for Assessment

Making
Performing
Appreciating

Grade A
A student at this grade typically:

- 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.
- 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 excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles.
- selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions.
- researches and critically assesses the contemporary and historical contexts of drama.
- evaluates the contribution of groups and individuals, using appropriate drama terminology.
- analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

Grade B
A student at this grade typically:

- 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.
- 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.
- competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.
- confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.
- researches and analyses the contemporary and historical contexts of drama.
- assesses the contributions of groups and individuals using appropriate drama terminology.
- analyses drama with an awareness of the relationship between performer and audience.

Grade C
A student at this grade typically:

- demonstrates a sound 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.
- 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.
- improves, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles.
- uses performance spaces, technologies and elements of production to communicate a dramatic Intention.
- researches and describes the contemporary and historical contexts of drama.
- describes the contribution of groups and individuals using drama terminology.
- describes the relationship between performer and audience.

Grade D
A student at this grade typically:

- 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.
- develops their work using basic dramatic forms and performance techniques to create drama for an audience.
- demonstrates limited skills in improvisation, playbuilding and other dramatic forms.
- uses aspects of performance spaces, technologies and elements of production.
- conducts basic research and describes some contexts of drama.
- recognises the contribution of groups and individuals, using limited drama terminology.
- recognises the relationship between performer and audience.

Grade E
A student at this grade typically:

- participates, with teacher support, in the practices of making, performing and appreciating drama.
- has an elementary understanding of some elements of drama and performance skills required to create drama for an audience.
- demonstrates very limited skills in improvisation, playbuilding and other dramatic forms.
- uses some aspects of performance spaces and elements of production.
- with guidance, conducts basic research.
- recognises the contribution of some groups and individuals.
- recognises aspects of the relationship between performer and audience.
**ENGLISH**

**AREAS FOR ASSESSMENT – 2014**

Students learn to respond to and compose a variety of texts in a range of registers. They deal with texts in the contexts of everyday communication, in personal expression, in literature and the mass media. Assessment of student achievement is based on knowledge and skills in:

- **Reading**
- **Writing**
- **Speaking and Listening**
- **Viewing and Representing**

<table>
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| **Written Task**            | 20%    | 1: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure  
2: uses and critically assesses a range of processes for responding and composing  
3: selects, uses, describes and explains how different technologies affect and shape meaning  
4: selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and explains their effects on meaning  
6: experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts  
8: investigates the relationships between and among texts  
9: demonstrates understanding of the ways texts reflect persona and public worlds  
10: demonstrates understanding of the ways texts reflect personal and public worlds | Term 1 |
| Drama                       |        |                                                                                                                                                                                                           |        |
| **Written Task**            | 20%    | 1: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure  
2: uses and critically assesses a range of processes for responding and composing  
4: selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and explains their effects on meaning  
5: transfers understanding of language concepts into new and different contexts  
7: thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts  
8: investigates the relationships between and among texts  
10: demonstrates understanding of the ways texts reflect personal and public worlds | Term 2 |
| Prose                       |        |                                                                                                                                                                                                           |        |
| Fiction                     |        |                                                                                                                                                                                                           |        |
| **Yearly Examination**      | 40%    | 1: responds to and composes increasingly sophisticated and sustained texts for understanding  
4: selects and uses language forms and features, and structures of texts according to different purposes, audiences and contexts, and explains their effects on meaning  
6: experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts  
7: thinks critically and interpretively using information, ideas and increasingly complex arguments to respond to and compose texts in a range of contexts  
8: investigates the relationships between and among texts  
9: demonstrates understanding of the ways texts reflect persona and public worlds  
10: demonstrates understanding of the ways texts reflect personal and public worlds  
11: uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness | Term 3 |
| **Speaking Task**           |        |                                                                                                                                                                                                           |        |
| Literature                  |        |                                                                                                                                                                                                           |        |
| Across Borders              | 20%    | 1: responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis and pleasure  
2: uses and critically assesses a range of processes for responding and composing  
3: selects, uses, describes and explains how different technologies affect and shape meaning  
5: transfers understanding of language concepts into new and different contexts  
6: experiments with different ways of imaginatively and interpretively transforming experience, information and ideas into texts  
8: investigates the relationships between and among texts  
9: demonstrates understanding of the ways texts reflect persona and public worlds  
11: uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness | Term 4 |
English

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

Grade A
A student at this grade typically:

• through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.
• perceptively investigates the context and perspective of texts and the relationships between and among them.
• constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.
• responds imaginatively and critically in a highly effective way to verbal and visual imagery.
• displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts.
• is able to generalise confidently from engaging with texts to present a wide variety of views of the world.
• consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.
• with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.
• independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Grade B
A student at this grade typically:

• through close and wide study, responds to demanding, imaginative, factual and critical texts.
• investigates with some insight the context and perspective of texts and the relationships between and among them.
• closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts.
• responds imaginatively and critically in an effective way to verbal and visual imagery.
• displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.
• is able to generalise from engaging with texts to present a range of views of the world.
• demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.
• with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.
• independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

Grade C
A student at this grade typically:

• through close and wide study, responds to a range of imaginative, factual and critical texts.
• investigates the context and perspective of texts and the relationships between and among them.
• analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.
• responds imaginatively to verbal and visual imagery.
• displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.
• is able to generalise from engaging with texts to present differing views of the world.
• demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.
• conforms to or challenges an audience's preconceptions and expectations.
• with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.
**Grade D**  
* A student at this grade typically:
  - demonstrates some ability to respond to a range of texts.
  - discusses the context and perspective of texts and the relationships between and among them.
  - discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.
  - responds to verbal and visual imagery.
  - composes written, oral and visual texts using various technologies for different purposes, audiences and contexts.
  - is able to generalise at times from engaging with texts to present some differing views of the world.
  - with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts.
  - is able to identify and discuss some obvious preconceptions and expectations of an audience.
  - with guidance, is able to reflect on their individual and collaborative skills for learning.

**Grade E**  
* A student at this grade typically:
  - demonstrates some evidence of the ability to respond to a limited range of texts.
  - with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.
  - responds in a rudimentary way to verbal and visual imagery.
  - with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.
  - is able to generalise at times from engaging with texts to present a limited view of the world.
  - with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts.
  - is able to identify some obvious expectations of an audience.
  - with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.
## FOOD TECHNOLOGY

### AREAS FOR ASSESSMENT – 2014

Assessment of achievement focuses on students’ development of knowledge, understanding and skills relating to food properties, preparation and consumption.

<table>
<thead>
<tr>
<th>TASK</th>
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<th>OUTCOMES</th>
<th>TIMING</th>
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</table>
| Food Equity Research Task         | 25%       | 5.3.1: describes the relationship between food consumption, the nutritional value of foods, the health of individuals and communities  
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  
5.6.1: 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 | Semester 1   |
| Food Service and Catering Position Application | 25%       | 5.1.2: identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food.  
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  
5.6.1: examines the relationship between food, technology and society | Semester 1   |
| Practical Skill Development       | 20%       | 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 WHS issues associated with the handling of food.  
5.2.3: applies appropriate methods of food processing, preparation and storage  
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 | Semester 1 & Semester 2 |
| Yearly Examination                | 30%       | 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 and a range of outcomes taught throughout the year  
5.3.2: justifies food choices by analysing the factors that influence food habits. | Semester 2   |
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 A

A student at this grade typically:

- evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
- independently identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes, independently assessing and managing risks associated with safe and hygienic preparation of food.
- demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes.
- evaluates the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
- analyses a wide range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
- displays highly developed research skills, and communicates complex information effectively using a range of media.

Grade B

A student at this grade typically:

- analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
- identifies and uses advanced techniques and equipment for a variety of food-specific purposes, assessing and managing risks associated with the safe and hygienic preparation of food.
- demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes.
- analyses the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
- analyses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
- displays well-developed research skills, and communicates complex information using a range of media.

Grade C

A student at this grade typically:

- describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
- identifies and uses appropriate techniques and equipment for a variety of food-specific purposes, identifying and managing risks associated with the safe and hygienic preparation of food.
- demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes.
- describes the impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
- discusses a range of factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
- displays well-developed research skills, and communicates complex information using a range of media.

