

Stage 5

Assessment Information and Schedule

Year 10 – 2019

Stage 5 Assessment

Foreword

Dear Parents/Students

Please ensure that you read this booklet and understand the Stage 5 assessment requirements of this school. Please read this booklet along with the Killara High School Assessment Policy Booklet, which can be found on the school's website at:

<https://killara-h.schools.nsw.gov.au/about-our-school/rules-and-policies/assessment-policy.html>

The NSW Education Standards Authority's (NESA) rules and requirements for Stage 5 are covered in the *Assessment, Certification and Examination (ACE) Manual*. This and many other NESA publications, including syllabuses, can be found at:

www.educationstandards.nsw.edu.au

Index

Killara High School Assessment Policy for Stage 5 2019 Courses

Record of School Achievement	1
Satisfactory Completion of a Stage 5 Course	2
School Based Assessment	3
Determining Stage 5 Grades	3
Applying the Course Performance Descriptors	4
Areas for Assessment.....	4
General Performance Descriptors	4
Disability Provisions.....	5
Students' Responsibilities.....	5
Course Specific Assessment Information and Schedules	6

Mandatory Courses

English	7
Mathematics.....	9
Mathematics – Accelerated (Preliminary)	12
Science	14
History.....	16
Geography	18
Personal Development, Health and Physical Education (PDHPE).....	20
Apollo	22

Elective Courses

Accelerated Aboriginal Studies	24
Commerce.....	29
Design and Technology	31
Drama	33
Food Technology.....	35
Global Studies	37
History: Events that Changed the World.....	39
Industrial Technology - (Engineering, Multimedia, Timber)	41
Information & Software Technology	45
Languages Other Than English - Chinese	47
Languages Other Than English - French	49
Languages Other Than English - German	51
Languages Other Than English - Japanese.....	53
Music.....	55
Photographic and Digital Media	57
Physical Activity and Sports Studies (PASS)	59
Visual Arts	61

Killara High School's Assessment Information for 2019 Stage 5 Courses

The NSW Education Standards Authority (NESA) lays down minimum requirements for the satisfactory completion of Stage 5 courses in terms of Key Learning Areas and indicative hours. Under our school's pattern of study, satisfactory completion of Stage 5 courses is achieved by Year 10 students who have, over four years, studied the following courses:

English – 400 hours over Years 7, 8, 9 and 10.

Mathematics – 400 hours over Years 7, 8, 9 and 10.

Science - 400 hours over Years 7, 8, 9 and 10.

Human Society and Its Environment - 400 hours over Years 7, 8, 9 and 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7 and 8 and 100 hours each of History and Geography in Years 9 and 10.

Creative Arts – 200 hours comprising 100 hours in Music and 100 hours in Visual Arts.

Technological and Applied Studies – 200 hours consisting of the Technology course

Personal Development, Health and Physical Development – 300 hours over Years 7, 8, 9 and 10

Languages – at least 100 hours in one language over one continuous 12 month period between Years 7 and 10

Sport – satisfactorily completed a program of activities.

Record of School Achievement

A Record of School Achievement (RoSA) is available as a credential for eligible students leaving school prior to receiving their Higher School Certificate.

The RoSA is:

- A record of the full range of student achievements right up to the day they do their HSC or leave school. Students need to have completed the mandatory requirements for Stage 5 (Year 10) to be eligible for a RoSA. Those eligible students who choose to leave school prior to receiving their HSC will receive a RoSA
- An electronic record of achievements that students can use at any time

- Based on assessment by teachers in schools, moderated by the NSW Education Standards Authority (NESA) to ensure reliability and fairness of grades. Giving grades in courses completed in Year 10 as well as after Year 10 will mean that every student gets acknowledgement for all the work they have done, right up to the time they leave school
- A record of vocational courses and students' vocational experiences as well as citizenship and leadership achievements such as First Aid courses, community languages courses and the Duke of Edinburgh Award Scheme.

Satisfactory Completion of a Stage 5 Course

Course Completion Criteria

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

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

While NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate students' absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) will be sent.

If a second warning letter is issued, the Head Teacher of the course may arrange an interview with the student's parents or guardian.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

School Based Assessment – Used to Award a Grade in Each Course

The grade awarded in each course will be based on achievement measured at points throughout the course in Year 10. Measuring achievement at points during Year 10 provides a better indication of student achievement than a single examination and also provides the opportunity for the student to demonstrate their highest level of achievement.

Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects.

- For every course, NESAs have developed Course Performance Descriptors which describe five levels of achievement from A to E. (Mathematics has 10 levels of achievement A10 – E1. These are described in detail from page 9).
- Students will receive the grades which best relate to the description of their achievement according to the Course Performance Descriptors in each course.
- Where a student has failed to satisfactorily complete a course, an 'N' will be awarded.
- The general experience courses of non-elective Music, Language, Creative and Performing Arts and Technological and Applied Studies will be graded as 'S' – satisfactorily completed or 'N' – not satisfactorily completed.

Schools are responsible for awarding each student a grade (A, B, C, D, or E) for each NESAs Developed Course to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. The grade awarded for each course is reported on the student's Record of School Achievement.

Teachers use these Stage 5 course performance descriptors to determine Record of School Achievement grades for each course. The descriptors have been developed from NESAs's general performance descriptors, and provide a more complete description of typical performance in each course at a grade level.

Determining Grades

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

Students should be given the opportunity to demonstrate their maximum level of achievement relative to the course performance descriptors.

Values and attitudes are an integral part of learning.

Applying the Course Performance Descriptors

Teachers use their professional judgment in applying the course performance descriptors. It is not intended that the course performance descriptors represent a checklist or provide a comprehensive description of student performance at each grade level.

The descriptor that provides the best overall description of the student's achievement will determine the grade awarded.

The samples of student work that are provided on the Assessment Resource Centre website clarify the standards described in the course performance descriptors. They illustrate the quality of work typically produced by students who receive each grade.

Areas for Assessment

The areas for assessment for each course provide a framework for structuring an assessment program and may be used for reporting student achievement. They are derived from the course objectives and are linked to the course outcomes. They can be used as organisers for assessment of student achievement.

Good assessment practice involves designing quality assessment activities that enable students to demonstrate their achievements. Teachers use the areas for assessment when designing an assessment activity, to ensure it is assessing performance in relation to a grouping of outcomes.

General Performance Descriptors

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

A	Outstanding	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	High	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	Sound	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	Basic	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	Limited	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.

