STAGE 5
Homework & Assessment Policy
Course Assessment Schedules

YEAR 9
2016
## CONTENTS

**Homework Policy** 3

**Assessment Policy** 4
- Record of School Achievement (ROSA) 4
- Sickness & Misadventure 5
- Appeals Surrounding Assessment Procedure 6
- Academic Integrity 6
- Course Requirements 7
- Disability Provisions 8
- Accelerants 8
- Board of Studies 9
- BOS Key Words 10
- Appendix A – Sample Illness / Misadventure Form 11
- Appendix A – Illness / Misadventure Form 12
- Appendix B – Overseas or Interstate Travel Variation Form 13
- Assessment Schedule Summary 14

**Assessment Grids** 15

**Mandatory Subjects:**
- Australian Geography 16
- English 17
- History 18
- Mathematics 5.3 19
- Mathematics 5.2 21
- Mathematics 5.1 23
- Personal Development, Health, Physical Education 24
- Science 25

**Elective Subjects:** 27
- Chinese 28
- Commerce 29
- Drama 30
- Food Technology 31
- History Elective 33
- Industrial Technology – Electronics 34
- Industrial Technology – Wood 35
- Information and Software Technology 36
- Learning Innovations 37
- Media Industry Studies 38
- Music 39
- Photographic and Digital Media 40
- Physical Activity and Sports Studies 42
- Textiles Technology 43
- Visual Arts 45
- Visual Design 46

**Course Performance Descriptors Board of Studies** 47
YEAR 9 & 10 HOMEWORK POLICY
Homework bridges the gap between learning at school and learning at home. It reinforces work done in class. It helps develop skills such as planning, research and time management. It allows for practising, extending and consolidating work done in class.

Homework gives parents / caregivers the opportunity to see the progress of their child. Homework provides challenges and stimulus to gifted and talented children. Additionally, homework establishes habits of study, concentration and self-discipline. Ideally homework should be appropriate for each student’s stage of development and ability.

Homework should fall into one of the three types below:

1. Practice Exercises
Practice exercises help students to remember and practice newly acquired skills. These activities may include:
- Consolidation exercises e.g. maths, including memorising tables
- Practicing for mastery e.g. spelling words
- Revising information about a current topic
- Practising words or phrases learnt in a language other than English
- Reading for pleasure
- Essay writing

It is expected that students will have some form of homework on a regular basis and that this homework forms part of regular routine.

2. Preparatory Homework
Preparatory homework requires students to source and read background information to prepare them for future lessons on a specific subject. These activities may include:
- Background reading
- Reading e.g. English text for class discussion
- Researching topics for a class unit of work
- Collecting items e.g. geometric shapes

3. Extension Assignments
Extension assignments encourage students to pursue knowledge individually and imaginatively. Assignments may include:
- Writing e.g. a book review
- Making or designing something e.g. an art work
- Investigations e.g. science, social science
- Researching e.g. history, local news
- Information and retrieval skills e.g. using a home computer to find material on the Internet
- Monitoring e.g. advertising in particular newspapers

Time for Homework
Over the course of a semester, students in the junior school will study up to nine subjects. Students are allocated regular homework for each subject studied. The time spent studying each subject will depend upon the amount of units taken for each subject. The type of homework set will fall into one of the three types of homework indicated above.

Students in stage 5, years 9 & 10, should spend between two and two and a half hours per day completing homework tasks and assignments.

All students should have a diary where homework and assignments are to be recorded. The diary can be used as a means of communication between teachers and parent / caregivers.

It is important that students include other activities into their home time. These activities should include physical as well as creative activities such as sports, reading for pleasure, learning an instrument.

Parent role in their child’s homework
Parents play an important role in supporting students with their homework. This may include:
- Encouraging their children to discipline themselves to sitting down for study each night, extending the time as their child progresses through High School
- Providing a study place which can be used regularly, provides ample space, is quiet, well lit, is comfortably ventilated and temperature controlled.
- Taking an active interest in their child’s study. This does not necessarily mean helping them ‘do’ the study but rather talking to them about what they are doing, encouraging them when they become discouraged and directing them to seek help from their teacher when they are struggling
- Ensuring that their children have a healthy balance between work and recreation
- Helping their children to become well organised in their approach to study so that they gain the optimum benefit from any study period.
- Encouraging their children to plan their homework tasks. As students’ progress through the school a study timetable is essential if they are to give every subject due attention.
- Ensuring that their children have breaks every one and a half hours or so in long study sessions.
- Ensuring that their children have a long-term planner to help them systematically work through major assignments.
- Ensuring that their children have reference books / resources such as a dictionary and thesaurus.

DET Homework Policy, November 2005
YEAR 9 & 10 ASSESSMENT POLICY

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

A cumulative record of all academic achievement

The RoSA is designed to record and credential all of a secondary school student’s academic results up until the HSC or until they leave school.

- While all students currently receive grades for courses they complete at the end of Year 10, this system has now been extended to capture grades for courses a student completes in Year 11.
- If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced.
- This measure acknowledges the fact that many students begin senior secondary study but then leave school for employment or other training opportunities before receiving their HSC.

Eligibility for the Record of School Achievement (RoSA)

Eligibility requirements for the RoSA are largely unchanged from the School Certificate.

To qualify for the RoSA a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- completed courses of study that satisfy the Board’s curriculum and assessment requirements for the RoSA
- complied with all requirements imposed by the Minister or the Board and
- completed Year 10.

Students are awarded a grade for each of the courses they have studied in years 9 & 10. The grades are based on a set of Course Performance Descriptors developed by the Board of Studies.

Issuance of the Record of School Achievement

The formal RoSA credential will be awarded to eligible students when they leave school.

- The RoSA will be provided by the Board of Studies in print format when they leave school.
- Students leaving school who do not meet RoSA requirements will be provided with a Transcript of Study.

Literacy and numeracy tests

Students who leave school before they get their HSC will have the option to undertake the Literacy and Numeracy tests.

- There will be one test for literacy and one test for numeracy with concepts drawn from the Australian Core Skills Framework (ACSF) developed and endorsed by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).
- The tests, which will be offered online and under teacher supervision, will be reported separately from the RoSA credential.
- The tests will not be available to all students, only those who indicate they wish to leave school.
- Students will be able to take the tests during ‘windows’ of availability throughout the year. Students will be advised of these dates throughout the year. They will be able to sit for the test only once during each window, but can sit for them again should they decide to stay at school longer.

The Purpose of Your School Assessment?

There are some aspects of your study which cannot be adequately assessed through examinations, such as practical work in Science and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course.

Satisfactory Completion of a Course

“Satisfactory completion” means that, in the Principal’s view, there is sufficient evidence that you have:

- followed the course developed or endorsed by the Board of Studies;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieved some or all of the course outcomes;
- attended school sufficiently regularly so that course completion requirements can be met. As a general rule, an attendance rate of at least 85% would be expected.

School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes. They are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students’ achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

Reports will be available on a regular basis. Each report will indicate your performance in each course at that time.
Course Assessment Schedule

It is your responsibility to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is not negotiable. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, in writing, at least two weeks prior to the task.

SICKNESS AND MISADVENTURE

Student attendance before an assessment task

Students will be signed in for the whole school day and attend all timetabled lessons or scheduled school activities (excursions) on the day of an assessment task and the school day prior to an assessment task.

Student is absent from an assessment task due to sickness

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- notify the school by phone on 9745 3777 on the day of the task or as soon as possible following this date;
- complete an illness/misadventure form (Appendix A), with an attached doctor’s certificate and/or parent note, and present it to the Head Teacher on the first day of return to school.

The Head Teacher may award an extension of time or a mark may be awarded based on a substitute task or on other available information.

Student is absent due to a misadventure

Misadventure refers to an event beyond the student’s control which allegedly prevented the student from attending the assessment task or school the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- notify the school by phone on 9745 3777 on the day of the task or as soon as possible following this date;
- submit an illness/misadventure form (Appendix A), with appropriate supporting documentation, to the head teacher on the first day of return to school to negotiate alternative arrangements.

An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task and an N Award notification will be sent home.

Students who complete the assessment task and suffer illness/misadventure

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances immediately prior or during the assessment task, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to complete the illness/ misadventure appeal form (Appendix A) and provide documentary evidence such as doctor’s certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Head Teacher on the first day of return to school after the assessment task date.

Hand-In tasks

Hand-in tasks should be submitted to the teacher / faculty as specified on the notification of the assessment task.

In the event of illness, the task is to be submitted by 8:55am to the office staff, who will issue a receipt for the collection of the task and hand it to the relevant Head Teacher.

A student can seek from the Head Teacher an extension of time to submit the task. An illness / misadventure appeal form (Appendix A) must be submitted to the Head Teacher with appropriate supporting documentation before the extension can be considered.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task and an N Award notification will be sent home. Students should still submit the task to gain necessary feedback and to meet course completion requirements.

Technology and assessment tasks

Technology and / or computer equipment failure may not be valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email or USB.
APPEALS SURROUNDING THE ASSESSMENT PROCEDURE

Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

Appeals Process

When a student feels that a decision applied to his/her work is not consistent with the school’s assessment policy and procedures he/she may appeal. The first appeal MUST be to the head teacher.

Where a student feels that the appeal to the head teacher has not been heard appropriately, he/she may appeal to the Principal / Deputy Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the Board’s requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.

The assessment appeal committee will meet and decide whether the appeal will be upheld or declined. Feedback will be given to the student in writing.

ACADEMIC INTEGRITY

The Board of Studies has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school’s expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

Defining Malpractice

Malpractice is any activity undertaken by a student that allows him/her to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- copying someone else’s work in part or in whole, and presenting it as one’s own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person’s work and presenting it as one’s own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.