Grade D

A student at this grade typically:

- outlines a number of chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage.
- identifies and uses basic techniques and equipment for a number of food-specific purposes, identifying and managing some risks associated with the safe and hygienic preparation of food.
- demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes.
- outlines the Impact of food-related activities or tasks on the individual, society and environment, and the influences that technology has had on food supply.
- identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health.
- displays basic research skills, and communicates information using a limited range of media.

Grade E

A student 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.
- with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.
- with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.
- identifies some ways that food-related activities or tasks impact on the individual, society or the environment, and some influences that technology has had on food supply.
- identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.
- displays very limited research skills and, with guidance, communicates simple information using a limited range of media.
The Year 10 Mandatory Geography Course assessment will focus on the development of knowledge and geographical skills essential to an understanding of the interaction of human and physical geography related to Australia.

### Mandatory Geography

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<thead>
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</table>
| Research based written and oral task | 20%       | 5.1: identifies, gathers and evaluates geographical information  
5.2: analyses, organises and synthesises geographical information  
5.3: selects and uses appropriate written, oral and graphic forms to communicate geographical information  
5.7: analyses the impact of different perspectives on geographical issues at local, national and global scales  
5.8: accounts for the differences within and between Australian communities  
5.9: explains Australia’s links with other countries and its role in the global community  
5.10: applies geographical knowledge, understanding and skills with a knowledge of civics to demonstrate active and informed citizenship | Semester 1      |
| Skills Assessment         | 20%       | 5.2: analyses, organises and synthesises geographical information  
5.4: selects and applies appropriate geographical tools | Semester 2      |
| Fieldwork                 | 20%       | 5.1: identifies, gathers and evaluates geographical information  
5.2: analyses, organises and synthesises geographical information  
5.3: selects and uses appropriate written, oral and graphic forms to communicate geographical information  
5.4: selects and applies appropriate geographical tools  
5.5: demonstrates a sense of place about Australian environments  
5.6: explains the geographical processes that form and transform Australian environments | Semester 2      |
| Yearly Examination        | 40%       | Examination outcomes will be drawn from 5.1 to 5.10                                                                                                                                                    | Semester 2      |
Australian Geography

Areas for Assessment
Communication
Geographical tools and skills
Geographical knowledge

Grade A
A student at this grade typically:

- displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.
- exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
- demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.
- explains and analyses different perspectives of geographical issues at a range of scales.
- demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
- displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

Grade B
A student at this grade typically:

- displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.
- exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
- demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.
- explains different perspectives of geographical issues at a range of scales.
- demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
- displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.

Grade C
A student at this grade typically:

- displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.
- exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
- demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.
- describes different perspectives of geographical issues.
- demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
- displays broad knowledge of civics and describes links between civics and informed and active citizenship.

Grade D
A student at this grade typically:

- displays basic skills to select, gather, organise and communicate geographical Information using a range of written, oral and graphic forms.
- exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.
- demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.
- outlines different perspectives of Australian geographical issues.
- demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.
- displays some knowledge of civics and identifies links between civics and citizenship.

Grade E
A student at this grade typically:

- displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.
- exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.
- demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.
- demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.
- identifies some aspects of civics and recognises some links between civics and citizenship.
GEOGRAPHY

AREAS FOR ASSESSMENT – 2014

The Year 10 Elective Geography Course assessment will focus on the development of knowledge and skills essential to an understanding of geographical phenomena and for informed, active citizenship in a changing world.

COURSE STRUCTURE

Students will complete the 100 hour Geography Elective course at Stage 5 level. The following schedule will be used as the basis for awarding the Elective component of Grades in the subject.

Elective Geography

<table>
<thead>
<tr>
<th>TASK</th>
<th>ELECTIVE WEIGHTING</th>
<th>OUTCOMES TESTED</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stimulus Based Response</td>
<td>15%</td>
<td>E.5.5: explains the geographical processes that form and transform environments</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.7: explains the roles and responsibilities of individuals, groups and governments in resolving tensions and conflicts at a range of scales</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.8: analyses contemporary world events and issues in terms of their ecological and spatial dimensions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.11: describes physical, social, cultural economic and political issues at a range of scales</td>
<td></td>
</tr>
<tr>
<td>Extended Response</td>
<td>20%</td>
<td>E.5.1: identifies, gathers and evaluates geographical information</td>
<td>Semester 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.2: analyses, organises and synthesises geographical information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.6: analyses the impact of different perspectives on geographical issues at local, national and global scales</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.9: applies geographical knowledge, understanding and skills with a knowledge of civics to demonstrate active and informed citizenship</td>
<td></td>
</tr>
<tr>
<td>Research Task</td>
<td>20%</td>
<td>E.5.1: identifies, gathers and evaluates geographical information</td>
<td>Semester 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.2: analyses, organises and synthesises geographical information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.3: selects and uses appropriate written, oral and graphic forms to communicate geographical information</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.4: selects and applies appropriate geographical tools</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>E.5.10: explains patterns processes and issues associated with human activity at a range of scales</td>
<td></td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>45%</td>
<td>Examination outcomes will be drawn from E.5.1 to E.5.11.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
Geography Elective

Areas for Assessment
Research and communication
Geographical tools and skills
Geographical knowledge

Grade A
A student at this grade typically:

- displays sophisticated skills to select, gather and organise complex geographical information, and uses an extensive range of written, oral and graphic forms to communicate it effectively.
- demonstrates extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of their world.
- analyses features of local and world environments, and explains the geographical processes that form and transform them.
- analyses a wide range of contemporary events and issues and evaluates their impacts on communities at a range of scales.
- displays extensive knowledge of civics, and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

Grade B
A student at this grade typically:

- displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.
- demonstrates high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of their world.
- describes features of local and world environments, and accounts for the geographical processes that form and transform them.
- explains a range of contemporary events and issues and assesses their impacts on communities at a range of scales.
- displays thorough knowledge of civics, and explains links between civics and informed and active citizenship in relation to geographical issues.

Grade C
A student at this grade typically:

- displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.
- demonstrates sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of their world.
- outlines features of local and world environments, and demonstrates some understanding of the geographical processes that form and transform them.
- describes contemporary events and issues and their impacts on communities.
- displays sound knowledge of civics, and describes links between civics and informed and active citizenship.

Grade D
A student at this grade typically:

- displays skills to select, gather, organise and communicate geographical information in written, oral and graphic forms.
- demonstrates limited skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of their world.
- recognises local and world environments, and is aware of the geographical processes that form and transform them.
- recognises contemporary events and issues and some of their impacts on communities.
- displays basic knowledge of civics, and identifies links between civics and citizenship.

Grade E
A student at this grade typically:

- displays very limited skills to select, gather, organise and communicate geographical information.
- demonstrates very limited skills to select and apply geographical tools to some spatial and ecological dimensions of their world.
- identifies local and world environments and some geographical processes that form and transform them.
- identifies some contemporary events and issues and aspects of their impacts on communities.
- identifies some aspects of civics, and recognises some links between civics and citizenship.
HISTORY

AREAS FOR ASSESSMENT - 2014

Students who have not completed the SC Mandatory History course in Year 9 will be required to take the mandatory course in Year 10. Assessment of achievement in this course will focus on the student’s development of knowledge and historical skills essential to an understanding of Australia and the world. Detailed instructions for the grading tasks will be given to the students by the class teachers.