Disability Provisions

The school assesses applications from students with disabilities in order to provide eligible students with practical support in tests and examinations. Applications may be made by students for Stage 5 Assessment tasks.

For more details, refer to the NSW Education Standards Authority's website: <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions> or contact Mrs Daniella Costa, Head Teacher Student Wellbeing.

Students' Responsibilities

1. **Students are expected to complete all tasks and sit for all examinations set as part of the Assessment Program at the specified time.**
2. Some tasks will be performed in class; others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student.
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met. It will not be accepted as a valid reason for consideration, that pressure of work made meeting the deadline(s) impossible.
4. **If an assessment task is due to be submitted on a set date**, it must be presented on that date by 3.00pm or at the time on that date set by the Head Teacher.
5. **Students are expected to be familiar with the procedures detailed in the Killara High School Assessment Policy. Students should follow this process** in the event of illness or misadventure. **Download, print and complete the Illness/Misadventure Application on the same day as the missed task:** Print the Illness/Misadventure Application from the Killara High School website by clicking on *Home > About our school > Rules and policies > Assessment Policy* and then selecting the *Illness/Misadventure Application* file. Alternatively, you can find this application on Compass by clicking on the **Community (two people) icon > School Documentation > Assessment Policy > Illness/Misadventure**. Take this form to the relevant professional authority to complete all relevant sections of the application on the **same day of your missed assessment task**. The application consists of three pages. If you are in Stage 4 or 5 and are absent due to illness or misadventure on the day an assessment task is scheduled or due, you must provide the school with documentary evidence from a medical professional or from your parent/carer. This must explain the specific reason for the absence. Stage 4 and 5 students only need to complete page 45 of the Illness/Misadventure Application process.

**Stage 5
2019**

**Course Specific Assessment
Information and Schedules**

Stage 5 Course Performance Descriptors – English

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts. with teacher support, discusses the context and perspective of texts and the relationships between and among them. with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds in a rudimentary way to verbal and visual imagery. with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts. is able to generalise at times from engaging with texts to present a limited view of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts. discusses the context and perspective of texts and the relationships between and among them. discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds to verbal and visual imagery. composes written, oral and visual texts using various technologies for different purposes, audiences and contexts. is able to generalise at times from engaging with texts to present some differing views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts. investigates the context and perspective of texts and the relationships between and among them. analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. responds imaginatively to verbal and visual imagery. displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present differing views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts. investigates with some insight the context and perspective of texts and the relationships between and among them. closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. responds imaginatively and critically in an effective way to verbal and visual imagery. displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present a range of views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. perceptively investigates the context and perspective of texts and the relationships between and among them. constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. responds imaginatively and critically in a highly effective way to verbal and visual imagery. displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts. is able to generalise confidently from engaging with texts to present a wide variety of views of the world.

Assessment in English

NSW Education Standards Authority Requirements

English	Assessment Activities			
Areas for Assessment	Half Yearly Examination Part 1: Reading Comprehension	Half Yearly Examination Part 2: Essay	Speech	Creative Writing
Reading/Writing	✓	✓	✓	✓
Speaking			✓	
Communicating & Context	✓	✓	✓	✓
Analysing Language	✓	✓	✓	
Interpretive, Imaginative & Critical Thinking	✓	✓	✓	✓
Expressing Views		✓	✓	✓
Weighting	25	25	25	25
Date for Completion	Term 2 Week 2 6 May 2019	Term 2, Week 2 6 May 2019	Term 3, Week 2 Friday 2 August 2019	Term 4, Week 2 Friday 25 October 2019

A detailed description of assessment tasks is given at least 2 weeks prior to the task date.

Semester Report 1	Achievement based on Semester 1 assessments
Semester Report 2	Achievement based on Semester 2 assessments Record of School Achievement (RoSA) Grade based on Yearly assessments

Stage 5 Course Performance Descriptors – Mathematics

Areas for Assessment	<p>Knowledge, skills and understanding:</p> <p>Working mathematically</p> <p>Number</p> <p>Patterns and algebra</p> <p>Data</p> <p>Measurement</p> <p>Space and geometry</p>	<ul style="list-style-type: none"> • developed through inquiry, application of problem-solving strategies, communication, reasoning and reflection • in mental and written computation and numerical reasoning • in patterning, generalisation and algebraic reasoning • in collecting, representing, analysing and evaluating information • in identifying and quantifying attributes of shapes and objects and applying measurement strategies • in spatial visualisation and geometric reasoning.
-----------------------------	--	--

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

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

Assessment in Mathematics

Stages 5.3 Mathematics	Assessment Activities (with weightings)				
Areas for Assessment	In-class Test 20%	Mid-Year Test 20%	Assignment+ Validation Test 20%	In-class Test 20%	Yearly Examination 20%
Working mathematically, Number & Algebra, Measurement & Geometry, Statistics & Probability	✓	✓	✓	✓	✓
Date for completion	Term 1, Week 6 4 March	Term 2, Week 3 13 May	Term 3, Week 9 16 September	Term 4, Week 2 25 October	Term 4, Week 3 28 October

Stages 5.2 Mathematics	Assessment Activities (with weightings)				
Areas for Assessment	In-class Test 20%	Mid-Year Test 20%	Assignment+ Validation Test 20%	In-class Test 20%	Yearly Examination 20%
Working mathematically, Number & Algebra, Measurement & Geometry, Statistics & Probability	✓	✓	✓	✓	✓
Date for completion	Term 1, Week 6 4 March	Term 2, Week 3 13 May	Term 3, Week 9 16 September	Term 4, Week 2 25 October	Term 4, Week 3 28 October

Stages 5.1 Mathematics	Assessment Activities (with weightings)				
Areas for Assessment	In-class Test 20%	Mid-Year Test 20%	Assignment+ Validation Test 20%	In-class Test 20%	Yearly Examination 20%
Working mathematically, Number & Algebra, Measurement & Geometry, Statistics & Probability	✓	✓	✓	✓	✓
Date for completion	Term 1, Week 6 4 March	Term 2, Week 3 13 May	Term 3, Week 9 16 September	Term 4, Week 2 25 October	Term 4, Week 3 28 October

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Assessment in Mathematics - Accelerated Course

The aims and objectives are grouped into two Components for the purpose of assessing candidates in these courses.