Strategies to ensure the authenticity of student responses to tasks.

Concord High School implements programs to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their studies.

Strategies that teachers can use:

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- asking students to submit a task at critical points in its development
- having students submit their original drafts in addition to their final work
- incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Misconduct in formal examinations and other assessment tasks

Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. Non-serious attempts or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero for that task.
Managing Issues of Malpractice

Issues of malpractice need to be investigated by the head teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where a penalty or zero mark is to be awarded, the student will be advised of the issue and the school’s intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task. Students must not bring in their own notes or mobile phones into examinations.

COURSE REQUIREMENTS

Satisfactorily completing the course

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

- followed the course developed or endorsed by the Board;
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided by the course by the school; and,
- achieved some or all of the course outcomes.

Assessment of Outcomes

Twice a year, students are provided with a report which allocates an overall grade for each course, outlining student achievement levels. The school uses common grading language across all courses. A student working at a ‘sound’ level will achieve a ‘C’.

Grade A

A student achieving at ‘OUTSTANDING’ level can consistently:

- Show highly detailed knowledge and apply it accurately and appropriately to various new situations and tasks.
- Demonstrate excellent skills.
- Apply critical thinking to a range of new and challenging situations.

Grade B

A student achieving at ‘HIGH’ level can usually:

- Show detailed knowledge and apply it accurately to various new situations and tasks.
- Demonstrate high level skills.
- Apply critical thinking to a range of situations.

Grade C

A student achieving at ‘SOUND’ level can:

- Show general knowledge to complete work in some detail with examples.
- Demonstrate skills with a degree of competency.
- Apply key terms appropriately in written and verbal responses.

Grade D

A student achieving at ‘BASIC’ level can:

- Show basic knowledge to complete work with some assistance.
- Demonstrate basic skills.
- Recall and use basic terminology.

Grade E

A student achieving at ‘LIMITED’ level can:

- Show limited knowledge to complete work with regular assistance.
- Demonstrate limited skills.
- Recall some information with guidance.

Grade N

A student will receive an ‘N’ grade when they:

- Have not completed any work to demonstrate sufficient knowledge and skills.

When an ‘N’ grade is given, a student is still required to complete the work to demonstrate achievement of outcomes. e.g. complete and submit for assessment purposes.

Student Attendance

It could be determined by the principal that prolonged or frequent absence has prevented a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal/Principal.

For all absences greater than three days, students are to complete an Exemption from school form. These forms are available from the side office.

Absences for overseas or interstate travel are strongly discouraged and can impact on the students ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, eg. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have
- complete the Exemption from school form and attached a copy of the airline ticket;
- Appendix B Overseas or interstate trips for each subject studied. This form is to be signed by the head teacher of each subject, parent and year advisor.
Both forms are to then be submitted to the Principal for approval at least three weeks in advance.

Failure to complete or submit assessment tasks

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and his/her parents will be advised, in writing, of this.

Non-serious attempts

Students must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher’s professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

Communicating course requirement concerns

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though they should not be reported or graded against these bands.

N Award Process

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an ‘N’ determination in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;
- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an ‘N’ determination, and
- request from the student and his/her parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student may be interviewed by the classroom teacher. On the second warning letter, the student and their parents may be required to attend an interview with the head teacher (this may involve phone contact).

If a student has been given an ‘N’ determination in a mandatory course, they will not be eligible for the RoSA.

If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘Not completed’ will appear next to each ‘N’ determined course. If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Disability Provisions for Examinations

Disability provisions may be provided if a student has a special need which would, in a normal examination situation, prevent him or her from:

- reading and interpreting the examination questions and/or
- communicating his/her responses.

Principals have the authority to decide on and to implement special provisions for school-based assessments including tests. **ACE Manual 13.1**

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student’s functioning in an examination situation. **ACE Manual 13.2**

Disability Provisions at Concord High School

Concord High School will support students seeking disability provisions. Where it is appropriate and suitable these provisions will be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects his/her examination performance and requires Disability Provisions eg a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be issued using the Board of Studies general guidelines.

Concord High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LAST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the LAST, school counsellor or Deputy Principal.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

Accelerant Students

In exceptional circumstances, students may accelerate into Board developed courses in advance of their usual cohort or in less than the Board’s stated indicative times. Decisions about the acceleration of students will be made by the
Principal in accordance with the principles contained in the Board’s Guidelines for Accelerated Progression (revised 2000).

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

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

Students Transferring to the School

For students who commence study at Concord High School between the commencement of the assessment period and the final date for assessment marks, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

Board of Studies

The Board of Studies:

- sets the core curriculum by developing syllabuses for Kindergarten to Year 12 and provides support materials for teachers and parents;
- manages the NSW Record of School Achievement (RoSA) (Years 10 & 11) each year;
- manages the NSW Higher School Certificate Examinations (Year 12) each year;
- assesses student achievement and awards high quality credentials to meet the needs of the full range of students;
- promotes the provision of quality education by developing, communicating and implementing educational policies and practices;
- provides advice on grading and assessment policy and procedures;
- promotes the provision of quality education through the registration and accreditation of non-government schools, certifying that they may teach students and enter students for the examinations; and
- effectively manages its resources so that educational objectives are met.

Syllabus Requirements:

Students may access the Board of Studies Webpage: http://www.boardofstudies.nsw.edu.au/

All updates to syllabus requirements will be located on this webpage. It is updated daily and has all the relevant dates for things like; advice line, HSC timetables, dates for the release of marks and appeals and copies of past papers so students can access them for home study and extra practice.

The Board of Studies: Official Notices section houses all new information and changes to any of the syllabus requirements. Students and parents have access to this information. Teachers will keep abreast of changes, but students are also encouraged to check the website for their own information.

More information about the Record of School Achievement for students and their parents/caregivers can be found at the NSW Board of Studies website http://www.boardofstudies.nsw.edu.au/rosa/
Board of Studies – Some Key Words

The Board of Studies has published a glossary of words that will make the demands of questions explicit.

Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

*The following glossary provides the meaning of these words as they generally apply across subject areas.*

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Account</td>
<td>Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions</td>
</tr>
<tr>
<td>Analyse</td>
<td>Identify components and the relationship between them; draw out and relate implications</td>
</tr>
<tr>
<td>Apply</td>
<td>Use, Utilise, employ in a particular situation</td>
</tr>
<tr>
<td>Appreciate</td>
<td>Make a judgement about the value of</td>
</tr>
<tr>
<td>Assess</td>
<td>Make a judgement of value, quality, outcomes, results or size</td>
</tr>
<tr>
<td>Calculate</td>
<td>Ascertainedetermine from given facts, figures or information</td>
</tr>
<tr>
<td>Clarify</td>
<td>Make clear or plain</td>
</tr>
<tr>
<td>Classify</td>
<td>Arrange or include in classes/categories</td>
</tr>
<tr>
<td>Compare</td>
<td>Show how things are similar or different</td>
</tr>
<tr>
<td>Construct</td>
<td>Make; build; put together items or arguments</td>
</tr>
<tr>
<td>Contrast</td>
<td>Show how things are different or opposite</td>
</tr>
<tr>
<td>Critically analyse/evaluate</td>
<td>Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and qualify to (analyse/evaluation)</td>
</tr>
<tr>
<td>Deduce</td>
<td>Draw conclusions</td>
</tr>
<tr>
<td>Define</td>
<td>State meaning and identify essential qualities</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Show by example</td>
</tr>
<tr>
<td>Describe</td>
<td>Provide characteristics and features</td>
</tr>
<tr>
<td>Discuss</td>
<td>Identify issues and provide points for and/or against</td>
</tr>
<tr>
<td>Distinguish</td>
<td>Recognise or note/indicate or distinct or different from; to note differences between</td>
</tr>
<tr>
<td>Evaluate</td>
<td>Make a judgement based on criteria; determine the value of</td>
</tr>
<tr>
<td>Examine</td>
<td>Inquire into</td>
</tr>
<tr>
<td>Explain</td>
<td>Relate cause and effect; make the relationships between things evident; provide why and/or how</td>
</tr>
<tr>
<td>Extract</td>
<td>Choose relevant and/or appropriate details</td>
</tr>
<tr>
<td>Extrapolate</td>
<td>Infer from what is known</td>
</tr>
<tr>
<td>Identify</td>
<td>Recognise and name</td>
</tr>
<tr>
<td>Interpret</td>
<td>Draw meaning from</td>
</tr>
<tr>
<td>Investigate</td>
<td>Plan, inquire into and draw conclusions about</td>
</tr>
<tr>
<td>Justify</td>
<td>Support an argument or conclusion</td>
</tr>
<tr>
<td>Outline</td>
<td>Sketch in general terms; indicate the main features of</td>
</tr>
<tr>
<td>Predict</td>
<td>Suggest what may happen based on available information</td>
</tr>
<tr>
<td>Propose</td>
<td>Put forward (for example a point of view, idea, argument, suggestion) for consideration or action</td>
</tr>
<tr>
<td>Recall</td>
<td>Present remembered ideas, facts or experiences</td>
</tr>
<tr>
<td>Recommend</td>
<td>Provide reasons in favour</td>
</tr>
<tr>
<td>Recount</td>
<td>Retell a series of events</td>
</tr>
<tr>
<td>Summarise</td>
<td>Express concisely the relevant details</td>
</tr>
<tr>
<td>Synthesise</td>
<td>Putting together various elements to make a whole</td>
</tr>
</tbody>
</table>
STAGE 5 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM
Submit this proforma to the HEAD TEACHER on the DAY YOU RETURN TO SCHOOL