**Mandatory History**

<table>
<thead>
<tr>
<th>TASK</th>
<th>WEIGHTING</th>
<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
</table>
| Research / Communication Task | 25%       | 5.2: Assess the impact of international events and relationships on Australia’s history  
5.10: Uses appropriate forms to communicate effectively about the past                                                                                   | Semester 1 |
| Written / Source Task       | 25%       | 5.1: Explains social, political and cultural developments and events and evaluates their impact on Australian life  
5.6: Uses sources appropriately in an historical inquiry  
5.8: Locates, selects and organizes relevant historical information to communicate effectively about the past. | Semester 1 |
| Yearly Examination          | 50%       | Examination outcomes will be drawn from  
5.1 to 5.10  
5.1: Explains social, political and cultural developments and events and evaluates their impact on Australian life.  
5.2: Assess the impact of international events and relationships on Australia’s history.  
5.3: Explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia.  
5.4: Sequences major historical events to show an understanding of continuity, change and causation.  
5.5: Identifies, comprehends and evaluates historical sources.  
5.6: Uses sources appropriately in an historical inquiry  
5.7: Explains different contexts, perspectives and interpretations of the past.  
5.8: Locates, selects and organizes relevant historical information to communicate effectively about the past.  
5.9: Uses historical terms and concepts in appropriate contexts.  
5.10: Uses appropriate written forms to communicate effectively about the past. | Semester 2 |
Australian History

Areas for Assessment
Historical knowledge
Research and historical inquiry skills
Communication

Grade A
A student at this grade typically:
- demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.
- demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.
- draws historical conclusions based on an understanding of continuity, change and causation.
- assesses different perspectives and interpretations of the past.
- evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry.
- communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms.
- displays a sophisticated use of historical terms and concepts.

Grade B
A student at this grade typically:
- demonstrates thorough knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life.
- demonstrates thorough knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.
- sequences events and explains factors contributing to continuity, change and causation.
- explains different perspectives and interpretations of the past.
- selects and interprets a range of sources and draws conclusions about their usefulness in an historical inquiry.
- communicates their understanding of history by constructing explanations and coherent arguments about historical events and issues for different audiences, in a variety of oral, written and other forms.
- appropriately uses a range of historical terms and concepts.

Grade C
A student at this grade typically:
- demonstrates sound knowledge and understanding of significant developments in 20th century Australian history and makes a simple evaluation of their impact on Australian life.
- demonstrates sound knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia.
- sequences events and explains factors contributing to continuity and change.
- describes different perspectives and interpretations of the past.
- locates, selects and organises relevant information from a number of sources to undertake historical inquiry.
- communicates their understanding of history by creating explanations and arguments about historical events and issues, in a range of oral, written and other forms.
- uses appropriate historical terms and concepts.

Grade D
A student at this grade typically:
- demonstrates basic knowledge and understanding of some significant developments in 20th century Australian history and explains their impact on Australian life.
- demonstrates basic knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.
- recalls different perspectives and interpretations of the past.
- locates, selects and organises relevant information from sources and summarises the main ideas to answer historical questions.
- communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms.
- uses a limited range of historical terms and concepts.

Grade E
A student at this grade typically:
- demonstrates elementary knowledge and understanding of some significant events in 20th century Australian history and, with teacher support, describes some impacts of these events on Australian life.
- demonstrates elementary knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia.
- recounts some historical events in chronological order.
- recognises different perspectives within historical accounts, with guidance.
- locates limited information from sources to answer historical questions, with guidance.
- communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms.
- uses simple historical terms and concepts.
HISTORY

AREAS FOR ASSESSMENT - 2014

In the Year 10 Elective History Course assessment of achievement will focus on the student’s development of knowledge and historical skills through a series of Modern and Ancient History case studies. Detailed instructions for the grading tasks will be given to the students by the class teachers.

Elective History

<table>
<thead>
<tr>
<th>TASK</th>
<th>WEIGHTING</th>
<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written task</td>
<td>25%</td>
<td>E5.7: explains different contexts, perspectives and interpretations of the past&lt;br&gt;E5.8: locates, selects and organises relevant historical information from a number of sources to undertake an historical inquiry&lt;br&gt;E5.9: uses historical terms and concepts in appropriate contexts</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Research / Oral</td>
<td>25%</td>
<td>E5.1: applies an understanding of history, archaeology and the methods of historical inquiry&lt;br&gt;E5.6: identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry&lt;br&gt;E5.10: selects and uses appropriate written and oral forms to communicate effectively about the past</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>50%</td>
<td>Examination outcomes will be drawn from outcomes E5.1 to E5.10&lt;br&gt;E5.1: applies an understanding of history, archaeology and the methods of historical inquiry&lt;br&gt;E5.2: examines the ways historical meanings can be constructed through a range of media&lt;br&gt;E5.3: sequences major historical events to show an understanding of continuity, change and causation.&lt;br&gt;E5.4: explains the importance of key features of the past&lt;br&gt;E5.5: evaluates the contribution of cultural groups, sits, and/or family to our shared heritage&lt;br&gt;E5.6: identifies, comprehends and evaluates historical sources and uses them appropriately in an historical inquiry&lt;br&gt;E5.7: explains different contexts, perspectives and interpretations of the past&lt;br&gt;E5.8: locates, selects and organizes relevant historical information from a number of sources to undertake an historical inquiry&lt;br&gt;E5.9: uses historical terms and concepts in appropriate contexts&lt;br&gt;E5.10: selects and uses appropriate written forms to communicate effectively about the past.</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>
History Elective

Areas for Assessment

Historical understanding
Historical knowledge
Research and historical inquiry skills
Communication

Grade A
A student at this grade typically:

- 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.

Grade B
A student at this grade typically:

- 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.

Grade C
A student at this grade typically:

- 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 and selects 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.

Grade D
A student at this grade typically:

- 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.

Grade E
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 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.
## MARINE AND AQUACULTURE TECHNOLOGY

### AREAS FOR ASSESSMENT - 2014

<table>
<thead>
<tr>
<th>TASK</th>
<th>WEIGHTING</th>
<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
</table>
| Topic Test                | 25%       | 5.4: knowledge, understanding, skills and attitudes that promote ethical and sustainable practices in the use, management and protection of the marine environment  
5.5: knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities  
5.6: knowledge, understanding and appreciation of the industries and organisations using, managing and regulating aquaculture and the marine environment | Term 2 |
| Oral Presentation         | 25%       | 5.1: knowledge, understanding and appreciation of marine and aquatic environments  
5.4: knowledge, understanding, skills and attitudes that promote ethical and sustainable practices in the use, management and protection of the marine environment | Term 2 |
| Topic Test                | 25%       | 5.2: knowledge, understanding and appreciation of the economical sustainability of aquaculture  
5.3: knowledge, understanding and appreciation of the role of aquaculture in the preservation of wild seafood stocks and the marine environment  
5.4: knowledge, understanding, skills and attitudes that promote ethical and sustainable practices in the use, management and protection of the marine environment  
5.5: knowledge, understanding and skills in the responsible selection and safe use of materials, equipment and techniques used in aquaculture and marine and maritime activities | Term 3 |
| Personal Research Project | 25%       | 5.1: knowledge, understanding and appreciation of marine and aquatic environments  
5.4: knowledge, understanding, skills and attitudes that promote ethical and sustainable practices in the use, management and protection of the marine environment  
5.7: knowledge and skills in researching, experimenting and communicating in marine and aquaculture contexts | Term 3 |
Stage 5 Course Performance Descriptors — Marine & Aquaculture Technology

Content Endorsed Course

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

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

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

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

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

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

E. The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
## MATHEMATICS - 5.3 Pathway

### AREAS FOR ASSESSMENT - 2014

Knowledge, understanding and skills in:

- Working mathematically
- Measurement and trigonometry
- Geometry
- Chance and data
- Algebra and coordinate geometry
- Number

All necessary information will be given to students at least two weeks prior to the task.