Component	Description	Weighting %
Concepts, skills and techniques	Use of concepts, skills and techniques to solve mathematical problems in a wide range of practical contexts	50
Reasoning and communication	Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the Mathematics course as:

Concepts, skills and techniques

- recalling mathematical terminology and concepts
- identifying the nature of mathematical problems from theoretical and practical contexts, and appropriate techniques for solutions
- applying appropriate techniques to solve routine problems

Reasoning and communication

- interpreting information from theoretical and practical contexts given in written, diagrammatic or graphical form, and representing given information in other ways
- explaining terminology, concepts, techniques for solution or aspects of a solution, using written and/or spoken language and diagrams
- interpreting and using mathematical models, and constructing mathematical arguments and proofs to solve familiar and unfamiliar problems
- evaluating methods of solution in terms of efficiency and breadth of application, and recognizing limitations to the validity of solutions.

The weightings appropriate to assessment of attainment of these Components in each course are given in the table following.

<i>Component</i>	Mathematics Accelerated
Concepts, skills and techniques	50
Reasoning and communication	50
TOTAL	100

Assessment in Mathematics - Accelerated Course

NSW Education Standards Authority Requirements

Number of Tasks

The number of tasks, their weightings and outcomes assessed is shown in the table below.

Component	Task 1	Task 2	Task 3	Weighting %
	In Class Test Topics F1	Assignment Investigation Test Topics C1	Yearly Examination Topics F1, C1, T1, T2, E1, S1	
	19 March 2019 Term 1, Week 8	11 June 2019 Term 2, Week 7	Term 3, Assessment blocks weeks 3-5	
	Outcomes assessed MA 11-1, 11-2, 11-8, 11-9	Outcomes assessed MA 11-1, 11-5, 11-8, 11-9	Outcomes assessed MA 11-1 to 11-9	
Understanding, fluency and communicating	20	10	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	35	25	40	100

Course Outcomes

- MA11-1 - uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 - uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 - uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 - Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 - Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 - Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 - Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 - uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 - Provides reasoning to support conclusions which are appropriate to the context

Stage 5 Course Performance Descriptors – Science

Areas for Assessment

Knowledge and understanding Planning and conducting investigations Problem-solving Communicating

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

Assessment in Science

NSW Education Standards Authority Requirements

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Student Research Project	Half Yearly Examination	REACH Data Processing and Analysis	Practical Assessment Task	Yearly Examination	
	8 April Term 1 Week 11	2 May Term 2 Week 1	30 May Term 2 Week 5	29 August Term 3 Week 6	31 October Term 4 Week 3	
Skills in Working Scientifically	10	10	15	15	10	60
Knowledge and Understanding		15		5	20	40
Total %	10	25	15	20	30	100

A detailed description of each task is given to students at least 2 weeks prior to the task date.

You are reminded that there are strict rules regarding attendance for assessments.

If you will be absent on the day of an assessment, it is your responsibility to notify the school on or before the date of the task.

Failure to do so may result in a zero result being awarded for the task.

Stage 5 Course Performance Descriptors – History

Areas for Assessment

Historical knowledge & understanding Source interpretation and analysis Research & historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • recounts some historical events in chronological order and identifies significant changes • with guidance, locates information from sources to answer historical questions • identifies some causes and effects of historical events • recognises different perspectives within historical accounts • communicates an understanding of the past through basic accounts of events and issues in oral, written, visual or digital forms, using simple historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • sequences some historical events and identifies factors contributing to continuity and change • selects and organises relevant information from sources and summarises the main ideas to answer historical questions • describes some causes and effects of historical events and developments • identifies different perspectives and interpretations of the past • communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • sequences historical events and describes significant patterns of continuity and change • selects and organise sources to locate relevant information to support an historical inquiry • explains causes and effects of historical events and developments • explains different perspectives and interpretations of the past • communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • explains historical events based on an understanding of chronology, continuity and change • selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry • explains and analyses causes and effects of historical events and developments • explains and compares different perspectives and interpretations of the past • communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia • demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia • draws historical conclusions based on an understanding of chronology, continuity and change • evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry • analyses and assesses the importance of the causes and effects of historical events and developments • analyses and accounts for different perspectives and interpretations of the past • communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.

Assessment in History

NSW Education Standards Authority Requirements

History	Assessment Activities (with weightings)		
Areas for Assessment	In-class essay 30%	Cold War project 30%	Final Examination 40%
Historical knowledge & understanding	✓	✓	✓
Source interpretation and analysis	✓		✓
Research & historical inquiry skills	✓	✓	
Communication	✓	✓	✓
Date for completion	Term 1 Week 10 2 April	Term 2 Week 9 25 June	Term 4 Week 1 17 October

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors –Geography

Areas for Assessment	Communication	Geographical tools and skills	Geographical knowledge	
Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. recognises some different perspectives of geographical issues. 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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.

Assessment in Geography

NSW Education Standards Authority Requirements

Geography	Assessment Activities (with weightings)			
Areas for Assessment	Presentation 25%	Writing Task 40%	Skills Quiz 10%	Examination 25%
Geographical tools and Skills		✓		✓
Geographical Knowledge	✓	✓	✓	✓
Communication	✓	✓	✓	✓
Date for Completion	Term 1, Week 6, Tuesday 5 March	Term 2, Week 6, Wed 5 June: 10Geo.5 10Geo.6, 10Geo.4 10Geo.8, 10Geo.10 Thurs 6 June: 10Geo.7, 10Geo.2, 10Geo.6 Friday 7 June: 10Geo.1, 10Geo.9, 10HIS.3	Term 3 Week 7 Tuesday 3 September	Term 4 Week 2 Tuesday 29 October

A detailed description of each task is given to students in the course booklet.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

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

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

Assessment in Personal Development, Health & Physical Education (PDHPE)

NSW Education Standards Authority Requirements

PDHPE	Assessment Activities (with weightings)			
Areas for Assessment	Fit For Life- Initiative Task 25%	Dance 25%	Risks and Hazards of adulthood- Debate 25%	Game Sense- Net court 25%
Self & relationships		✓	✓	✓
Individual & community health	✓		✓	
Movement skill & performance		✓		✓
Lifelong physical activity	✓	✓		✓
Date for completion	Term 1 Week 11 9 April	Term 2 Week 7 14 June	Term 3 Week 9 18 September	Term 3 Week 10 24 September

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Apollo

Areas for Assessment

(Adapted from *The Learning Continuum*)