Name of Candidate: William Li       Today’s Date: 19/03/2016
Subject: English         Course: Standard
TASK: Task 2: Case Study of a text        WEIGHTING: 10%    DUE DATE: 18/03/2012
Reasons for missing the task: Illness – broke wrist and had to go to hospital for treatment

(Give details which support your case to present the task at a later date or sit for a substitute task)
Medical Certificate, supporting documentation or parent letter MUST be attached to the back of this form. Attached: YES / NO
A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application
If you were sick DURING an exam, was the teacher aware before the exam began YES / NO
Candidate Signature: ___________________________ Parent/Guardian Signature _________________________
Classroom Teacher /Exam Supervisor comment: ______________________________
Work Submitted 18/03/2016
Signature: ___________________ Date: 18/03/2016
Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO
Student to hand in assessment task – handed in 18/03/2016
Signature: ___________________ Date: __________________
APPEALS COMMITTEE: DECISION ____________________________________________
Deputy Principal in Charge of Year 9/10: ___________________________ Principal: ___________________________
Provider Name: NSW Department of Education and Communities – Schools CRICOS Code 00588M
A new form is required for each missed task
Name of Candidate: _______________________________  Today’s Date: _______________________________
Subject: _______________________________  Course: _______________________________
TASK: _______________________________  WEIGHTING _________  DUE DATE: _______________________________
Reasons for missing the task: _________________________________________________________________________________________________
_____________________________________________________________________________________________________________________________
(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate, supporting documentation or parent letter MUST be attached to the back of this form. Attached: YES / NO

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began YES / NO

Candidate Signature: _______________________________  Parent/Guardian Signature _______________________________

Classroom Teacher /Exam Supervisor comment: _______________________________

Signature: _______________________________  Date: _______________________________

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO

Signature: _______________________________  Date: _______________________________

APPEALS COMMITTEE: DECISION: upheld / declined

Deputy Principal in Charge of Year 9/10: _______________________________  Principal: _______________________________

Provider Name: NSW Department of Education and Communities – Schools CRICOS Code 00588M

A new form is required for each missed task

2016 Year 9 Assessment Booklet
CONCORD HIGH SCHOOL
OVERSEAS OR INTERSTATE TRIPS
VARIATION TO STUDIES

NAME: ___________________________________________    YEAR: ___________

DESTINATION: ____________________________________    APPROVED: YES / NO

DATE OF DEPARTURE: _______________________         DATE OF RETURN: _____________________

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course</th>
<th>Work/Assessment Tasks that will be missed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

HEAD TEACHER’S COMMENT: The consequences of missing the above work will be: ____________________________

Signature of Parent/Guardian: ________________________________________________    Date: ________________

Year Adviser’s Signature: ________________________________________________    Date: ________________

Deputy/Principal’s Signature: ________________________________________________    Date: ________________

CRICOS Provider Name: NSW Department of Education | CRICOS Provider Code 00588M

In addition to this form, students are to complete an application for exemption from school form.
## YEAR 9 ASSESSMENT SCHEDULE SUMMARY 2016

<table>
<thead>
<tr>
<th>W</th>
<th>TERM 1 2016</th>
<th>TERM 2 2016</th>
<th>TERM 3 2016</th>
<th>TERM 4 2016</th>
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<tbody>
<tr>
<td>1</td>
<td>Visual Arts Visual Design</td>
<td>Visual Arts</td>
<td>Visual Arts</td>
<td>Visual Design</td>
</tr>
<tr>
<td>2</td>
<td>Visual Design</td>
<td>Wood</td>
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</tr>
<tr>
<td>3</td>
<td>Wood</td>
<td></td>
<td></td>
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<tr>
<td>4</td>
<td>Visual Design</td>
<td>Wood</td>
<td>Science</td>
<td>Visual Arts</td>
</tr>
<tr>
<td>5</td>
<td>Mathematics (5.1) Mathematics (5.2) Mathematics (5.3) Photographic &amp; Digital Media</td>
<td>Australian Geography Chinese Commerce Electronics English History History Elective IST Mathematics (5.1) Mathematics (5.2) Mathematics (5.3) Media Industry Studies Science</td>
<td>Australian Geography Chinese Commerce Electronics English History History Elective IST Mathematics (5.1) Mathematics (5.2) Mathematics (5.3) Media Industry Studies PASS</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Australian Geography History Drama Food Technology History Elective Mathematics (5.1) Mathematics (5.2) Mathematics (5.3) Textiles Technology</td>
<td>Drama History PASS PDHPE</td>
<td>Australian Geography Food Technology History Photographic &amp; Digital Media</td>
<td>History Wood Textiles Technology</td>
</tr>
<tr>
<td>9</td>
<td>English Mathematics (5.1) Mathematics (5.2) Mathematics (5.3) Music PDHPE Science</td>
<td>Music</td>
<td>English Mathematics (5.1) Mathematics (5.2) Mathematics (5.3) Music PDHPE</td>
<td>Drama</td>
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<tr>
<td>10</td>
<td>Australian Geography IST Mathematics (5.1) Mathematics (5.2) Mathematics (5.3) Wood</td>
<td></td>
<td>Australian Geography IST PASS</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Students should check individual Course Assessment Schedules for details and nature of tasks.
- This is subject to change – students will be issued with a notification of assessment prior to assessment tasks.
- Ongoing tasks, including major projects and homework are not listed in this schedule.
Assessment Grids – Mandatory Subjects
SUBJECT: AUSTRALIAN GEOGRAPHY

Course Outline
Students of Australian Geography learn about the interaction of human and physical geography in a local context. They examine Australia’s physical environments and communities and explore how they are changing and responding to change. Students also look at Australia’s roles in its region and globally and how individuals and groups are planning for a better future. An important feature of the Australian Geography course is to allow students to become more informed and active citizens.

Course Outcomes
A Student:

5.1 identifies, gathers and evaluates geographical information
5.2 analyses, organises and synthesises geographical information
5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information
5.4 selects and applies appropriate geographical tools
5.5 demonstrates a sense of place about Australian environments
5.6 explains the geographical processes that form and transform Australian environments
5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
5.8 accounts for differences within and between Australian communities
5.9 explains Australia’s links with other countries and its role in the global community
5.10 applies geographical knowledge, understanding and skills with knowledge of civics to demonstrate informed and active citizenship.

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Hazards Research Report</td>
<td>5.1, 5.2, 5.3, 5.6, 5.10</td>
<td>30%</td>
<td>Term 1 Week 8</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Classwork</td>
<td>5.3, 5.7, 5.8, 5.9, 5.10</td>
<td>20%</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Term 3 Week 10</td>
</tr>
<tr>
<td>Content and Skills Review</td>
<td>5.3, 5.8, 5.9</td>
<td>50%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>End of Semester Examination</td>
<td></td>
<td></td>
<td>Term 4 Week 5</td>
</tr>
</tbody>
</table>
SUBJECT: ENGLISH

Course Outline
Students use varying technologies to compose texts. They apply their knowledge of the elements that shape meaning in texts. They use a range of strategies to shape their texts to address purpose and audience in different contexts. They conform to or challenge an audience’s preconceptions and expectations about content and form, and they evaluate the effectiveness of each approach. Students display a developing personal style in their personal, imaginative, critical and analytical compositions. They work through the composing process, including planning, researching, drafting, conferencing, editing and publishing.

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

Assessment Grid

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</thead>
<tbody>
<tr>
<td>Extended Response writing</td>
<td>EN5-1A, 6C, 7D</td>
<td>20%</td>
<td>Term 1 Week 9</td>
</tr>
<tr>
<td>Mid Course Examination - Reading</td>
<td>EN5-2A, 3B, 9E</td>
<td>20%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>Macbeth Response - Writing</td>
<td>EN5-1A, 5C</td>
<td>20%</td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>Famous Speeches - Speaking</td>
<td>EN5-1A, 4B</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>EN5-2A, 7D, 8D</td>
<td>20%</td>
<td>Term 4 Week 6</td>
</tr>
</tbody>
</table>

2016 Year 9 Assessment Booklet
SUBJECT: HISTORY

Course Outline
In Year 9 students study the history of the making of the modern world from 1750 to 1945. Students gain an understanding of industrialisation and the rapid changes in the way people lived, worked and thought. The three major topics of study are: The Movement of Peoples in the 18th century (including the Atlantic Slave Trade and the settlement of Australia), World War One, and the changes that occurred in China from 1750 onwards.

Course Outcomes
A Student:

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

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<tbody>
<tr>
<td>Movement of People (17-50 -1901) Essay</td>
<td>HT5.4, HT5.6,</td>
<td>40%</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td></td>
<td>HT5.9, HT5.10</td>
<td></td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>World War One (1914-1918) Exam</td>
<td>HT5.5, HT5.6,</td>
<td>40%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td></td>
<td>HT5.7</td>
<td></td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td>Asia and the World (1750-1918) Classwork</td>
<td>HT5.1, HT5.2,</td>
<td>20%</td>
<td>Term 2 Week 8</td>
</tr>
<tr>
<td></td>
<td>HT5.3, HT5.8</td>
<td></td>
<td>Term 4 Week 8</td>
</tr>
</tbody>
</table>
Course Outline

In this course students will build on their skills and knowledge in the areas of number and algebra, statistics and probability and measurement and geometry. All students will be expected to develop their skills in the areas of communication and reasoning of mathematical ideas. Students will require a grid book and scientific calculator. Students will be given homework each week both from textbooks and through technology. This course may allow students who perform very well to study Extension Maths in the senior years.