<table>
<thead>
<tr>
<th>TASK</th>
<th>WEIGHTING</th>
<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Task using questions from the compulsory homework allocated</td>
<td>10% Seen, 15% Unseen, Total 25%</td>
<td>PAS5.1.2: Determines the midpoint, length and gradient of an interval joining two points on the number plane and graphs linear and simple non-linear relationships from equations. PAS5.2.3: uses formulae to find midpoint, distance and gradient and applies the gradient/intercept form to interpret and graph straight lines. PAS5.2.4: draws and interprets graphs including simple parabolas and hyperbolas. PAS5.2.5: draws and interprets graphs of physical phenomena. PASS.3.2: solves linear, quadratic and simultaneous equations, solves and graphs inequalities, and rearranges literal equations.</td>
<td>Term 1</td>
</tr>
<tr>
<td>Geometry and Probability Multiple Choice Task</td>
<td>25%</td>
<td>SGS5.2.1: develops and applies results related to the angle sum of interior and exterior angles for any convex polygon. SGS5.2.2: develops and applies results for proving that triangles are congruent or similar. SGS5.3.1: constructs arguments to prove geometrical results. SGS5.3.2: determines the properties of triangles and quadrilaterals using deductive reasoning. SGS5.3.3: constructs geometrical arguments using similarity tests for triangles. NS5.1.2: determines relative frequencies and theoretical probabilities. NS5.3.2: solves probability problems involving compound events.</td>
<td>Term 2</td>
</tr>
<tr>
<td>Australian Mathematics Competition (Q1-15)</td>
<td>10%</td>
<td>WMS5.3.2: solves problems using a range of strategies including deductive reasoning. WMS5.2.1: asks questions that could be explored using mathematics in relation to Stage 5.2 content. WMS5.2.3: uses appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form.</td>
<td>August, 2014</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>40%</td>
<td>PAS5.3.2: solves linear, quadratic and simultaneous equations, solves and graphs inequalities, and rearranges literal equations. PAS5.2.4: draws and interprets graphs including simple parabolas and hyperbolas. PAS5.3.4: draws and interprets a variety of graphs including parabolas, cubic, exponentials and circles and applies coordinate geometry techniques to solve problems. PASS.3.6: uses a variety of techniques to sketch a range of curves and describes the features of curves from the equation. NSS.3.2: solves probability problems involving compound events. MSS.2.2: applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres and calculates the surface area and volume of composite solids. MSS.3.1: applies formulae to find the surface area of pyramids, right cones and spheres. SGS5.2.2: develops and applies results for proving that triangles are congruent or similar. SGS5.3.3: constructs geometrical arguments using similarity tests for triangles. MSS.3.1: applies formulae to find the surface area of pyramids, right cones and spheres. NSS.1.2: solves consumer arithmetic problems involving earning and spending money. NSS.2.2: solves consumer arithmetic problems involving compound interest, depreciation and successive discounts. DSS.2.1: uses the inter-quartile range and standard deviation to analyse data. WMS5.2.3: uses appropriate mathematical language and algebraic, statistical and other notations and conventions in written, oral or graphical form.</td>
<td>Term 3</td>
</tr>
</tbody>
</table>
## MATHEMATICS - 5.2 Pathway

### AREAS FOR ASSESSMENT - 2014

Knowledge, understanding and skills in:
- Working mathematically
- Measurement and trigonometry
- Geometry
- Chance and data
- Algebra and coordinate geometry
- Number

All necessary information will be given to students at least two weeks prior to the task.

<table>
<thead>
<tr>
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<th>OUTCOMES</th>
<th>TIMING</th>
</tr>
</thead>
</table>
| Written Task using questions from the compulsory homework allocated | 10% Seen  15% Unseen Total 25% | **MS5.1.2:** applies trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression.  
**MS5.2.3:** applies trigonometry to solve problems including those involving bearings  
**PAS4.4:** uses algebraic techniques to solve linear equations and simple inequalities  
**PAS5.2.1** simplifies, expands and factorises algebraic expressions involving fractions and negative fractional indices  
**PAS5.2.2:** solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods  
**DS 4.2:** analyses data using measures of location and range  
**DS5.1.1:** groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs  
**DS5.2.1:** uses the inter-quartile range and standard deviation to analyse data | Term 1    |
| Open Book Test                            | 20%       | **NS5.2.2:** solves consumer arithmetic problems involving compound interest, depreciation, and successive discounts  
**MS5.2.2:** applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres and calculates the surface area and volume of composite solids  
**WMS5.5.1.1:** asks questions that could be explored using mathematics in relation to Stage 5.1 content  
**WMS5.5.1.2:** analyses a mathematical or real-life situation, systematically applying problem-solving strategies  
**WMS5.5.1.3:** uses mathematical terminology and notation, algebraic symbols, diagrams, text and tables to explain mathematical ideas | Term 2    |
| Multiple Choice Task                     | 5% Ongoing in class 10% Unseen Total 15% | **NS 5.1.3:** determines relative frequencies and theoretical probabilities  
**NS 5.2.2:** solves consumer arithmetic problems involving compound interest, depreciation and successive discounts  
**MS 5.2.2:** applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres and calculates the surface area and volume of composite solids  
**MS 5.1.2:** applies trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression  
**MS 5.2.3:** applies trigonometry to solve problems including those involving bearings  
**PAS 4.4:** uses algebraic techniques to solve linear equations and simple inequalities  
**PAS 5.2.1** simplifies, expands and factorises algebraic expressions involving fractions and negative fractional indices  
**PAS5.2.2:** solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods  
**PAS5.2.4:** draws and interprets graphs including simple parabolas and hyperbolas  
**DS 4.2:** analyses data using measures of location and range  
**DS 5.1.1:** groups data to aid analysis and constructs frequency and cumulative frequency tables and graphs  
**DS 5.2.1:** uses the inter-quartile range and standard deviation to analyse data  
**SGS 5.2.2:** develops and applies results for proving that triangles are congruent or similar | Term 3    |
<table>
<thead>
<tr>
<th>Yearly Examination</th>
<th>40%</th>
<th>Term 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MS5.1.2:</strong> applies trigonometry to solve problems (diagrams given) including those involving angles of elevation and depression</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MS5.2.3:</strong> applies trigonometry to solve problems including those involving bearings</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>DS5.2.1:</strong> uses the inter-quartile range and standard deviation to analyse data</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NS5.2.2:</strong> solves consumer arithmetic problems involving compound interest, depreciation, and successive discounts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>MS5.2.2:</strong> applies formulae to find the surface area of right cylinders and volume of right pyramids, cones and spheres and calculates the surface area and volume of composite solids</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SGS5.2.2:</strong> develops and applies results for proving that triangles are congruent or similar</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAS5.2.2:</strong> solves linear and simple quadratic equations, solves linear inequalities and solves simultaneous equations using graphical and analytical methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>PAS5.2.4:</strong> draws and interprets graphs including simple parabolas and hyperbolas</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NS5.1.3:</strong> determines relative frequencies and theoretical probabilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>SGS5.2.2:</strong> develops and applies results for proving that triangles are congruent or similar.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Mathematics

Areas for Assessment

Knowledge, skills and understanding:

Working mathematically - developed through inquiry, application of problem-solving strategies, communication, reasoning and reflection.

Number - in mental and written computation and numerical reasoning.

Patterns and algebra - in patterning, generalisation and algebraic reasoning.

Data - in collecting, representing, analysing and evaluating information.

Measurement - in identifying and quantifying attributes of shapes and objects and applying measurement strategies.

Space and geometry - in spatial visualisation and geometric reasoning.

Grade A10

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

A student at this grade typically:

- interprets and solves probability problems involving compound events.
- solves problems involving surface area of pyramids, cones and spheres, and applies similarity relationships for area and volume.
- uses analytical and graphical techniques to solve problems involving quadratic equations, simultaneous equations or inequalities.
- manipulates algebraic expressions, equations and inequalities, with consideration given to restrictions on the values of variables.
- applies relevant theorems and properties to deduce further geometrical relationships involving triangles and quadrilaterals.

Grade A9

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

A student at this grade typically:

- performs operations with both surds and indices in numerical and algebraic contexts.
- uses trigonometry to solve practical problems involving non-right-angled triangles.
- analyses and describes graphs of physical phenomena.
- constructs geometrical arguments and formal proofs of geometrical relationships.
- uses analytical methods to solve linear, quadratic and simultaneous equations, including simultaneous equations involving a first degree equation and a second degree equation.

Grade B8

A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multistep problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.

A student at this grade typically:

- solves simple probability problems involving two-stage events.
- calculates surface area of pyramids, cones and spheres.
- constructs geometrical arguments to prove a general geometrical result, giving reasons.
- graphs simple regions, draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems.
- expands binomial products and factorises quadratic expressions.

Grade B7

A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.

A student at this grade typically:

- applies compound interest and depreciation formulae to consumer situations, and calculates the result of successive discounts.
- draws and interprets graphs including simple parabolas and hyperbolas.
- calculates surface area and volume of simple composite solids, and solves trigonometry problems involving bearings and angles measured in degrees and minutes.
- solves linear inequalities and simple simultaneous linear equations using an analytical method.
- analyses data using the interquartile range and standard deviation.
Grade C6
A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.