Autonomy	Collaboration	Communication	Critical and Creative Thinking	Ethics	Research
<p>Independence - manages the completion of tasks through self-discipline, self-direction and proactivity.</p> <p>Organisation - manages the completion of tasks through being prepared, goal setting and meeting deadlines.</p>	<p>Relationship with others - demonstrates consideration of others and courteousness when working in a group situation.</p> <p>Organisation - manages own behaviour, reactions and feelings in a range of situations.</p>	<p>Verbal - Uses sounds and/or words to express ideas or thoughts in a clear and confident way.</p> <p>Non verbal - uses a range of communicative devices to express ideas or thoughts in a clear and confident way.</p>	<p>Organising information - organises and stores information in order to support learning.</p> <p>Checking assumptions and influences - recognises and considers the impact of personal assumptions and external influences on understandings.</p> <p>Testing reasoning and evidence - tests personal reasoning in relation to evidence.</p> <p>Evaluating and questioning - evaluates the appropriateness of criteria when making a judgement.</p> <p>Creating - considers existing ideas and strategies to solve problems.</p>	<p>Perspectives - considers multiple points of view on a topic.</p> <p>Ethical understanding - analyses and evaluates multiple points of view of a topic.</p> <p>Ethical action - makes ethically sound decisions based on and analysis and evaluation of different viewpoints.</p>	<p>Sourcing data - sources relevant data to create a complete picture of a topic.</p> <p>Referencing data - references appropriate data sources from information that has been systematically recorded.</p> <p>Recognising validity - reflects upon the validity of data sources.</p> <p>Defining focus - defines chosen areas of research.</p>

Assessment in Apollo

NSW Education Standards Authority Requirements

Apollo	Major Flight Assessment			
Stages	Check-in	Boarding	Take-off	Arrival
Areas for Assessment	Proposal	Progress Meeting (teacher)	Progress Meeting (external stakeholder or teacher)	Solution
Deadline for Completion	Term 2 Week 2 Lesson 1	Term 2 Week 10 Lessons 1 - 3	Term 3 Week 7 TBC	Term 4 Week 2 (Submit Solution) & Week 5 (Present Solution)

A detailed description of each task is given to students as they progress through each checkpoint.

Semester 1 Report	Reporting will be determined by the student's progression through Flights and based on the skills and dispositions found in <i>The Learning Continuum</i> document, as summarised on the previous page.
Semester 2 Report	Reporting will be determined by the Major Flight Assessment outlined below and Flights based on the skills and dispositions found in <i>The Learning Continuum</i> document, as summarised on the previous page.

Preliminary Grade Scales – Stage 6 Accelerated Aboriginal Studies

Areas for Assessment	Skills and Knowledge in Aboriginal Studies			
	Knowledge and understanding of Aboriginal experiences since invasion, the impacts of government policies and the responses of Aboriginal communities with a focus on comparing the lived experiences of Australian Aboriginal communities with international Indigenous communities			
Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
<ul style="list-style-type: none"> • demonstrates an elementary knowledge of content and understanding of course concepts, • applies some skills and processes with guidance. • demonstrates elementary skills in recounting information and communicating ideas 	<ul style="list-style-type: none"> • demonstrates a basic knowledge of content and understanding of Australia's shared histories, specifically relating to concepts of Land and Heritage and Identity, • applies skills and processes in some familiar contexts. • demonstrates skills in selecting and using information • communicates ideas in a descriptive manner 	<ul style="list-style-type: none"> • demonstrates sound knowledge of Australia's histories, and concepts of Land and Heritage and Identity, as well as comparisons of international experiences of colonisation. • applies skills and processes in a range of familiar contexts. • demonstrates skills in selecting and integrating information • communicates relevant ideas and perspectives. 	<ul style="list-style-type: none"> • demonstrates thorough knowledge of Australia's shared histories, specifically relating to concepts of Land and Heritage and Identity, as well as comparisons of international experiences of colonisation. • analyses course concepts for perspective and bias, and applies highly developed skills and processes in research and synthesising ideas in a wide variety of contexts. • the student demonstrates creative and critical thinking skills using analysis and evaluation. • clearly communicates complex ideas and information including Aboriginal perspectives. 	<ul style="list-style-type: none"> • demonstrates extensive knowledge of content and understanding of Australia's shared histories, specifically relating to concepts of Land and Heritage and Identity, as well as comparisons of international experiences of colonisation. • effectively analyses course concepts for perspective and bias, and applies highly developed skills and processes in research and synthesising ideas in a wide variety of contexts. • demonstrates creative and critical thinking skills using perceptive analysis and evaluation. • effectively communicates complex ideas and information including the incorporation of Aboriginal perspectives.

HSC Performance Band Descriptors – Stage 6 Aboriginal Studies

Areas for Assessment	Skills and Knowledge in Aboriginal Studies				
	Knowledge and understanding of Aboriginal experiences since invasion, the impacts of government policies and the responses of Aboriginal communities with a focus on comparing the lived experiences of Australian Aboriginal communities with international Indigenous communities				
Band 1	Band 2	Band 3	Band 4	Band 5	Band 6
<p>A mark in this band indicates that the student has achieved below the minimum standard expected.</p>	<ul style="list-style-type: none"> • Demonstrates awareness of and attempts to recall elementary knowledge of social justice, human rights and other contemporary issues and what they mean to Aboriginal and other Indigenous peoples. • Expresses opinions about Aboriginal and other Indigenous peoples with minimal supporting evidence. Limited reference to the histories and cultures of Aboriginal and other Indigenous peoples. • Attempts to recount information from a variety of Aboriginal, non-Aboriginal and Indigenous peoples' perspectives. • Expresses a personal point of view using local, national and/or global perspectives. • Demonstrates some knowledge of Indigenous research methodologies and their role in community consultation and fieldwork. 	<ul style="list-style-type: none"> • Demonstrates knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples. Recounts the experiences of Aboriginal and other Indigenous peoples using some examples. • Recounts the histories and cultures of Aboriginal and other Indigenous peoples. • Recounts information from a variety of Aboriginal, non-Aboriginal and other Indigenous peoples' perspectives. • Endeavours to communicate using local, national and/or global perspectives. • Demonstrates basic knowledge of Indigenous research methodologies and their importance to community consultation and fieldwork. 	<ul style="list-style-type: none"> • Demonstrates sound knowledge of social justice, human rights and other contemporary issues and how they relate to Aboriginal and other Indigenous peoples. • Compares the experiences of Aboriginal and other Indigenous peoples using some applicable examples. • Demonstrates sound knowledge of the histories and cultures of Aboriginal and other Indigenous peoples in a global context. • Investigates information from a variety of Aboriginal, non-Aboriginal and other Indigenous peoples' perspectives. • Communicates a variety of local, national and/or global perspectives. • Demonstrates sound knowledge of Indigenous research methodologies and their connection with community consultation and fieldwork. 	<ul style="list-style-type: none"> • Displays detailed knowledge and understanding of social justice, human rights and other contemporary issues and their significance to Aboriginal and other Indigenous peoples. • Thoroughly compares and contrasts the experience of Aboriginal and other Indigenous peoples using relevant examples. • Displays knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context. • Investigates and analyses information from a variety of Aboriginal, non-Aboriginal and Indigenous peoples' perspectives. • Communicates detailed analysis from a variety of local, national and/or global perspectives. • Demonstrates accomplished knowledge of Indigenous research methodologies and their relevance to community consultation and fieldwork. 	<ul style="list-style-type: none"> • Displays extensive knowledge and understanding of social justice, human rights and other contemporary issues and their effect on Aboriginal and other Indigenous peoples. • Comprehensively evaluates the experiences of Aboriginal and other Indigenous peoples using relevant examples. • Displays comprehensive knowledge and understanding of the commonalities and differences in the histories and cultures of Aboriginal and other Indigenous peoples in a global context. • Investigates, analyses and synthesises information from a variety of Aboriginal, non-Aboriginal and other Indigenous peoples' perspectives. • Communicates comprehensive analysis from a variety of local, national and/or global perspectives. • Demonstrates extensive knowledge of Indigenous research methodologies and their application in undertaking community consultation and fieldwork.