Course Outcomes

A Student:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA graphs simple non-linear relationships
MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM constructs arguments to prove and justify results
MA5.2-6NA simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-11MG calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-14MG calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.2-15SP uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-17SP describes and calculates probabilities in multi-step chance experiments
MA5.3-1WM uses and interprets formal definitions and generalisations when explaining solutions
and/or conjectures
MA5.3-2WM generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM uses deductive reasoning in presenting arguments and formal proofs
MA5.3-5NA selects and applies appropriate algebraic techniques to operate with algebraic
expressions
MA5.3-7NA solves complex linear, quadratic, simple cubic and simultaneous equations and
rearranges literal equations
MA5.3-8NA uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies
standard forms of the equation of a straight line
MA5.3-13MG applies formulas to find the surface areas of right pyramids, right cones, spheres and
related composite solids
MA5.3-14MG applies formulas to find the volumes of right pyramids, right cones, spheres and related
composite solids
MA5.3-16MG proves triangles are similar, and uses formal geometric reasoning to establish properties
of triangles and quadrilaterals
MA5.3-18SP uses standard deviation to analyse data

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Area and Surface Area Common Task</td>
<td>5.1-1,2,3WM, 5.2-1,2,3WM 5.3-1,2,3WM, 5.1-8MG 5.2-11MG, 5.3-13MG</td>
<td>20%</td>
<td>Term 1 Week 8-10</td>
</tr>
<tr>
<td>Mid Course examination</td>
<td>5.1-1,2,3WM, 5.2-1,2,3WM 5.3-1,2,3WM, 5.1-5NA 5.2-7NA, 5.3-8NA 5.1-8MG, 5.3-13MG, 5.2-9NA, 5.3-5NA, 5.3-16MG</td>
<td>20%</td>
<td>Term 2 Week 4/5</td>
</tr>
<tr>
<td>Trigonometry task</td>
<td>5.1-1,2,3WM, 5.2-1,2,3WM 5.3-1,2,3WM, 5.1-10MG</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Yearly examination</td>
<td>All</td>
<td>30%</td>
<td>Term 4 Week 5/6</td>
</tr>
<tr>
<td>In class topic tests and practical</td>
<td>All</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
<tr>
<td>tasks</td>
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</tbody>
</table>

Resources

Students will be issued with text books and/or given access to software packages. Students will need to provide a scientific calculator.
Course Outline

In this course students will build on their skills and knowledge in the areas of number and algebra, statistics and probability and measurement and geometry. All students will be expected to develop their skills in the areas of communication and reasoning of mathematical ideas. Students will require a grid book and scientific calculator. Students will be given homework each week both from textbooks and through technology. Students who perform exceptionally well in this course and also study selected 5.3 outcomes, may study Mathematics in the senior years. The majority of students in this course will be suited to the General Mathematics course. This course does not prepare students to study Extension Mathematics.

Course Outcomes

A Student:

MA5.1-1WM uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM selects and uses appropriate strategies to solve problems
MA5.1-3WM provides reasoning to support conclusions that are appropriate to the context
MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG describes and applies the properties of similar figures and scale drawings
MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-1WM selects appropriate notations and conventions to communicate mathematical ideas and solutions
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<tbody>
<tr>
<td>Area and Surface area common task</td>
<td>5.1-1,2,3WM, 5.2-1,2,3WM</td>
<td>20%</td>
<td>Term 1 Week 8-10</td>
</tr>
<tr>
<td></td>
<td>5.1-8MG, 5.2-11MG,</td>
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</tr>
<tr>
<td>Mid Course examination</td>
<td>5.1-1,2,3WM, 5.2-1,2,3WM</td>
<td>20%</td>
<td>Term 2 Week 4/5</td>
</tr>
<tr>
<td></td>
<td>5.1-5NA, 5.2-7NA,</td>
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<td>5.2-6NA, 5.2-14MG,</td>
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<td>5.1-8MG, 5.2-11MG</td>
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<td></td>
<td>5.1-6NA, 5.2-9NA</td>
<td></td>
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<tr>
<td>Trigonometry task</td>
<td>5.1-1,2,3WM, 5.2-1,2,3WM</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td></td>
<td>5.1-10MG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly examination</td>
<td>All</td>
<td>30%</td>
<td>Term 4 Week 5/6</td>
</tr>
<tr>
<td>In class topic tests and practical tasks</td>
<td>All</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

## Resources

Students will be issued with textbooks and/or given access to software packages. Students will need to provide a scientific calculator.
SUBJECT: MATHEMATICS  
LEVEL: (5.1)

Course Outline

In this course students will build on their skills and knowledge in the areas of number and algebra, statistics and probability and measurement and geometry. All students will be expected to develop their skills in the areas of communication and reasoning of mathematical ideas. Students will require a grid book and scientific calculator. Students will be given homework each week both from textbooks and through technology. **Students studying this course can only attempt General Mathematics. To study General 2 Mathematics in year 12 some selected 5.2 outcomes must also be studied.**

Course Outcomes

A Student:

- **MA5.1-1WM** uses appropriate terminology, diagrams and symbols in mathematical contexts
- **MA5.1-2WM** selects and uses appropriate strategies to solve problems
- **MA5.1-3WM** provides reasoning to support conclusions that are appropriate to the context
- **MA5.1-5NA** operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
- **MA5.1-6NA** determines the midpoint, gradient and length of an interval, and graphs linear relationships
- **MA5.1-7NA** graphs simple non-linear relationships
- **MA5.1-8MG** calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
- **MA5.1-9MG** interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
- **MA5.1-10MG** applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
- **MA5.1-11MG** describes and applies the properties of similar figures and scale drawings
- **MA5.1-12SP** uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
- **MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

Assessment Grid

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<tbody>
<tr>
<td>Area and Surface Area common test</td>
<td>5.1-1,2,3WM, 5.1-8MG</td>
<td>20%</td>
<td>Term 1 Week 8-10</td>
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<tr>
<td>Mid Course examination</td>
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<tr>
<td></td>
<td>5.1-5NA, 5.16NA</td>
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</tr>
<tr>
<td>Trigonometry</td>
<td>5.1-1,2,3WM, 5.1-10MG</td>
<td>20%</td>
<td>Term 3 Week 9</td>
</tr>
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<td>Yearly examination</td>
<td>All</td>
<td>30%</td>
<td>Term 4 Week 5/6</td>
</tr>
<tr>
<td>In class topic tests and practical tasks</td>
<td>All</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Resources

Students will be issued with text books and/or given access to software packages. Students will need to provide a scientific calculator.
SUBJECT: PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

Course Outline

In PDHPE students participate in activities designed to promote lifelong physical activity. They explore health issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future.

Year 9 students participate in various movement experiences to improve their capacity to move with skill and confidence and to promote regular physical activity. They consider the importance of balancing their lifestyle, explore the influence of the media on young people’s health behaviours and attitudes and examine the risks associated with partying as well as the possible consequences of inappropriate online behaviour. In each of these contexts they develop knowledge and skills that will enable them to adopt and maintain healthy and active lifestyles.

Course Outcomes

A Student:

5.2 reflects on challenges they may face and proposes ways to respond positively to these challenges
5.3 analyses factors that contribute to positive, safe and respectful relationships
5.4 adapts, transfers and improvises movement skills and concepts in a range of challenging environments
5.5 composes, performs and appraises movement in a variety of movement contexts
5.6 analyses young people’s attitudes and behaviours in relation to drug use and healthy eating and the consequences young people may face as a result of their decisions.
5.7 analyses influences on their health decisions and develops strategies to promote healthy, safe behaviours
5.9 proposes strategies to enhance people’s participation in lifelong physical activity
5.10 adopts roles to enhance their own and others’ enjoyment of physical activity

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Watch Class Work and Assessment Task</td>
<td>5.6, 5.7</td>
<td>50%</td>
<td>Term 1 Week 9</td>
</tr>
<tr>
<td>Party Safe Class Work and Assessment Task</td>
<td>5.3, 5.6, 5.7</td>
<td></td>
<td>Term 2 Week 8</td>
</tr>
<tr>
<td>Think Before You Click</td>
<td>5.2, 5.3</td>
<td></td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Finding A Balance Class Work and Assessment Task</td>
<td>5.6, 5.9, 5.10</td>
<td></td>
<td>Ongoing throughout Term 4</td>
</tr>
<tr>
<td>Movement skills and applications (in PE lessons)</td>
<td>5.4, 5.5</td>
<td>50%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Resources

Concord HS PE uniform and appropriate running shoes will be required for all practical lessons. Laptops will be required for theory lessons.
SUBJECT: SCIENCE

Course Outline
The stage 4 and 5 Science syllabus is broken into four distinct fields of study: Biology, Chemistry, Earth and Space science and Physics. Students will be introduced to each of these fields over the junior years in the hope that they will go onto to choose one or more of them at the HSC level. Topics studied in year 9 include: Plate tectonics, Atoms, Body systems and responses, Matter and Energy in Ecosystems, Periodic Table, Energy and Electricity. Specifically, students will be provided with a learning experience in which they:

- acquire scientific knowledge and skills and develop understanding about phenomena within and beyond their experience
- develop an appreciation of science as a human activity and apply their understanding to their everyday life

Course Outcomes

STAGE 5 SKILLS
SC5.4WS develops questions or hypotheses to be investigated scientifically
SC5.5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5.6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5.7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5.8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5.9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