A student at this grade typically:

- simplifies algebraic expressions involving fractions and indices.
- expands and factorises simple algebraic expressions and solves simple quadratic equations.
- uses formulae to calculate the volume of pyramids, cones and spheres, and the surface area of cylinders.
- uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent.
- determines the upper and lower quartiles of a set of scores and uses a calculator to find the standard deviation of a set of scores.

Grade C5
A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.

A student at this grade typically:

- uses given formulae to find midpoint, distance and gradient and uses given graphs to solve simple linear simultaneous equations.
- draws and interprets simple graphs of physical phenomena.
- calculates compound interest using repetition of the formula for simple interest.
- applies results related to the angle sum for polygons to solve simple numerical problems.
- solves simple word problems in trigonometry.

Grade D4
A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.

A student at this grade typically:

- uses diagrams to solve simple coordinate geometry problems.
- graphs simple linear and non-linear relationships by constructing a table of values and using an appropriate scale.
- finds the perimeter and area of simple composite figures and, given diagrams, uses trigonometry to find sides and angles in right-angled triangles.
- constructs tables and graphs for grouped data.

Grade D3
A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.

A student at this grade typically:

- solves simple consumer arithmetic problems involving earning and spending money and, given the formula, calculates simple interest.
- completes a table of values to graph simple linear relationships.
- applies geometrical properties to solve simple numerical problems.
- expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side and a given side.
- simplifies arithmetic and simple algebraic expressions involving positive integral indices.

Grade E2
A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.

A student at this grade typically:

- uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry.
- simplifies and substitutes into simple algebraic expressions and solves simple linear equations.
- determines properties of triangles and quadrilaterals.
- uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees.
- constructs frequency tables for ungrouped data.
# CHINESE (BEGINNERS AND HERITAGE)

## AREAS FOR ASSESSMENT - 2014

Student achievement in Chinese will be assessed across a range of reading, writing, listening and speaking tasks which will enable them to demonstrate their knowledge, understanding and skills in this subject.

<table>
<thead>
<tr>
<th>Components</th>
<th>Weighting</th>
<th>Task 1 Term 1</th>
<th>Task 2 Term 2</th>
<th>Task 3 Term 3</th>
<th>Task 4 Term 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Listening &amp; Reading</td>
<td>Writing</td>
<td>Yearly Examination</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Listening and Responding</td>
<td>30%</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>30%</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>20%</td>
<td></td>
<td></td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td></td>
<td>10</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Marks</td>
<td>100%</td>
<td>30</td>
<td>10</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td>5.UL.1, 2</td>
<td>5.UL.4</td>
<td>5.UL.1, 2, 3, 4</td>
<td>5.UL.3</td>
</tr>
</tbody>
</table>

### Syllabus Outcomes

<table>
<thead>
<tr>
<th>5.UL.1 Listening</th>
<th>A student selects, summarises and analyses information and ideas in spoken texts and responds appropriately</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.UL.2 Reading</td>
<td>A student selects, summarises and analyses information and ideas in written texts and responds appropriately</td>
</tr>
<tr>
<td>5.UL.3 Speaking</td>
<td>A student uses Chinese by incorporating diverse structures and features to express own ideas</td>
</tr>
<tr>
<td>5.UL.4 Writing</td>
<td>A student experiments with linguistic patterns and structures in Chinese to convey information and to express own ideas</td>
</tr>
</tbody>
</table>
Chinese

Areas for Assessment

Using language
Making linguistic connections Moving between cultures

Grade A
A student at this grade typically:

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

Grade B
A student at this grade typically:

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

Grade C
A student at this grade typically:

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

Grade D
A student at this grade typically:

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

Grade E
A student at this grade typically:

- communicates, orally and in writing, using only simple phrases or words in some familiar contexts.
- responds/writes hesitantly, with some inaccuracies in grammatical and linguistic structures that impede communication.
- conducts simple, short conversations and, with prompting, is able to express own ideas using simple vocabulary and linguistic structures.
- with guidance, selects information from a limited range of spoken and written texts.
- with guidance, demonstrates very limited understanding of ways in which languages work as systems and of the interdependence of language and culture.
- demonstrates an elementary understanding of the culture of Chinese-speaking communities.
Student achievement in French will be assessed across a range of reading, writing, listening and speaking tasks which will enable them to demonstrate their knowledge, understanding and skills in this subject.

<table>
<thead>
<tr>
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<th>Task 1 Term 1</th>
<th>Task 2 Term 2</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Listening &amp; Reading</td>
<td>Writing</td>
<td>Yearly Examination</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Listening and Responding</td>
<td>30%</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>30%</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>20%</td>
<td></td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td></td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>100%</td>
<td>30</td>
<td>10</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td>5.UL.1, 2</td>
<td>5.UL.4</td>
<td>5.UL.1, 2, 3, 4</td>
<td>5.UL.3</td>
</tr>
</tbody>
</table>

**Syllabus Outcomes**

<table>
<thead>
<tr>
<th>5.UL.1 Listening</th>
<th>A student selects, summarises and analyses information and ideas in spoken texts and responds appropriately</th>
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<tbody>
<tr>
<td>5.UL.2 Reading</td>
<td>A student selects, summarises and analyses information and ideas in written texts and responds appropriately</td>
</tr>
<tr>
<td>5.UL.3 Speaking</td>
<td>A student uses French by incorporating diverse structures and features to express own ideas</td>
</tr>
<tr>
<td>5.UL.4 Writing</td>
<td>A student experiments with linguistic patterns and structures in French to convey information and to express own ideas</td>
</tr>
</tbody>
</table>
French

Areas for Assessment:
Using language-writing
Making linguistic connections
Moving between cultures

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

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

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

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

AREAS FOR ASSESSMENT - 2014

Student achievement in German will be assessed across a range of reading, writing, listening and speaking tasks which will enable them to demonstrate their knowledge, understanding and skills in this subject.

<table>
<thead>
<tr>
<th>Components</th>
<th>Weighting</th>
<th>Task 1 Term 1</th>
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<td></td>
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</tr>
<tr>
<td>Listening and Responding</td>
<td>30%</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>30%</td>
<td>15</td>
<td>15</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>20%</td>
<td></td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td>10</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>100%</td>
<td>30</td>
<td>10</td>
<td>50</td>
<td>10</td>
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<tr>
<td>Outcomes</td>
<td></td>
<td>5.UL.1, 2</td>
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<td>5.UL.1, 2, 3, 4</td>
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</tbody>
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**Syllabus Outcomes**

| 5.UL.1 Listening            | A student selects, summarises and analyses information and ideas in spoken texts and responds appropriately |
| 5.UL.2 Reading              | A student selects, summarises and analyses information and ideas in written texts and responds appropriately |
| 5.UL.3 Speaking             | A student uses German by incorporating diverse structures and features to express own ideas |
| 5.UL.4 Writing              | A student experiments with linguistic patterns and structures in German to convey information and to express own ideas |
German

Areas for Assessment
Using language
Making linguistic connections
Moving between cultures

Grade A
A student at this grade typically:

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

Grade B
A student at this grade typically:

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

Grade C
A student at this grade typically:

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

Grade D
A student at this grade typically:

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

Grade E
A student at this grade typically:

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

AREAS FOR ASSESSMENT - 2014

Student achievement in Japanese will be assessed across a range of reading, writing, listening and speaking tasks which will enable them to demonstrate their knowledge, understanding and skills in this subject.