Assessment in Stage 6 Accelerated Aboriginal Studies

Preliminary Course – Year 10 Semester 1

	Assessment Activities (with weightings)*
Areas for Assessment	Examination 40% Aboriginality and the Land, Heritage and Identity, International Community Case Study, Local Community Study
Knowledge and understanding of course content	15
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	
Research and inquiry methods, including aspects of the local community case study	10
Communication of information, ideas and issues in appropriate forms	15
Date for Completion	Term 2, Week 3, Monday 13 May and Thursday 16 May

HSC Course – Year 10 Semester 2

	Assessment Activities (with weightings)*
Areas for Assessment	In-class essay 20% (of the HSC Course)
Knowledge and understanding of course content	15
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	2.5
Research and inquiry methods, including aspects of the Major Project	
Communication of information, ideas and issues in appropriate forms	2.5
Date for Completion	Term 4 Week 9 (tbc)

*For full detail of assessment schedule across the full Preliminary and HSC Course, see course information booklet.

Assessment in Accelerated Aboriginal Studies
Preliminary Course (2018 – 2019)

NSW Education Standards Authority Requirements

Components	Tasks Completed in 2018 (last year)		2019 (Semester 1)	Weight
	Task 1	Task 3	Task 3	
	Aboriginality and the Land Media File + Written	Heritage and Identity Poster and Oral	Preliminary Examination	
	Term 1 & 2, 2018 regular submissions and Term 2, Week 9	Term 4, 2018	Term 2, 2019 Week 3 Monday 13 May	
	P1.1, P1.2, P3.2	P1.3, P3.1, P3.3, P4.1	P2.1, P2.2, P4.2, P4.3	
Weighting	35	25	40	100
Knowledge and understanding of course content	15	10	15	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	10	5		15
Research and inquiry methods, including aspects of the local community case study	5	5	10	20
Communication of information, ideas and issues in appropriate forms	5	5	15	25

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Assessment in Accelerated Aboriginal Studies
HSC Course (2019-2020)

NSW Education Standards Authority Requirements

Component	2019 (Semester 2)	Tasks to be Completed Next Year			Weighting
	Task 1	Task 2	Task 3	Task 4	
	Community Comparison	Major Project (incl. Log Book)	Written Task	Trial HSC	
	Global Perspectives	Research and Inquiry Methods	Aboriginality and the Land	All Topics	
	Term 4 2019 Week 9 (tbc)	INTERIM SUBMISSIONS Term 4 2019: Week 6 (Proposal) Term 1 2020: Week 6 (Work in Progress) FINAL SUBMISSION Term 1 2020: Last Week of Term	Term 2 2020 Week 9 (tbc)	Term 3 2020 Assessment Block Weeks 3-5	
	H1.1, H1.2, H1.3, H3.1, H3.2, H3.3, H4.5,	H1.1, H4.1, H4.2, H4.3, H4.4,	H2.1, H2.2, H2.3	H1.1, H1.2, H1.3, H2.1, H2.2, H3.1, H3.2, H3.3, H4.3, H4.1	
Knowledge and understanding of course content	15		15	10	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	2.5	17.5	5		25
Research and inquiry methods, including aspects of the Major Project		15 (Log Book)		5	20
Communication of information, ideas and issues in appropriate forms	2.5	7.5		5	15
Weighting	20	40	20	20	100

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment

Knowledge of commerce
Skills in commerce

Knowledge and understanding of consumer, financial, business, legal and employment matters
Skills in decision-making, problem-solving, research, communication and working independently and collaboratively

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary knowledge 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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.

Assessment in Year 10 Commerce

NSW Education Standards Authority Requirements

Commerce	Assessment Activities (with weightings)					
Areas for Assessment	Class Work 5%	Presentation 20%	In-class test 15%	Interview 15%	Presentation 20%	In-class test 25%
Knowledge of Commerce	✓	✓	✓	✓	✓	✓
Skills in Commerce	✓	✓	✓	✓	✓	✓
Date for Completion	Ongoing	Term 1 Week 6 10Com.Y - 6 March 10Com.X - 7 March 10Com.Y - 8 March	7 and 8 May Term 2 Week 2 10Com.Y, 10Com.X 10Com.Z	Term 2 Week 9 10Com.Y, 10Com.Z - 26 June 10Com.X - 27 June	Term 3 Week 8 10Com.X, 10Com.Y - 9 Sept 10Com.Z - 10 September	Term 4 Week 2 10Com.X - 22 October 10Com.Y, 10Com.Z - 23 October

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Design and Technology

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

Assessment in Design and Technology

NSW Education Standards Authority Requirements

Design & Technology	Assessment Activities (with weightings)			
Areas for Assessment	Semester 1 Project 50%		Semester 2 Project 50%	
	Hand in Task 25%	Hand in Task 25%	Hand in Task 25%	Hand in Task 25%
Design concepts and design solution	✓	✓		✓
Creativity, innovation & enterprise	✓			✓
Communication, managing & producing	✓		✓	
Designers & Responsible Designing				
Design, Technology & Society			✓	
Producing quality design solutions		✓	✓	✓
Date for completion	Term 1 Week 5 28 February	Term 2 Week 5 31 May	Term 3 Week 5 23 August	Term 4 Week 4 7 November

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement level based on Practical Work, Written Assignment, Group Assessment Task and Examinations
Semester 2 Report	Achievement level based on Practical Work, Written Report, Folio and Examinations

Stage 5 Course Performance Descriptors – Drama

Areas for Assessment	Making	Performing	Appreciating	
Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts. 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. improvises, 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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.