STAGE 5 KNOWLEDGE AND UNDERSTANDING
SC5.10PW applies models, theories and laws to explain situations involving energy, force and motion
SC5.11PW explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5.12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5.13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5.14LW analyses interactions between components and processes within biological systems
SC5.15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5.16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5.17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials
## Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills-Student Research Project</strong></td>
<td>SC5.4WS, SC5.5WS, SC5.6WS, SC5.7WS, SC5.8WS, SC5.9WS</td>
<td>25</td>
<td>Term 1 week 9</td>
</tr>
<tr>
<td>Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mid Course assessment: Topic tests</strong></td>
<td>SC5-4WS, SC5-5WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES, SC5-16CW, SC5-14LW, SC5-15LW</td>
<td>20</td>
<td>Term 1 week 6, Term 1 Week 11, Term 2 Week 5</td>
</tr>
<tr>
<td>Plate tectonics, Atoms, Body systems and responses</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Research and Oral task</strong></td>
<td>SC5.5WS, SC5.7WS, SC5.9WS, SC5.14LW, SC5.15LW, SC5.16CW</td>
<td>25</td>
<td>Term 3 week 4</td>
</tr>
<tr>
<td>Matter and Energy in Ecosystems, Periodic table</td>
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<tr>
<td><strong>Yearly examination</strong></td>
<td>SC5.4WS, SC5.7WS, SC5.8WS, SC5.12ES, SC5.13ES, SC5.16CW, SC5.17CW, SC5.14LW, SC5.15LW, SC5.10PW, SC5.11PW</td>
<td>30</td>
<td>Term 4 week 6</td>
</tr>
<tr>
<td>Plate tectonics, Atoms, Body Systems and responses, Matter and Energy in Ecosystems, Periodic table, Energy and Electricity</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
SUBJECT: CHINESE

Course Outline
This course aims to provide students with a sound knowledge of elementary Chinese. The course outcomes are demonstrated through a range of contexts, themes and topics. Students will learn to discuss the topics of family and school life, friends and entertainment, asking and giving information and opinions, and shopping and planning. Students will explore the traditional and contemporary cultural features of Chinese speaking communities. The impact of international influence on Chinese speaking countries will also be investigated.

Course Outcomes
A Student:
5.UL.1 selects, summarises and analyses the main ideas and supporting detail in spoken texts and responds appropriately
5.UL.2 selects, summarises and analyses the main ideas and supporting detail in written texts and responds appropriately
5.UL.3 uses Chinese by incorporating diverse structures and features to express own ideas
5.UL.4 experiments with linguistic patterns and structures in Chinese to convey information and to express own ideas
5.MLC demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
5.MBC.2 identifies and explains aspects of the culture of Chinese speaking communities in texts

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture Research Assignment 1</td>
<td>5.MBC.2</td>
<td>10%</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td>Mid Course Examination</td>
<td>5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4</td>
<td>40%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>(Listening, Speaking, Reading, Writing)</td>
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<td></td>
</tr>
<tr>
<td>Culture Research Assignment 2</td>
<td>5.MBC.2</td>
<td>10%</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>5.UL.1, 5.UL.2, 5.UL.3, 5.UL.4</td>
<td>40%</td>
<td>Term 4 Week 5</td>
</tr>
<tr>
<td>(Listening, Speaking, Reading, Writing)</td>
<td></td>
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</tr>
</tbody>
</table>

Resources and course requirements:
- Bring Your Own Device
- A4 exercise book
- Pens/pencils, colour pencils, glue and scissors should be brought to each lesson
- All work should be submitted on time. Late work will be penalised
- All work must be your own. All references must be acknowledged
- USB Flash memory stick
SUBJECT: COMMERCHE

Course Outline

Commerce enables young people to develop the knowledge, understanding, skills and values that form the foundation on which they can make sound decisions about consumer, financial, legal, business and employment issues. It develops in students the ability to research information, apply problem-solving strategies and evaluate options in order to make informed and responsible decisions as individuals and as part of the community.

Course Outcomes

A Student:

5.1 applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2 analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3 examines the role of law in society
5.4 analyses key factors affecting commercial and legal decisions
5.5 evaluates options for solving commercial and legal problems and issues
5.6 monitors and modifies the implementation of plans designed to solve commercial and legal problems and issues
5.7 researches and assesses commercial and legal information using a variety of sources
5.8 explains commercial and legal information using a variety of forms including information and communication technologies
5.9 works independently and collaboratively to meet individual and collective goals within specified timelines

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer Choice: Fieldwork Comparison</td>
<td>5.1, 5.2, 5.4, 5.7</td>
<td>10%</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td>Mid Course Topic Test</td>
<td>5.1, 5.4, 5.5, 5.8</td>
<td>30%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>Running a Small Business Business Report</td>
<td>5.2, 5.4, 5.5, 5.7, 5.9</td>
<td>25%</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>5.1, 5.3, 5.5, 5.8, 5.9</td>
<td>35%</td>
<td>Term 4 Week 6</td>
</tr>
</tbody>
</table>
SUBJECT: DRAMA

Course Outline
This course is designed to introduce students to the fundamental ideas of drama - individual and group improvisation, characterisation, vocal and physical warm ups, interpretation and use of body language, developing observational skills, characterisation, design for theatre, and practical use of the drama journal. Students will study Commedia dell'arte history, characterisation and devise a Commedia performance for public viewing at Year 9 MADD night in term 2. Students will also be introduced to all basic aspects of staging via performing in a major production which will be also open to the public in term 4. Students should finish the course with more confidence in all aspects of their dramatic abilities and enhanced understanding of theatrical performance.

Course Outcomes
A student
5.1.1 manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.4 explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions, and technologies
5.2.1 applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.3.2 A student analyse the contemporary and historical aspects of drama
5.1.2 contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3 devises, interprets and enacts drama using scripted and unscripted material
5.2.2 selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.3.1 responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in improvisation exercises, playbuilding, and accurate keeping of Drama Journal</td>
<td>5.1.1, 5.1.4, 5.2.1</td>
<td>25%</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Commedia Character Profile and Group Devised Performance</td>
<td>5.1.2, 5.2.1, 5.3.2</td>
<td>25%</td>
<td>Term 2 Week 8</td>
</tr>
<tr>
<td>Creation of Audio Drama including vocal characterisation and sound effects using Audacity computer Programme or any recording device software</td>
<td>5.1.4, 5.1.3</td>
<td>25%</td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>Participation in Year 9 production including performance and Production Tasks</td>
<td>5.1.1, 5.2.2, 5.3.1</td>
<td>25%</td>
<td>Term 4 Week 9</td>
</tr>
</tbody>
</table>

Resources
Students undertaking drama courses are asked to be aware that drama involves much performance, both in class and in public. All students must be prepared and willing to participate in class exercises and workshops, as well as public performances and rehearsals out of school hours. Comfortable clothes will be needed for practical classes, and female students will be required to bring shorts/track suit pants/tights so they can fully participate in physical activities. An A4 sized book will be required for the keeping of a journal, along with their own device and an Edmodo account.
SUBJECT: FOOD TECHNOLOGY

Course Description

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

- **Term 1** Food selection and health
- **Term 2** Food in Australia
- **Term 3** Food service and catering
- **Term 4** Food trends

The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

Course Outcomes

A Student:

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

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food Selection and Health Diet Related Disease</td>
<td>5.1.1, 5.2.2, 5.2.3, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.5.2</td>
<td>25%</td>
<td>Term 1 Week 8</td>
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<tr>
<td>Diet Research Project</td>
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<tr>
<td>Novelty Cake Assessment Task</td>
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<tr>
<td>Food in Australia</td>
<td>5.3.2, 5.6.1</td>
<td>25%</td>
<td>Term 2 Week 7</td>
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<tr>
<td>Early Australia Food Assignment</td>
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<tr>
<td>Food Service and Catering</td>
<td>5.1.1, 5.1.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2</td>
<td>25%</td>
<td>Term 3 Week 8</td>
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<tr>
<td>Cafe Culture Assignment</td>
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<tr>
<td>Trends in the Food Industry Research Project</td>
<td>5.5.2, 5.2.3, 5.6.1</td>
<td>25%</td>
<td>Term 4 Week 7</td>
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## Resources

Students are required to bring/wear the following items to all practical lessons:

1. Container
2. Apron
3. Tea Towel
4. Sponge
5. Black Leather Shoes (WHS Requirement)

Theory lesson students are required to bring the following equipment:

1. USB
2. A4 Display Folder
3. A4 Lined Paper or A4 Exercise Book
4. Pens/Pencils
SUBJECT: HISTORY ELECTIVE

Course Outline

Students explore the nature of history and the methods that historians use to construct history through a range of thematic and historical studies. Students develop an understanding of how historians investigate and construct history through an examination of various types of history such as oral history, museum or archive studies, historical fiction, media, biography or film.

Course Outcomes

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

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lives of the Rich and Famous</td>
<td>E5.3, E5.4, E5.6, E5.7, E5.8, E5.9</td>
<td>25%</td>
<td>Term 1 Week 8</td>
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<tr>
<td>In-class essay</td>
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<tr>
<td>Rome and the Celts – A clash of worlds</td>
<td>E5.1, E5.4, E5.7, E5.8, E5.9</td>
<td>25%</td>
<td>Term 2 Week 5</td>
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<tr>
<td>Research &amp; creation of artefact</td>
<td></td>
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<td></td>
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<tr>
<td>Historical Horrors</td>
<td>E5.2, E5.5, E5.8, E5.10,</td>
<td>25%</td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>Research &amp; Digital Photostory</td>
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<td></td>
</tr>
<tr>
<td>Film as History</td>
<td>E5.1, E5.4, E5.6, E5.7, E5.8, E5.10</td>
<td>25%</td>
<td>Term 4 Week 6</td>
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<tr>
<td>Essay</td>
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</tbody>
</table>
SUBJECT: INDUSTRIAL TECHNOLOGY – ELECTRONICS

Course Outline
Students electing this subject will develop knowledge and skills in the use of materials, tools and techniques related to electronics which are enhanced and further developed through the study of specialist modules in circuits and components and/or computer repair and construction.