<table>
<thead>
<tr>
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<td></td>
<td>Listening &amp; Reading</td>
<td>Writing</td>
<td>Yearly Examination</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Listening and Responding</td>
<td>30%</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Reading and Responding</td>
<td>30%</td>
<td>15</td>
<td></td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Speaking</td>
<td>20%</td>
<td></td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
<td></td>
<td>10</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Marks</td>
<td>100%</td>
<td>30</td>
<td>10</td>
<td>50</td>
<td>10</td>
</tr>
<tr>
<td>Outcomes</td>
<td></td>
<td>5.UL.1, 2</td>
<td>5.UL.4</td>
<td>5.UL.1, 2, 3, 4</td>
<td>5.UL.3</td>
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Syllabus Outcomes

| 5.UL.1 Listening                  | A student selects, summarises and analyses information and ideas in spoken texts and responds appropriately |
| 5.UL.2 Reading                    | A student selects, summarises and analyses information and ideas in written texts and responds appropriately |
| 5.UL.3 Speaking                   | A student uses Japanese by incorporating diverse structures and features to express own ideas |
| 5.UL.4 Writing                    | A student experiments with linguistic patterns and structures in Japanese to convey information and to express own ideas |
Japanese
Areas for Assessment
Using language
Making linguistic connections
Moving between cultures

Grade A
A student at this grade typically:

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

Grade B
A student at this grade typically:

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

Grade C
A student at this grade typically:

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

Grade D
A student at this grade typically:

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

Grade E
A student at this grade typically:

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

**AREAS FOR ASSESSMENT - 2014**

The objectives of the Syllabus used to assess student achievement are as follows:

Knowledge, understanding and skills in the musical concepts (pitch, duration, tone colour, structure, texture, dynamics and expressive techniques) are developed through performing, composing and listening in a broad range of musical contexts.

<table>
<thead>
<tr>
<th>TASK</th>
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</table>
| **Composition Task 1**     | 25%       | 5.4: demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres or musical 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. | Term 1 Week 11  |
| **Listening Task 2**       | 15%       | 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 and understanding of musical literacy through aural identification, discrimination, memorisation and notation in the music selected for study  
5.9: demonstrates an understanding of musical literacy through the 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 | Term 2 Week 4   |
| **Listening Examination Task 4** | 20% | 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 and understanding of musical literacy through aural identification, discrimination, memorisation and notation in the music selected for study  
5.9: demonstrates an understanding of musical literacy through the 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 | Term 3 Week 7   |
| **Performance Task 3**     | 20%       | 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 appropriated 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 | Term 3 Week 9   |
| **Performance Exam Task 5** | 20%       | 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 appropriated stylistic features demonstrating solo and ensemble awareness. | Term 4 Week 2   |

All necessary information will be given to students at least two weeks prior to the task.
Music

Areas for Assessment

Performing
Composing
Listening

Grade A
A student at this grade typically:

- clearly and perceptive communications an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
- confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
- confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
- explores, improvises, and constructs coherent and stylistic musical works.
- explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
- confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
- analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

Grade B
A student at this grade typically:

- clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.
- confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.
- performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
- explores, improvises, and constructs coherent musical works.
- explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.
- notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
- critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.

Grade C
A student at this grade typically:

- communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.
- engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.
- performs a range of repertoire in solo and group situations.
- explores, improvises, and constructs musical compositions.
- explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.
- notates their own work, demonstrating understanding of notational conventions.
- discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

Grade D
A student at this grade typically:

- 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 repertoire.
- engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.
- engages in group music-making and may perform some solo repertoire.
- with support, explores, improvises, and constructs basic musical compositions.
- with guidance, explores the capabilities of some instruments to create effects.
- with support, notates their own work demonstrating some understanding of notational conventions.
- describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

Grade E
A student at this grade typically:

- demonstrates elementary understanding of music as an artform in a limited range of styles, periods and genres.
- with support, engages in some musical experiences demonstrating an elementary understanding of the concepts of music.
- with assistance, is able to perform a limited range of repertoire and engage in group music-making.
- with support, constructs limited musical compositions.
- with support, explores the capabilities of some instruments.
- with support, uses limited notational forms in their own work.
- describes aspects of style, demonstrating a limited awareness of the social, cultural and historical contexts of the music studied.
PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

AREAS FOR ASSESSMENT - 2014

Students will be assessed across a range of tasks which will allow them to demonstrate their knowledge, understanding and skills in relation to physical activity, individual and community health.

<table>
<thead>
<tr>
<th>TASK</th>
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| Composition and Performance | 25%       | 5.4: adapts, transfers and improvises movement skills and concepts to improve performance  
5.5: composes, performs and appraises movement in a variety of challenging contexts.  
5.13: adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives  
5.14: confidently uses movement to satisfy personal needs and interests | Term 1  |
| Research Task               | 25%       | 5.7: analyses influences on health decision-making and develops strategies to promote health and safe behaviours  
5.8: critically analyses health information, products and services to promote health  
5.12: adapts and applies decision-making processes and justifies their choices in increasingly demanding contexts  
5.15: devises, justifies and implements plans that reflect a capacity to prioritise, think creatively and use resources effectively | Term 1  |
| Oral Presentation           | 25%       | 5.1: analyses how they can support their own and others; sense of self  
5.6: analyses attitudes, behaviours and consequences related to health issues affecting young people  
5.8: critically analyses health information, products and services to promote health  
5.11: adapts and evaluates communication skills and strategies to justify opinions, ideas and feelings in increasingly complex situations  
5.16: predicts potential problems and develops, justifies and evaluates solutions | Term 3  |
| Practical Application       | 25%       | 5.4: adapts, transfers and improvises movement skills and concepts to improve performance  
5.5: composes, performs and appraises movement in a variety of challenging contexts  
5.13: adopts roles and responsibilities that enhance group cohesion and the achievement of personal and group objectives  
5.14: confidently uses movement to satisfy personal needs and interests | Term 3  |
Personal Development, Health and Physical Education

Areas for Assessment

Self and relationships

Individual and community health

Movement skill and performance

Lifelong physical activity or task

Grade A
A student at this grade typically:

- shows extensive knowledge, skills and understanding in relation to Stage 5 content.
- evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges.
- evaluates factors and behaviours that contribute to positive, safe and inclusive relationships.
- evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them.
- evaluates strategies and accesses and appraises information, products and services to promote health and safety.
- evaluates influences and barriers to engaging in physical activity or task and applies effective strategies to enhance participation and enjoyment.
- demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
- displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

Grade B
A student at this grade typically:

- shows thorough knowledge, skills and understanding in relation to Stage 5 content.
- analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.
- analyses factors and behaviours that contribute to positive, safe and inclusive relationships.
- analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them.
- analyses strategies and accesses and prioritises information, products and services to promote health and safety.
- analyses influences and barriers to engaging in physical activity or task and applies strategies to enhance participation and enjoyment.
- demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations.
- displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement.

Grade C
A student at this grade typically:

- shows sound knowledge, skills and understanding in relation to Stage 5 content.
- explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges.
- explains factors and behaviours that contribute to positive, safe and inclusive relationships.
- explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them.
- explains appropriate strategies and accesses information, products and services to promote health and safety.
- explains influences and barriers to engaging in physical activity or task and applies strategies to enhance participation and enjoyment.
- demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations.
- displays a sound understanding of the elements and features of composition when composing, performing and appraising movement.

Grade D
A student at this grade typically:

- shows basic knowledge, skills and understanding in relation to Stage 5 content.
- describes actions that enhance well-being and their capacity to respond positively to challenges.
- describes factors and behaviours that contribute to positive, safe and inclusive relationships.
- describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them.
- describes appropriate strategies and accesses information, products and services to promote health and safety.
- describes influences and barriers to engaging in physical activity or task and identifies strategies to enhance participation and enjoyment.
- demonstrates movement skills and concepts to improve performance in a choice of movement situations.
- displays a basic understanding of the elements and features of composition when composing, performing and appraising movement.