Assessment in Drama

NSW Education Standards Authority Requirements

Drama	Assessment Activities			
Areas for assessment	Duologue & Essay	Playbuilding Performance & Logbook	Monologue & Rationale	Director's Project
Making	✓	✓	✓	✓
Performing	✓	✓	✓	✓
Appreciating	✓	✓	✓	✓
Weighting	20	20	20	30
Date for Completion	Term 1 Week 7 Monday 11 March 2019,	Term 2 Week 4 Monday 20 May 2019	Term 3 Week 6 Monday 26 August 2019	Term 4 Week 3 30 October 2019

- Please note that 10% of overall course total is for wide reading

A detailed description of each task is given to students TWO weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments Record of School Achievement (RoSA) Grade based on Yearly assessments

Stage 5 Course Performance Descriptors – Food Technology

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

Assessment in Year 10 Food Technology

NSW Education Standards Authority Requirements

Food Technology	Assessment Activities (with weightings)			
Areas for Assessment	Semester 1 40%		Semester 2 60%	
	Folio work Hand in task 10%	Assignment Hand in task 30%	Practical Exam In class test 30%	Written Exam In class test 30%
Nutrition & Changing food needs through the life cycle	✓			✓
Food Service & Catering	✓	✓	✓	✓
Food for Special Occasions		✓	✓	✓
Food Product Development			✓	✓
Date for completion	Term 1 Week 7 13 March 19	Term 2 Week 2 8 May 19	Term 3 Week 5 <u>10FTEY</u> 19 August 19 <u>10FTEZ</u> 23 August 19	Term 4 Week 4 <u>10FTEY</u> 4 November <u>10FTEZ</u> 1 November

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Global Studies

Areas for Assessment

Knowledge of Global Studies: Knowledge and understanding of contemporary geographical issues and their management, the features and characteristics of places and environments across a range of scales, interactions between people, places and environments

Skills in Global Studies: Apply geographical tools for geographical inquiry and develop skills to acquire, process and communicate geographical information

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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 • recognises some different perspectives of geographical issues. • demonstrates elementary knowledge and understanding of world events and issues in terms of their ecological and spatial dimensions and in relation to resolving tensions and conflicts at a range of scales • identifies some aspects of the world's environments and issues associated with them including geographical processes that form and transform environments 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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 spatial and ecological dimensions. • outlines different perspectives of Australian geographical issues. • demonstrates basic knowledge and understanding of world events and issues in terms of their ecological and spatial dimensions and in relation to resolving tensions and conflicts at a range of scales • displays some knowledge of the world's environments and issues associated with them including geographical processes that form and transform environments 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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 spatial and ecological dimensions • describes different perspectives of geographical issues. • demonstrates sound knowledge and understanding of world events and issues in terms of their ecological and spatial dimensions and in relation to resolving tensions and conflicts at a range of scales • displays broad knowledge of the world's environments and issues associated with them including geographical processes that form and transform environments 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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 spatial and ecological dimensions. • explains different perspectives of geographical issues at a range of scales. • demonstrates thorough knowledge and understanding of world events and issues in terms of their ecological and spatial dimensions and in relation to resolving tensions and conflicts at a range of scales • displays thorough knowledge of the world's environments and issues associated with them including geographical processes that form and transform environments 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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 spatial and ecological dimensions. • explains and analyses different perspectives of geographical issues at a range of scales. • demonstrates extensive knowledge and understanding of world events and issues in terms of their ecological and spatial dimensions and in relation to resolving tensions and conflicts at a range of scales • displays extensive knowledge of the world's environments and issues associated with them including geographical processes that form and transform environments.

Assessment in Year 10 Global Studies

NSW Education Standards Authority Requirements

Commerce	Assessment Activities (with weightings)			
Areas for Assessment	Presentation 20%	Hand in Task 20%	Hand in Task 30%	Hand in Task 30%
Knowledge of International Studies	✓	✓	✓	✓
Skills in International Studies	✓	✓	✓	✓
Date for Completion	Term 1 Week 9 26 March	Term 2 Week 7 12 June	Term 3 Week 8 11 September	Term 4 Week 4 5 November

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement level based on Presentation and Hand in Task
Semester 2 Report	Achievement level based on Term 3 Hand in Task and Term 4 Hand in Task

Stage 5 Course Performance Descriptors – History (Elective)

Areas for Assessment

Historical understanding
Historical knowledge
Research and historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of some aspects of the nature of history, heritage and archaeology, and the methods of historical inquiry. • recognises some key features, personalities or groups in past societies, and recounts simply some historical events in chronological order. • recognises some contributions of cultural groups, sites and/or families to our shared heritage. • recognises some different perspectives within historical accounts, with guidance. • locates basic information from sources to construct simple historical recounts. • communicates an elementary understanding of history by creating basic historical recounts in a limited range of forms. • uses simple historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry. • describes key features, personalities and groups in past societies, and sequences major historical events to explain causation, continuity and change. • describes the contribution of cultural groups, sites and/or families to our shared heritage. • describes different perspectives, interpretations and constructions of the past. • locates, selects and organises relevant information from a number of sources to undertake historical inquiry. • communicates a sound understanding of history by creating explanations and arguments, using a range of oral, written and other forms. • uses a range of historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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.