Practical projects will be undertaken in electronic circuits, electronic controlled devices, robotic projects, computer systems and components.

Course Outcomes
A Student:

5.1.1 identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2 applies WHS practices to hand tools, machine tools, equipment and processes
5.2.1 applies design principles in the modification, development and production of projects
5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1 justifies the use of a range of relevant and associated materials
5.3.2 selects and uses appropriate materials for specific applications
5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2 works cooperatively with others in the achievement of common goals
5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
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<th>Weighting %</th>
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</tr>
</thead>
<tbody>
<tr>
<td>‘Resistors’ Written Report</td>
<td>5.1.2, 5.3.3, 5.2.2, 5.7.1</td>
<td>25%</td>
<td>Term 1 Week 5</td>
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<tr>
<td>Circuits and Components Practical Project Portfolio</td>
<td>5.5.1, 5.2.1, 5.3.2, 5.7.2</td>
<td>25%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>Circuit and Design Practical Project Portfolio</td>
<td>5.1.1, 5.4.1, 5.5.1, 5.6.1</td>
<td>25%</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Ongoing Theory Portfolio (Terms 3-4)</td>
<td>5.1.1, 5.3.2, 5.4.2, 5.7.1</td>
<td>25%</td>
<td>Term 4 Week 6</td>
</tr>
</tbody>
</table>

Resources:
Students are required to have an A4 display folder and exercise book for theory lessons and a USB for computer lessons. Students must wear appropriate personal protective equipment and closed in leather school shoes during practical lessons to meet WHS requirements. An annual fee is payable to cover materials needed in practical lessons.
SUBJECT: INDUSTRIAL TECHNOLOGY – WOOD

Course Outline

The Timber focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in: Cabinet Work and Wood Machining.

Practical projects undertaken should reflect the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies. These may include furniture items, decorative timber products, storage and transportation product, small stepladders or similar, and storage and display units.

Course Outcomes

A Student:
5.1.1 identifies, assesses and manages the risks and WHS issues associated with the use of a range of materials, hand tools, machine tools and processes
5.1.2 applies WHS practices to hand tools, machine tools, equipment and processes
5.2.1 applies design principles in the modification, development and production of projects
5.2.2 identifies, selects and competently uses a range of hand and machine tools, equipment and processes to produce quality practical projects
5.3.1 justifies the use of a range of relevant and associated materials
5.3.2 selects and uses appropriate materials for specific applications
5.4.1 selects, applies and interprets a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
5.4.2 works cooperatively with others in the achievement of common goals
5.5.1 applies and transfers acquired knowledge and skills to subsequent learning experiences in a variety of contexts and projects
5.6.1 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
5.7.1 describes, analyses and uses a range of current, new and emerging technologies and their various applications.
5.7.2 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

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<table>
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</thead>
<tbody>
<tr>
<td>Project 1</td>
<td>5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.4.2, 5.6.1</td>
<td>20%</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>Project 2 and Folio</td>
<td>5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1</td>
<td>30%</td>
<td>Term 3 Week 3</td>
</tr>
<tr>
<td>Research Report</td>
<td>5.1.1, 5.4.1</td>
<td>20%</td>
<td>Term 4 Week 2</td>
</tr>
<tr>
<td>Project 3 and Folio</td>
<td>5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.6.1, 5.7.1</td>
<td>30%</td>
<td>Term 4 Week 8</td>
</tr>
</tbody>
</table>

Resources

Students are required to have an A4 display folder and exercise book for theory lessons. Students must wear appropriate personal protective equipment and closed in leather school shoes during practical lessons to meet WHS requirements. An annual fee is payable to cover materials needed in practical lessons.

2016 Year 9 Assessment Booklet
SUBJECT: INFORMATION & SOFTWARE TECHNOLOGY

Course Outline
Information and Software Technology provides students with specialised knowledge of past, current and emerging technologies, data, hardware, software and people involved in the field of information and software technology. The course also includes legal, ethical, social and industrial issues. Students develop information and software technology solutions through project work, individually and collaboratively. Students learn about artificial intelligence, simulation and modeling, authoring and multimedia, database design, digital media, the Internet and website development, networking systems, robotics and automated systems, and software development and programming.

Students will be given opportunities to build on information and communication technology (ICT) skills, when using and integrating application programs and hardware devices throughout the course. Through approaches such as modeling and prototyping, and other student-centred activities, students will develop knowledge and understanding of both practical and theoretical concepts of the course. Participation in Information and Software Technology appeals to students through practical activities and their enjoyment of learning about and using computers.

Course Outcomes
A Student:
5.1.1 selects and justifies the application of appropriate software programs to a range of tasks
5.1.2 selects, maintains and appropriately uses hardware for a range of tasks
5.2.1 describes and applies problem-solving processes when creating solutions
5.2.2 designs, produces and evaluates appropriate solutions to a range of challenging problems
5.2.3 critically analyses decision-making processes in a range of information and software solutions
5.3.1 justifies responsible practices and ethical use of information and software technology
5.3.2 acquires and manipulates data and information in an ethical manner
5.4.1 analyses the effects of past, current and emerging information and software technologies on the individual and society
5.5.1 applies collaborative work practices to complete tasks
5.5.2 communicates ideas, processes and solutions to a targeted audience
5.5.3 describes and compares key roles and responsibilities of people in the field of information and software technology

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Website Development Task</td>
<td>5.3.1, 5.2.1, 5.2.2, 5.2.3</td>
<td>25%</td>
<td>Term 1 Week 10</td>
</tr>
<tr>
<td>Artificial Intelligence Research Assignment</td>
<td>5.2.2, 5.3.1, 5.5.1, 5.5.2</td>
<td>25%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>Animation Multimedia Project</td>
<td>5.4.1, 5.2.1, 5.2.2, 5.2.3</td>
<td>25%</td>
<td>Term 3 Week 10</td>
</tr>
<tr>
<td>Database Project</td>
<td>5.3.2, 5.2.1, 5.2.2, 5.2.3</td>
<td>25%</td>
<td>Term 4 Week 7</td>
</tr>
</tbody>
</table>

Resources:
SUBJECT: LEARNING INNOVATIONS

Course Outline
Learning Innovations is a course which aims to make students more effective learners. Students have one lesson per fortnight during which they are encouraged to explore strategies that help them learn better. Students are taught study and organisational skills. Students are explicitly taught to use ICT as a learning tool.

Course Outcomes
A student:

1. has an understanding of learning styles
2. develops as independent, self-directed learners
3. understands the tools available to them to learn, including technology
4. understands the inter-connectedness of learning
5. understands employability skills for the 21\textsuperscript{st} century
   - Flexibility
   - Communication skills
   - Emotional intelligence
   - Teamwork
   - Problem-solving
6. understand/promotes the values of best effort possible/celebration of achievement
7. develops an increased global awareness.
SUBJECT: MEDIA INDUSTRY STUDIES

Course Outline
This course aims to extend students’ knowledge of the media industry, through the exploration of print and radio news, photography and advertising. Students acquire an understanding of history, purpose and style of these facets of the industry and develop skills in the various design and editing programs used to produce such media. In addition, students develop their research, writing, editing and organizational skills by composing news stories in various formats for the News @ Concord, which is distributed to the public quarterly.

Course Outcomes
A Student:
5.1 demonstrates an ability to analyse a media source and draw comparisons with other media sources; justifying their own opinion
5.2 demonstrates an understanding of interview techniques, news story structure and editing techniques through the construction of a hard news story
5.3 recognises the features of soft news stories and feature articles and demonstrates this by researching, composing and editing stories in this format
5.4 demonstrates an understanding of the principles of photo journalism and the use of the Photoshop program by editing photos
5.5 demonstrate an understanding of the website creation program through the creation of a website
5.6 demonstrates an understanding of contemporary radio shows and the features, which make up a radio program
5.7 demonstrates an understanding of radio journalism by writing copy, creating sound grabs and editing pieces for a target audience, using Audacity or any recording device
5.8 identifies design techniques used in advertising and strategies used in marketing by designing a print advertisement
5.9 researches, composes and edits newspaper articles and demonstrates an understanding of the features of InDesign.

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media presentation</td>
<td>5.1</td>
<td>20%</td>
<td>Term 1 Week 5</td>
</tr>
<tr>
<td>News@Concord Story</td>
<td>5.2, 5.9, 5.3</td>
<td>20% (5% each)</td>
<td>Terms 1-4 Week 7</td>
</tr>
<tr>
<td>Photography Assessment</td>
<td>5.4, 5.5</td>
<td>20%</td>
<td>Term 2 Week 5</td>
</tr>
<tr>
<td>Radio Broadcast</td>
<td>5.6, 5.7</td>
<td>20%</td>
<td>Term 3 Week 6</td>
</tr>
<tr>
<td>Advertising letter and advertisement design</td>
<td>5.8</td>
<td>20%</td>
<td>Term 4 Week 5</td>
</tr>
</tbody>
</table>
SUBJECT: MUSIC

Course Outline
The year 9 music course is designed to extend upon the knowledge of the musical concepts acquired in year 8. Further development of notation skills is inherent in the learning activities. Students compose and improvise throughout the year, developing knowledge and musical literacy. In listening, students focus on developing aural discrimination. The repertoire chosen for listening and performing activities reflects a diversity of style, with a special focus on indigenous Australian culture. The unit addresses cross-curriculum content, including literacy, numeracy and ICT and is modified to suit the student’s needs and capabilities.