Grade E
A student at this grade typically:

- shows elementary knowledge, skills and understanding in relation to Stage 5 content.
- identifies actions that enhance well-being and their capacity to respond positively to challenges.
- identifies some factors and behaviours that contribute to positive, safe and inclusive relationships.
- recognises some of the various influences on health decision-making and predicts some consequences.
- identifies some appropriate strategies, information, products and services to promote health and safety.
- identifies some influences and barriers to engaging in physical activity or task and selects strategies to enhance participation and enjoyment.
- demonstrates some movement skills and concepts to improve performance in predictable movement situations.
- identifies some elements and features of composition when composing, performing and appraising movement.
# PHOTOGRAPHIC AND DIGITAL MEDIA

## AREAS FOR ASSESSMENT – 2014

Assessment of student achievement in Photographic and Digital Media will be based on the student’s development of knowledge and skills appropriate for their understanding in:

- *Making*
- *Critical interpretation*
- *Historical interpretation*

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| Visual Arts Process Diary | 15%       | - 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works  
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works  
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works  
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works  
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretation of photographic and digital works | Term 1 |
| Art making         | 15%       | - 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works  
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationship between artist-artwork-world-audience  
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning  
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works  
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works  
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works  
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works  
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretation of photographic and digital works  
- 5.9 uses the frames to make different interpretation of photographic and digital works | Term 1 |
| Research project   | 20%       | - 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works  
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works  
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works  
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretation of photographic and digital works  
- 5.9 uses the frames to make different interpretation of photographic and digital works  
- 5.10 constructs different critical and historical accounts of photographic and digital works | Term 2 |
| VAPD and Art making| 30%       | - 5.1 develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works  
- 5.2 makes photographic and digital works informed by their understanding of the function of and relationship between artist-artwork-world-audience  
- 5.3 makes photographic and digital works informed by an understanding of how the frames affect meaning  
- 5.4 investigates the world as a source of ideas, concepts and subject matter for photographic and digital works  
- 5.5 makes informed choices to develop and extend concepts and different meanings in their photographic and digital works  
- 5.6 selects appropriate procedures and techniques to make and refine photographic and digital works  
- 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works  
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretation of photographic and digital works  
- 5.9 uses the frames to make different interpretation of photographic and digital works | Term 3 |
| Yearly Exam        | 20%       | - 5.7 applies their understanding of aspects of practice to critically and historically interpret photographic and digital works  
- 5.8 uses their understanding of the function of and relationships between the artist-artwork-world-audience in critical and historical interpretation of photographic and digital works  
- 5.9 uses the frames to make different interpretation of photographic and digital works  
- 5.10 constructs different critical and historical accounts of photographic and digital works | Term 3 |
Photographic and Digital Media

Areas for Assessment
Making Critical and historical interpretations

Grade A
A student at this grade typically:

- makes sophisticated photographic and digital works with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated photographic and digital works in still, interactive and/or moving forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their photographic and digital works.
- synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about photographic and digital media.
- 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.

Grade B
A student at this grade typically:

- makes accomplished photographic and digital works with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates well-developed technical accomplishment and refinement to make photographic and digital works in still, interactive and/or moving forms. They experiment and reflect on their actions, judgements and artistic intentions to make photographic and digital works.
- interprets, explains and makes judgements about photographic and digital media, applying an understanding of practice, the conceptual framework and the frames.
- demonstrates a clear understanding of the function of, and relationships between, the agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

Grade C
A student at this grade typically:

- makes a variety of photographic and digital works with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates sound technical accomplishment in making photographic and digital works in still, interactive and/or moving forms that represent their actions, judgements and artistic intentions.
- interprets, explains and makes judgements about photographic and digital media, by engaging with aspects of practice, the conceptual framework and some of the frames.
- demonstrates understanding of the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

Grade D
A student at this grade typically:

- makes photographic and digital works, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.
- represents their artistic intentions in photographic and digital works in still, interactive and/or moving forms, demonstrating some technical accomplishment.
- makes limited interpretations and judgements about photographic and digital media, involving a foundational understanding of practice and the conceptual framework, and some of the frames.
- 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.

Grade E
A student at this grade typically:

- makes simple photographic and digital works with an elementary understanding of the frames and the conceptual framework.
- recognises that ideas, interests in the world and artistic intentions can be represented in still, interactive and/or moving forms, and demonstrates limited technical accomplishment.
- makes simple interpretations about photographic and digital media, with some reference to practice, the frames and conceptual framework.
- with teacher support, recognises some function of, and relationships between, some agencies of the conceptual framework, and that the frames can be used to represent a point of view.
PHYSICAL ACTIVITY AND SPORTING STUDIES

AREAS FOR ASSESSMENT - 2014

Students will be assessed across a range of tasks which will allow them to demonstrate their knowledge, understanding and skills in relation to physical activity and sport related issues.

<table>
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| Coaching Written Report and Practical Application | 30%       | 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, enjoyable and performance  
4.2: displays management and planning skills to achieve personal and group goals                                                                 | Term 1 / 2      |
| Research Task                             | 20%       | 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  
4.2: displays management and planning skills to achieve personal and group goals  
4.4: analyses and appraises information, opinions and observations to inform physical activity and sport decisions | Term 2          |
| Analysis and Report                       | 30%       | 1.1: discusses factors that limit and enhance the capacity to move and perform  
4.2: displays management and planning skills to achieve personal and group goals  
4.4: analyses and appraises information, opinions and observations to inform physical activity and sport decisions | Term 3          |
| Investigation and Movement Application    | 20%       | 1.2: analyses the benefits of participation and performance in physical activity and sport  
4.1: works collaboratively with others to enhance participation, enjoyment and performance  
4.3: performs movement skills with increasing proficiency  
4.4: analyses and appraises information, opinions and observations to inform physical activity and sport decisions | Term 3          |
The Common Grade Scale is to be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Content Endorsed Courses such as Physical Activity and Sporting Studies (PASS).

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

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

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

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

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

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

AREAS FOR ASSESSMENT - 2014

Assessment of achievement focuses on the students' development of knowledge and skills appropriate for understanding themselves, society, technology, and the environment through:

- Knowledge and the Understanding of Scientific Concepts
- Practical and Investigative Skills
- Application of Information and Problem Solving, and
- Communication and Social Interaction Skills

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| Research Task      | 20%       | 5.1: explains how social factors influence the development and acceptance of scientific ideas  
5.3: evaluates the impact of applications of science on society and the environment  
5.4: discusses evidence supporting different viewpoints  
5.5: analyses how current research might affect people's lives  
5.16: accesses information from a wide variety of secondary sources  
5.18: selects and uses appropriate forms of communication to present information to an audience | Term 1   |
| Science Competition| 15%       | 5.17: explains trends, patterns and relationships in data and/or information from a variety of sources  
5.19: uses critical thinking skills in evaluating information and drawing conclusions  
5.20: selects and uses appropriate strategies to solve problems  
5.21: uses creativity and imagination in the analysis of problems and the development of possible solutions | Term 2   |
| Yearly Examination | 40%       | 5.2: describes the processes that are applied to test and validate models, theories and laws  
5.6: applies basis physical models, theories and laws to situations involving energy, force and motion  
5.7: relates properties of elements, compounds and mixtures to science models, theories and laws  
5.8: relates the structure and function of living things to models, theories and laws  
5.9: relates the development of the universe and the dynamic structure of Earth to models, theories and laws and the influence of time  
5.10: assesses human impacts on the interaction of biotic and abiotic features of the environment  
5.11: analyses the impact of human resource use on the biosphere to evaluate methods of conserving, protecting and maintaining Earth's resources  
5.12: describes scientific principles underlying some common technologies  
5.17: explains trends, patterns and relationships in data and/or information from a variety of sources | Term 3   |
| Practical          | 25%       | 5.8: relates the structure and function of living things to models, theories and laws  
5.13: identifies a problem and independently produces an appropriate investigation plan  
5.14: undertakes first-hand investigations independently with safety and competence  
5.15: gathers first-hand data accurately  
5.17: explains trends, patterns and relationships in data and/or information from a variety of sources  
5.22: plans, implements and evaluates the effectiveness of a variety of tasks as an individual and as a team member | Term 3   |
Science

Areas for Assessment

Knowing and understanding
Planning and conducting investigations
Problem-solving
Communicating

Grade A
A student at this grade typically:

- evaluates the impact of scientific research on science, society, technology and the environment.
- explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them.
- explains interactions within and between systems and structures of the living and non-living world.
- engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.
- independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships.
- communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Grade B
A student at this grade typically:

- explains the impact of scientific research on science, society., technology and the environment.
- describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them.
- describes interactions within and between systems and structures of the living and non-living world.
- independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions.
- independently locates and processes information from a variety of sources to explain trends, patterns and relationships.
- selects suitable ways to communicate their scientific understanding to an audience.