Assessment in History Elective: Events That Changed the World

NSW Education Standards Authority Requirements

Events that Changed the World	Assessment Activities		
Areas for Assessment	Research Task 40%	Revolution Project 40%	In-class essay 20%
Historical Knowledge and understanding	✓	✓	
Source interpretation and analysis	✓	✓	✓
Research and historical inquiry	✓	✓	
Communication	✓	✓	✓
Date for Completion	Term 1 Week 10 1 & 3 April	Term 3 Week 5 22 & 23 August	Term 3 Week 7 2 & 4 September

A detailed description of each task is given to students at least 2 weeks prior to the due date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Industrial Technology

Areas for Assessment

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

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

Assessment in Industrial Technology (Engineering)

NSW Education Standards Authority Requirements

Industrial Technology	Assessment Activities (with weightings)			
Areas for Assessment	Hand in Task 20%	Hand in Task 30%	Hand in Task 20%	Hand in Task 30%
WHS and risk management				✓
Properties & applications of materials	✓	✓	✓	✓
Industrial technology and society				✓
Designing, communicating & evaluating	✓	✓	✓	
Producing quality products	✓	✓	✓	
Date for completion	Term 1 Week 4 20 February	Term 2 Week 4 24 May	Term 3 Week 4 17 September	Term 4 Week 3 30 October

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Assessment in Industrial Technology (Multimedia)

NSW Education Standards Authority Requirements

Industrial Technology	Assessment Activities (with weightings)			
Areas for Assessment	Hand in Task 20%	Hand in Task 30%	Hand in Task 20%	In-class Test 30%
WHS and risk management				✓
Properties & applications of materials	✓	✓	✓	✓
Industrial technology and society				✓
Designing, communicating & evaluating	✓	✓	✓	
Producing quality products	✓	✓	✓	
Date for completion	Term 2 Week 2 9 May	Term 3 Week 2 2 August	Term 4 Week 2 23 October	Term 4 Week 3 1 November

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Assessment in Industrial Technology (Timber)

NSW Education Standards Authority Requirements

Industrial Technology	Assessment Activities (with weightings)			
Areas for Assessment	Practical Task 30%	Hand in Task 20%	Practical Task 30%	In-class Test 20%
WHS and risk management	✓		✓	✓
Properties & applications of materials	✓	✓	✓	✓
Industrial technology and society		✓		✓
Designing, communicating & evaluating	✓		✓	
Producing quality products	✓		✓	
Date for completion	Tuesday 7 May Term 2 Week 2	Tuesday 30 July Term 3 Week 2	Tuesday 24 September Term 3 Week 10	Tuesday 22 October Term 4 Week 2

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Information and Software Technology

Areas for Assessment:

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

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks. • with guidance identifies effects on individuals and society of some past, current and emerging information technologies. • applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations. • with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • with support, communicates, using limited documentation, ideas and solutions to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks. • outlines the effects on individuals and society of a limited range of past, current and emerging information technologies. • applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations. • recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • communicates, using appropriate documentation, ideas and solutions to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. • describes the effects on individuals and society of a range of past, current and emerging information technologies. • applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations • applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. • analyses the effects on individuals and society of a range of past, current and emerging information technologies. • confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations. • justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. • perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies. • is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations. • independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. • independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

Assessment in Information and Software Technology (IST)

NSW Education Standards Authority Requirements

Areas of Assessment	Task 1	Task 2	Task 3	Task 4
	Authoring and Multimedia	Artificial Intelligence, Simulation and Modelling	Databases	Yearly Examination
	Term 2 Week 1 7 May 2019 20%	Term 3 Week 4 13 August 2019 30%	Term 4 Week 2 22 October 2019 25%	Term 4 Week 3 31 October 2019 25%
Knowledge and understanding	✓	✓	✓	✓
Investigating and researching	✓	✓	✓	
Communication	✓	✓	✓	✓
Interpreting data		✓	✓	✓
Problem solving		✓	✓	✓

A detailed description of each project and common test is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Chinese

Areas for Assessment

Using language Making linguistic connections Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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 Chinese-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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.

Assessment in Languages - Chinese

NSW Education Standards Authority Requirements

LOTE	Assessment Activities (with weightings)							
Areas for Assessment	Listening Task 8%	Speaking Task 8%	Written Task 24%	Class Work 10%	Listening Task 8%	Speaking Task 8%	Common Written Task 6 24%	Class Work 10%
Using language	✓	✓	✓	✓	✓	✓	✓	✓
Making linguistic connections	✓	✓	✓	✓	✓	✓	✓	✓
Moving between cultures	✓	✓	✓	✓	✓	✓	✓	✓
Date for completion	Term 1 Week 10 1 April	Term 1 Week 11 9 April	Term 2 Week 3 15 May	Ongoing	Term 3 Week 9 18 September	Term 3 Week 9 20 September	Term 4 Week 3 30 October	Ongoing

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – French

Areas for Assessment

**Using language
Making linguistic connections
Moving between cultures**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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 and 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 French-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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.

Assessment in Languages - French

NSW Education Standards Authority Requirements

LOTE	Assessment Activities (with weightings)							
Areas for Assessment	Listening Task 8%	Speaking Task 8%	Written Task 24%	Class Work 10%	Listening Task 8%	Speaking Task 8%	Common Written Task 6 24%	Class Work 10%
Using language	✓	✓	✓	✓	✓	✓	✓	✓
Making linguistic connections	✓	✓	✓	✓	✓	✓	✓	✓
Moving between cultures	✓	✓	✓	✓	✓	✓	✓	✓
Date for completion	Term 1 Week 10 1 April	Term 1 Week 11 8 April	Term 2 Week 3 13 May	Ongoing	Term 3 Week 9 16 September	Term 3 Week 9 19 September	Term 4 Week 3 28 October	Ongoing

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – German

Areas for Assessment

**Using language
Making linguistic connections
Moving between cultures**

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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.

Assessment in Languages - German

NSW Education Standards Authority Requirements

LOTE	Assessment Activities (with weightings)							
Areas for Assessment	Listening Task 8%	Speaking Task 8%	Written Task 24%	Class Work 10%	Listening Task 8%	Speaking Task 8%	Common Written Task 6 24%	Class Work 10%
Using language	✓	✓	✓	✓	✓	✓	✓	✓
Making linguistic connections	✓	✓	✓	✓	✓	✓	✓	✓
Moving between cultures	✓	✓	✓	✓	✓	✓	✓	✓
Date for completion	Term 1 Week 10 1 April	Term 1 Week 10 3 April	Term 2 Week 3 13 May	Ongoing	Term 3 Week 9 16 September	Term 3 Week 9 18 September	Term 4 Week 3 28 October	Ongoing

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Japanese

Areas for Assessment

Using language Making linguistic connections Moving between cultures

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts. responds/writes using appropriate vocabulary with some variations in linguistic structures and features, giving some details. There may be some inaccuracies. initiates and maintains short conversations and expresses own ideas using some relevant vocabulary and linguistic structures. selects information from a range of spoken and written texts. demonstrates basic understanding of ways in which languages work as systems and of the interdependence of language and culture. demonstrates basic understanding of the culture of Japanese-speaking communities. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> is highly competent in communicating, orally and in writing, across a range of contexts, purposes and audiences. responds/writes fluently and spontaneously, drawing on a wide range of appropriate vocabulary, linguistic structures and features, and giving detailed information. initiates and maintains communication fluently, confidently and effectively, and expresses own ideas coherently and creatively. is highly proficient in selecting, summarising and analysing information from a range of spoken and written texts. demonstrates perceptive understanding of ways in which languages work as systems and of the interdependence of language and culture. demonstrates extensive knowledge and understanding of the culture of Japanese-speaking communities.