Course Outcomes
A Student:
5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3 performs music with appropriate stylistic features demonstrating solo and/or ensemble awareness
5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing
5.7 demonstrates an understanding of the musical concepts through analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aural/Musicology</td>
<td>5.7, 5.8</td>
<td>15%</td>
<td>Term 1 Week 5</td>
</tr>
<tr>
<td>Performance</td>
<td>5.2,5.3,5.11,5.12</td>
<td>5%</td>
<td>Term 1 Week 9</td>
</tr>
<tr>
<td>Performance</td>
<td>5.2,5.3,5.11,5.12</td>
<td>20%</td>
<td>Term 2 Week 9</td>
</tr>
<tr>
<td>Composition</td>
<td>5.4</td>
<td>30%</td>
<td>Term 3 Week 9</td>
</tr>
<tr>
<td>Performance/Musicology</td>
<td>5.3, 5.7, 5.8</td>
<td>20%</td>
<td>Term 4 Week 6</td>
</tr>
<tr>
<td>Class Tasks (performing, composing and listening activities)</td>
<td>5.11, 5.12</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

Resources
- A4 Exercise Book
- Writing equipment
- School Diary
- BYOD
- Edmodo Account
Course Outline
This Photographic and Digital Media elective course provides specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

Students will document explorations of ideas and interests, experiments with materials, techniques and technologies, and to record relevant technical information. They also build a portfolio, developed over time, using a range of photographic and digital equipment and techniques.

In Making and Critical / Historical studies, student develop knowledge, understanding and skills to make photographic and digital works and to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and the frames respectively.

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

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hollywood and Rock Stars Studio Shots Wet Photography + Folder Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 2 Week 4</td>
</tr>
<tr>
<td>Mid Course Examination</td>
<td>5.7, 5.8, 5.9, 5.10</td>
<td>10%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Junior Tropfest Short film + Folder Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 3 Week 8</td>
</tr>
<tr>
<td>Fairytales Surrealism Digital Media + Folder Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 4 Week 6</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>5.7, 5.8, 5.9, 5.10</td>
<td>15%</td>
<td>Term 4 Week 7</td>
</tr>
</tbody>
</table>

Resources

Students are required to have their own digital camera (a camera phone will suffice with a minimum of 5 megapixels) in addition to a 35mm film SLR camera (these can be purchased for around $30 on eBay). An A4 Visual Art Process Diary (VAPD) or folder, for theory and practical work and a USB storage device/portable external hard drive for saving computer related work. Students will be required to bring their own device. Programs utilised include Photoshop and Premiere. These can be obtained through the DEC – Adobe Creative Suite 6 Cloud or alternatively school lap tops are available, but these can not be taken home. Students will need to have an Google account.
SUBJECT: PHYSICAL ACTIVITY & SPORTS STUDIES

Course Outline

Physical Activity and Sports Studies promotes learning through movement. It provides students with opportunities to develop their skills, analyse movement performance, examine issues relating to physical activity and assist the performance of others.

In Year 9 students will learn about the different body systems involved in movement, consider the factors that contribute to risk when participating in activity and develop skills to manage these risks. They will examine the responsibilities and skills involved in sports coaching and take on the role of coaching their peers. They will also look at the history of Australia’s participation in the Olympics and international sporting events.

Course Outcomes

A student:

1.1 discusses factors that limit and enhance a person’s capacity to move and perform
2.1 discusses the impact of Australia’s past and present performances in the Olympic Games
2.2 analyses the significance of sport in Australia from a social and cultural perspective
3.1 demonstrates strategies when coaching that will contribute to skilful performance and enjoyable participation
4.2 displays management and planning skills when designing and conducting a coaching session
4.4 makes observations and analyses information to inform decisions about physical activity

Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body Systems – lab report on use of muscles and bones during exercise (theory and practical components)</td>
<td>1.1, 4.4</td>
<td>20%</td>
<td>Term 1 Week 7</td>
</tr>
<tr>
<td>Play it Safe</td>
<td>1.1, 3.1, 4.2</td>
<td>20%</td>
<td>Term 2 Week 8</td>
</tr>
<tr>
<td>Australia at the Olympics</td>
<td>2.1, 2.2</td>
<td>20%</td>
<td>Term 3 Week 10</td>
</tr>
<tr>
<td>Coaching – design and deliver coaching session (theory and practical components)</td>
<td>3.1, 4.2</td>
<td>20%</td>
<td>In class during Term 4 Weeks 5-7</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>1.1, 2.1, 2.2, 3.1, 4.2, 4.4</td>
<td>20%</td>
<td>Term 4 Week 6</td>
</tr>
</tbody>
</table>

Resources

Concord HS PE uniform and appropriate running shoes will be required for all practical lessons. Laptops will be required for theory lessons.
SUBJECT: Textiles Technology

Course Outline
The study of Textiles Technology provides students with a broad knowledge of the properties, performance and uses of textiles in which fabrics, colouration, yarns and fibres are explored. Students examine the historical, cultural and contemporary perspectives on textile design and develop an appreciation of the factors affecting them as textile consumers. Students investigate the work of textile designers and make judgements about the appropriateness of design ideas, the selection of materials and tools and the quality of textile items. Textile projects will give students the opportunity to be creative, independent learners and to explore functional and aesthetic aspects of textiles. Students will learn about textiles through the study of different focus areas and areas of study. The following focus areas are recognised fields of textiles that will direct the choice of student projects.

- Apparel
- Furnishings
- Textile arts
- Non-apparel
- Costume

Project work will enable students to discriminate in their choices of textiles for particular uses. The focus areas provide the context through which the three areas of study (Design, Properties and Performance of Textiles, Textiles and Society) are covered.

Course Outcomes

5.1.1 explains the properties and performance of a range of textile items
5.1.2 justifies the selection of textile materials for specific end uses
5.2.1 explains the creative process of design used in the work of textile designers
5.2.2 generates and develops textile design ideas
5.2.3 investigates and applies methods of colouration and decoration for a range of textile items
5.3.1 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
5.3.2 evaluates the impact of textiles production and use on the individual consumer and society
5.4.1 selects and uses appropriate technology to creatively document, communicate and present design and project work
5.5.1 critically selects and creatively manipulates a range of textile materials to produce quality textile items
5.5.2 selects appropriate techniques and uses equipment safely in the production of quality textile projects
5.5.3 demonstrates competence in the production of textile projects to completion
5.6.1 evaluates textile items to determine quality in their design and construction
Assessment Grid

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skirt/Shirt Project and Portfolio</td>
<td>5.2.2, 5.4.1, 5.5.1, 5.5.3, 5.6.1</td>
<td>20%</td>
<td>Term 1 Week 8</td>
</tr>
<tr>
<td>Cross Stitching Project and Portfolio</td>
<td>5.1.2, 5.2.2, 5.5.3,</td>
<td>15%</td>
<td>Term 2 Week 7</td>
</tr>
<tr>
<td>Costume Design Project and Portfolio</td>
<td>5.1.1, 5.2.2, 5.4.1, 5.5.1, 5.5.2, 5.5.3, 5.6.1</td>
<td>20%</td>
<td>Term 3 Week 7</td>
</tr>
<tr>
<td>Bookwork</td>
<td>5.2.2</td>
<td>10%</td>
<td>Week 6 of each term</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.6.1</td>
<td>15%</td>
<td>Term 4 Week 6</td>
</tr>
<tr>
<td>Bag Design Project and Portfolio</td>
<td>5.1.1, 5.1.2, 5.2.2, 5.2.3, 5.4.1, 5.5.3</td>
<td>20%</td>
<td>Term 4 Week 8</td>
</tr>
</tbody>
</table>

Resources

Students are required to have a small sewing kit containing pins, tailors chalk, needles, cotton, scissors and an unpicker for practical lessons. Each term students are required to purchase fabric and accessories for a specific design project. Students require an A4 display folder and an A4 booklet for theory lessons. A USB is required for computer lessons. Students are required to pay an annual fee.
SUBJECT: VISUAL ARTS

Course Outline
In this elective course essential content refers to students engaging with practice, the conceptual framework and frames in making and interpreting art. Students make artworks that build a body of work, developed over time, using an extended range of materials and techniques and various investigations of the world.

Students continue to use their visual arts diary, as they enhance or expand explorations of ideas and interests in the world, experiment with new ways to formulate ideas for artworks and become more practised in selecting and utilising appropriate materials and techniques for making artworks.

In critical and historical studies students utilise the conceptual framework and the four frames to understand the visual arts.

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

Assessment Grid

<table>
<thead>
<tr>
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<th>Outcomes</th>
<th>Weighting %</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Mixed Media Painting + VAPD Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>20%</td>
<td>Term 2 Week 1</td>
</tr>
<tr>
<td>Mid Course Examination</td>
<td>5.7, 5.8, 5.9, 5.10</td>
<td>15%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Ceramic Object + VAPD Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 3 Week 4</td>
</tr>
<tr>
<td>Graphic Novel + VAPD Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 4 Week 6</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>5.7, 5.8, 5.9, 5.10</td>
<td>15%</td>
<td>Term 4 Week 7</td>
</tr>
</tbody>
</table>

Resources
Students are required to have an A4 Visual Art Process Diary (VAPD) for theory and practical work and a USB storage device for saving computer related work. Students are required to pay annual fees for Visual Arts, it is also compulsory for students to bring their own device and to have an Edmodo account.
SUBJECT: VISUAL DESIGN

Course Outline
Visual Design plays a significant role in the contemporary artworld. Within the Visual Design course students investigate visual design artworks; they explore the role of the artist as a designer, the value and meaning of visual design artworks in society and the role of the audience as consumer in these contexts. In this elective course students experience the designing and making of wearable objects, including the exploration of fashion and textile design; the role of a graphic designer in exploring typography and brand development; commercial and industrial designer, designing packaging, logos, posters and advertising.