Grade C
A student at this grade typically:

- describes the impact of scientific research on science, society, technology and the environment.
- relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them.
- outlines interactions within and between systems and structures of the living and non-living world.
- independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected.
- independently locates and summarises information from a variety of sources to describe trends, patterns and relationships.
- selects a suitable way to communicate their scientific understanding to an audience.

Grade D
A student at this grade typically:

- outlines some impacts of scientific research on science, society, technology and the environment.
- recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them.
- recalls some interactions within systems and structures of the living and non-living world.
- individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data.
- locates and extracts information from provided resources to outline trends, patterns and relationships.
- communicates their scientific understanding to an audience.

Grade E
A student at this grade typically:

- recalls some examples of the impact of scientific research on science, society, technology and the environment.
- identifies some scientific models, theories and laws, and recalls some processes that can be used to test them.
- identifies some systems and structures of the living and non-living world.
- with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data.
- with guidance, locates information from provided resources to identify simple trends, patterns and relationships.
- with guidance, communicates information to an audience.
TEXTILES TECHNOLOGY

AREAS FOR ASSESSMENT - 2014

In Textiles Technology the assessment of achievement will focus on the student's development of understanding, skills and knowledge in both the practical aspect and in the accompanying theory component.

Detailed instructions for the grading of tasks will be given to the students by the class teacher.

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<tbody>
<tr>
<td>Project 1</td>
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</table>
| a) Practical Product     | 20%       | 5.1.2: justifies the selection of textile materials for specific end uses  
5.2.2: generates and develops textile design ideas  
5.2.3: investigates and applied methods of colouration, and decoration for a range of textile items  
5.4.1: selects and uses appropriate technology to creatively document, communicate and present design and project work  
5.5.1: critically selects and creatively manipulates a range of textile materials to produce quality textile items  
5.5.2: selects appropriate techniques and uses equipment safely in the production of quality textile items  
5.5.3: demonstrates competence in the production of textile projects to completion  
5.6.1: evaluates textile items to determine quality in their design and construction |
| b) Design Journal        | 10%       |                                                                                                                                                                                                          | Semester 1 |
| Written Task             |           |                                                                                                                                                                                                          |         |
| Textile Designer Study   | 10%       | 5.2.1: explains the creative process of design used in the work of textile designers  
5.3.1: analyses the influence of historical, cultural and contemporary perspectives on textile design and construction, design and end use |
|                          |           |                                                                                                                                                                                                          | Semester 1 |
| Project 2                |           |                                                                                                                                                                                                          |         |
| a) Practical Product     | 20%       | 5.2.2: generates and develops textile design ideas  
5.4.1: selects and uses appropriate technology to creatively document, communicate and present design and project work.  
5.5.1: critically selects and creatively manipulates a range of textile materials to produce quality textile items  
5.5.2: selects appropriate techniques and uses equipment safely in the production of quality textile items  
5.5.3: demonstrates competence in the production of textile projects to completion |
| b) Digital Submission    | 10%       |                                                                                                                                                                                                          | Semester 2 |
| Yearly Examination       | 30%       | 5.1.1: explains the properties and performance of a range of textile items.  
5.3.2: evaluates the impact of textiles production and use on the consumer and society   | Semester 2 |
Textiles Technology
Areas for Assessment
Properties and performance Textiles and society
Designing and communicating
Using textiles
Producing and evaluating textiles

Grade A
A student at this grade typically:

- integrates their extensive knowledge and understanding of the properties and performance of textiles when justifying the selection of materials for specific end uses.
- analyses and evaluates influences on textile design, construction and use from historical, cultural and contemporary perspectives.
- independently evaluates the impact of textiles production and use on the consumer and society.
- analyses the creative process of design used in the work of textile designers, and creatively and independently applies this process when generating and developing innovative design ideas.
- selects, and creatively and proficiently manipulates, appropriate materials, techniques and equipment when safely completing textile projects of excellent quality.
- demonstrates an extensive understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas confidently into new situations.
- communicates and presents complex ideas effectively in graphic and verbal forms confidently using a wide variety of technologies.

Grade B
A student at this grade typically:

- demonstrates thorough knowledge and understanding of the properties and performance of textiles, and justifies the selection of materials for specific end uses.
- analyses a wide range of influences on textile design, construction and use from historical, cultural and contemporary perspectives.
- analyses the impact of textiles production and use on the consumer and society.
- explores the creative process of design used in the work of textile designers, and applies this process when generating and developing effective textile design ideas.
- selects and proficiently manipulates appropriate materials, techniques and equipment when safely completing textile projects of high quality.
- demonstrates a thorough understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas into new situations.
- communicates and presents ideas effectively in graphic and verbal forms using a wide variety of technologies.

Grade C
A student at this grade typically:

- demonstrates sound knowledge and understanding of the properties and performance of textiles to provide some justification for the selection of materials for specific end uses.
- explains influences on textile design, construction and use from historical, cultural and contemporary perspectives.
- explains the impact of textiles production and use on the consumer and society.
- describes the creative process of design used in the work of textile designers, and applies this process when generating and developing textile design ideas.
- selects and manipulates appropriate materials, techniques and equipment when safely completing textile projects of sound quality.
- demonstrates a sound understanding of the creative process of design when designing and evaluating textile items and applying ideas in new situations.
- communicates and presents ideas in graphic and verbal forms using a variety of technologies.

Grade D
A student at this grade typically:

- demonstrates basic knowledge and understanding of the properties and performance of textiles when accounting for the selection of materials for specific end uses.
- describes some influences on textile design, construction and use from historical, cultural and contemporary perspectives.
- describes the impact of textiles production and use on the consumer and society.
- recognises the creative process used in the work of textile designers, and attempts to follow this process when generating and developing textile design ideas.
- selects and manipulates materials, techniques and equipment when safely completing basic textile projects.
- demonstrates a basic understanding of the creative process of design and its application when generating ideas and evaluating textile items.
- communicates and presents ideas effectively in graphic and verbal forms using a wide variety of technologies.

Grade E
A student at this grade typically:

- demonstrates elementary knowledge and understanding of the properties and performance of textiles.
- with assistance, identifies a limited range of influences on textile design, construction and use from historical, cultural or contemporary perspectives.
- identifies some impacts of textiles production and use on the consumer and society.
- outlines some aspects of the creative process used in the work of textiles designers and, with guidance, follows this process when generating and developing simple textile design ideas.
- with guidance, selects materials, techniques and equipment to safely complete basic textile projects.
- with support, demonstrates an elementary understanding of the creative process of design and its application when generating ideas and evaluating textile items.
- communicates and presents simple ideas in graphic and verbal forms using a limited range of technologies.
**VISUAL ARTS**

**AREAS FOR ASSESSMENT - 2014**

Assessment of student achievement in Visual Arts should be based on the student’s development of knowledge and skills appropriate for their understanding in:

- *Making of artworks*
- *Historical study of artworks*
- *Critical study of artworks.*

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<th>TASK</th>
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| VAPD & Artmaking          | 15%       | 5.1: develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks  
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 | Terms 1+2   |
| Written responses to case study tasks | 15%       | 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 relationship 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 | Terms 1+2   |
| Artmaking                 | 10%       | 5.1: develops range and autonomy in selecting and applying visual arts conventions and procedure  
5.2: makes artworks informed by their understanding of the function and relationship 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 | Terms 1+2   |
| VAPD & Artmaking          | 30%       | 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 relationship 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 artwork  
5.6: demonstrates developing technical accomplishment and refinement in making art | Term 3      |
| Yearly Examination        | 30%       | 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 interpretation of art  
5.9: demonstrates how the frames provide different interpretations of art  
5.10: demonstrates how art criticism and art history construct meanings | Term 3      |
Visual Arts

Areas for Assessment
Artmaking
Critical and Historical Studies

Grade A
A student at this grade typically:

• makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
• demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.
• synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
• demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

Grade B
A student at this grade typically:

• makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
• demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.
• interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.
• demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

Grade C
A student at this grade typically:

• makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
• demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.
• interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.
• demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

Grade D
A student at this grade typically:

• makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.
• represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.
• makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.
• recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

Grade E
A student at this grade typically:

• makes simple artworks with an elementary understanding of the frames and the conceptual framework.
• recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment.
• makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.
• with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.