Assessment in Languages - Japanese

NSW Education Standards Authority Requirements

LOTE	Assessment Activities (with weightings)							
Areas for Assessment	Listening Task 8%	Speaking Task 8%	Written Task 24%	Class Work 10%	Listening Task 8%	Speaking Task 8%	Common Written Task 6 24%	Class Work 10%
Using language	✓	✓	✓	✓	✓	✓	✓	✓
Making linguistic connections	✓	✓	✓	✓	✓	✓	✓	✓
Moving between cultures	✓	✓	✓	✓	✓	✓	✓	✓
Date for completion	Term 1 Week 10 1 April	Term 1 Week 11 8 April	Term 2 Week 3 13 May	Ongoing	Term 3 Week 9 16 September	Term 3 Week 9 19 September	Term 4 Week 3 28 October	Ongoing

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Music

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

Assessment in Music

NSW Education Standards Authority Requirements

The suggested components, weightings and tasks for the year are set out below.

Component	Weighting (%)
Performance	35
Composition	35
Listening	30

Component	Task 1	Task 2	Task 3	Task 4	
Task Details	<i>Composition and Listening Examination</i>	<i>Ensemble Performance</i>	<i>Hand in Task</i>	<i>Final Performance</i>	
Assessment Due	Term 1, Week 11 10 April	Term 2, Week 4 21 May	Term 3, Week 8 11 September	Term 4, Week 2 23 October	
Assessment Outcomes	5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.7	5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10.	
Assessment Type	Listening Composition	Performance and Listening	Composition	Listening And Performance	
Weighting	25	25	15	35	100

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Photographic and Digital Media

Areas for Assessment	Making Critical and historical interpretations			
Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes simple 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • 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 the frames can be used to represent a point of view. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • makes sophisticated 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.

Assessment in Photographic and Digital Media

NSW Education Standards Authority Requirements

The suggested components, weightings and tasks for the year are set out below.

Component	Weighting (%)
Artmaking	60
Critical & Historical	40

Component	Task 1	Task 2	Task 3	Task 4	Task 5	
Task Details	<i>Portraiture</i>	<i>Examination</i>	<i>Darkroom and Solar Etching</i>	<i>Examination</i>	<i>Self-Directed Project</i>	
Assessment Due	Term 2 Week 4 13 May	Term 2 Week 4 20 May	Term 2 Progress: Week 4 22 May Final: Week 10, 3 July	Term 4 Week 2 23 October	Term 4 Week 4 4 November	
Assessment Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	5.4, 5.5, 5.6	5.7, 5.10	5.1, 5.2, 5.5, 5.6	
Assessment Type	Art making	Critical and Historical	Art making	Critical and Historical	Art making	
Weighting	20	10	30	20	20	100

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Assessment – Physical Activity and Sport Studies (PASS)

Areas for Assessment

Foundations of Physical Activity
Physical Activity and Sport in Society
Enhancing Participation and Performance

Aim

The aim of the *Physical Activity and Sports Studies Content Endorsed Course (CEC) Years 7–10 Syllabus* is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Objectives

Knowledge, understanding and skills

Students will:

- develop a foundation for efficient and enjoyable participation and performance in physical activity and sport
- develop knowledge and understanding about the contribution of physical activity and sport to individual, community and societal wellbeing
- enhance the participation and performance of themselves and others in physical activity and sport
- develop the personal skills to participate in physical activity and sport with confidence and enjoyment.

Values and attitudes

Students will:

- develop a commitment to lifelong participation in physical activity and sport
- appreciate the enjoyment and challenge of participation in physical activity and sport
- value the contributions of physical activity and sport to wellbeing and society.

The Common Grade Scale is to be used to assign School Certificate grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. This includes Content Endorsed Courses such as Physical Activity & Sports Studies.

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

Assessment in Physical Activity and Sport Studies (PASS)

NSW Education Standards Authority Requirements

Physical Activity and Sport Studies (PASS)	Assessment Activities (with weightings)			
Areas for Assessment	Enhancing Performance: Strategies and Tactics Task 25%	Safety in Sport Video Task 25%	Technology in Sport Task 25%	Australian Sporting Identity Task 25%
Foundations of Physical activity		✓		
Physical Activity and Sport in Society				✓
Enhancing Participation and Performance	✓		✓	
Date for completion	Term 1 Week 8 18 March	Term 2 Week 10 1 July	Term 3 Week 8 9 September	Term 4, Week 3 PASS Y 30 October PASS X 31 October

A detailed description of each task is given to students at least 2 weeks prior to the task date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment

Artmaking Critical and Historical Studies

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

Assessment in Visual Arts 2019

NSW Education Standards Authority Requirements

The suggested components, weightings and tasks for the year are set out below.

Component	Weighting (%)
Artmaking	60
Critical & Historical	40

Component	Task 1	Task 2	Task 3	Task 4
Task Details	<i>Still Life Practical task</i>	<i>Critical and Historical Research task</i>	<i>Found Object Practical task</i>	<i>Critical and Historical in-class essay</i>
Assessment Due	Term 2 Week 2 8 May	Term 2 Week 3 15 May	Term 3 Week 2 31 July	Term 4 Week 2 23 October
Assessment Outcomes	5.1, 5.2, 5.3, 5.4, 5.6	5.7, 5.8, 5.9, 5.10	5.1,5.4,5.5,5.6	5.8, 5.9
Assessment Type	Art making	Critical and Historical	Art making	Critical and Historical
Weighting	30	20	30	20

A detailed description of each task is given to students at least 2 weeks prior to the task completion date.

Semester 1 Report	Achievement based on Semester 1 assessments
Semester 2 Report	Achievement based on Semester 2 assessments