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

Assessment Grid

<table>
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<tr>
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<th>Outcomes</th>
<th>Weighting %</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphics Studio + VAPD/Folio Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 2 Week 1</td>
</tr>
<tr>
<td>Mid Course Examination</td>
<td>5.7, 5.8, 5.9, 5.10</td>
<td>10%</td>
<td>Term 2 Week 6</td>
</tr>
<tr>
<td>Package Design/Advertising + VAPD/Folio Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 3 Week 2</td>
</tr>
<tr>
<td>Yearly Examination</td>
<td>5.7, 5.8, 5.9, 5.10</td>
<td>15%</td>
<td>Term 4 Week 4</td>
</tr>
<tr>
<td>Wearables Object or Set Design + VAPD/Folio Task</td>
<td>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</td>
<td>25%</td>
<td>Term 4 Week 7</td>
</tr>
</tbody>
</table>

Resources
Students are encouraged to have a BYO Device, they must have an A4 Visual Art Process Diary (VAPD) OR plastic sleeve folder for theory and practical work and a USB storage device/portable external hard drive for saving computer related work (recommended if the student does not have a BYO Device). Programs utilised include Adobe Photoshop, Illustrator and Premiere. These can be obtained through the DEC – Adobe Creative Suite 6 Cloud for an annual fee of $5, or alternatively school lap tops are available, but these cannot be taken home. Students will need to have a Google account. There is an annual fee for Visual Design which can be paid in instalments.
Australian Geography

Areas for Assessment

Communication
Geographical tools and skills
Geographical knowledge

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

- displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.
- exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.
- demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.
- 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.
English

Areas for Assessment

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

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

Grade C

A student at this grade typically:

• through close and wide study, responds to a range of imaginative, factual and critical texts
• investigates the context and perspective of texts and the relationships between and among them
• analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts
• responds imaginatively to verbal and visual imagery
• displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
• is able to generalise from engaging with texts to present differing views of the world
• demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
• conforms to, or challenges, an audience’s preconceptions and expectations
• with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

Grade D

A student at this grade typically:

• demonstrates some ability to respond to a range of texts
• discusses the context and perspective of texts and the relationships between and among them
• discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
• responds to verbal and visual imagery
• composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts
• is able to generalise at times from engaging with texts to present some differing views of the world
• with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts
• is able to identify and discuss some obvious preconceptions and expectations of an audience
• with guidance, is able to reflect on their individual and collaborative skills for learning.
Grade E

A student at this grade typically:

- demonstrates some evidence of the ability to respond to a limited range of texts
- with teacher support, discusses 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 spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts
- is able to generalise at times from engaging with texts to present a limited view of the world
- with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts
- is able to identify some obvious expectations of an audience
- with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.
History

Areas for Assessment

Historical knowledge
Research and historical inquiry skills
Communication

Grade A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of significant 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.

Grade B

A student at this grade typically:

- 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.
Grade C

A student at this grade typically:

- 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.

Grade D

A student at this grade typically:

- 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.

Grade E

A student at this grade typically:

- 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.
Mathematics

Areas for Assessment

Knowledge, skills and understanding

Students:

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

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

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

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

Grade A10

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

A student at this grade typically:

- uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables
- solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals
- uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere.
Grade A9

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

A student at this grade typically:

- performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear
- uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships
- uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.

Grade B8

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

A student at this grade typically:

- applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems
- calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons
- calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.
Grade B7

A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.

A student at this grade typically:

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

Grade C6

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

A student at this grade typically:

- expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations
- uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent
- determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.

Grade C5

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

A student at this grade typically:

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

Grade D4

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

A student at this grade typically:

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

Grade D3

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

A student at this grade typically:

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

Grade E2

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

A student at this grade typically:

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

Self and relationships
Individual and community health
Movement skill and performance
Lifelong physical activity or task

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

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

Areas for Assessment

Knowing and understanding
Questioning and predicting
Planning and conducting investigations
Processing and analysing data and information
Problem-solving
Communicating

Grade A

A student at this grade typically:

- applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science
- identifies and proposes valid scientific hypotheses, asks questions and makes evidence-based predictions
- creates, plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively
- uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions
- effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies
- communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types.

Grade B

A student at this grade typically:

- applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science
- identifies and proposes coherent hypotheses, asks questions and makes logical predictions
- plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations
- uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions
- systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies
- communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions.
Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science
- identifies and proposes related hypotheses, asks questions and make predictions
- plans and performs safe, ethical first-hand scientific investigations
- explains trends, patterns and relationships to draw scientific conclusions
- gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies
- communicates sound understanding of scientific ideas to an audience.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science
- asks questions and makes some predictions
- performs safe, ethical first-hand scientific investigations
- describes trends, patterns and draws some conclusions
- uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process
- communicates basic scientific understanding to an audience.

Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science
- asks questions and attempts prediction
- performs safe, ethical first-hand scientific investigations with guidance
- recounts conclusions
- uses information provided and, with assistance, participates in problem-solving activities
- with guidance, communicates elementary scientific information to an audience.
Chinese

Areas for Assessment

Using language
Making linguistic connections
Moving between cultures

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

- communicates, orally and in writing, in simple, coherent sentences in a range of familiar contexts.
- responds/writes 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.

Grade E

A student at this grade typically:

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

Areas for Assessment

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

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

**Grade A**

*A student at this grade typically:*

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

**Grade B**

*A student at this grade typically:*

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues.
- identifies some rights and responsibilities of consumers in some commercial and legal contexts.
- with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts.
- undertakes limited research and recalls some basic commercial and legal information.
- communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms.
- demonstrates very limited planning and organising skills when working independently and/or collaboratively.
Drama

Areas for Assessment

Making
Performing
Appreciating

Grade A

A student at this grade typically:

- communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.
- perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience.
- demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles.
- selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions.
- researches and critically assesses the contemporary and historical contexts of drama.
- evaluates the contribution of groups and individuals, using appropriate drama terminology.
- analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

Grade B

A student at this grade typically:

- demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.
- capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience.
- competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.
- confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.
- researches and analyses the contemporary and historical contexts of drama.
- assesses the contributions of groups and individuals using appropriate drama terminology.
- analyses drama with an awareness of the relationship between performer and audience.
Grade C

A student at this grade typically:

- demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and 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.

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

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

Areas for Assessment

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

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

- identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage.
- with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes.
- with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes.
- identifies some ways that food-related activities or tasks impact on the individual, society or the environment, and some influences that technology has had on food supply.
- identifies a limited number of factors that influence food choices and eating habits, and relates some aspects of consumption and the nutritional value of foods to health.
- displays very limited research skills and, with guidance, communicates simple information using a limited range of media.
History Elective

Areas for Assessment

Historical understanding
Historical knowledge
Research and historical inquiry skills
Communication

Grade A

A student at this grade typically:

- demonstrates and applies a detailed and extensive knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry.
- assesses the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change.
- independently evaluates the contribution of a wide range of cultural groups, sites and/or families to our shared heritage.
- assesses different perspectives, interpretations and constructions of the past.
- evaluates a range of sources and synthesises information from them to undertake historical inquiry.
- communicates an extensive understanding of history by constructing sustained and coherent explanations and arguments for different audiences, using a variety of oral, written and other forms.
- displays a sophisticated use of historical terms and concepts.

Grade B

A student at this grade typically:

- demonstrates and applies a detailed knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry.
- explains the importance of key features, personalities and groups in past societies, and accurately sequences major historical events to explain causation, continuity and change.
- analyses the contribution of cultural groups, sites and/or families to our shared heritage.
- explains different perspectives, interpretations and constructions of the past.
- selects and interprets a range of sources and draws conclusions about their usefulness in a historical inquiry.
- communicates a thorough understanding of history by constructing coherent explanations and arguments for different audiences, using a variety of oral, written and other forms.
- appropriately uses a wide range of historical terms and concepts.
Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry.
- describes key features, personalities and groups in past societies, and sequences major historical events to explain causation, continuity and change.
- describes the contribution of cultural groups, sites and/or families to our shared heritage.
- describes different perspectives, interpretations and constructions of the past.
- locates, 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.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of the nature of history, heritage and archaeology, and the methods of historical inquiry.
- identifies some key features, personalities or groups in past societies, sequences events and identifies factors contributing to continuity and change.
- identifies some contributions of cultural groups, sites and/or families to our shared heritage.
- identifies different perspectives, interpretations and constructions of the past.
- locates and selects relevant information from sources, and summarises the main ideas to engage in basic, structured research tasks.
- communicates a basic understanding of history by creating descriptions and simple explanations, in a range of oral, written and other forms.
- uses some appropriate historical terms and concepts.

Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of some aspects of the nature of history, heritage and archaeology, and the methods of historical inquiry.
- recognises some key features, personalities or groups in past societies, and recounts simply some historical events in chronological order.
- recognises some 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.
Industrial Technology (Electronics, Metal & Wood)

Areas for Assessment

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

Grade A

A student at this grade typically:

- 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.

Grade B

A student at this grade typically:

- 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.
Grade C

A student at this grade typically:

- 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.

Grade D

A student at this grade typically:

- 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.

Grade E

A student at this grade typically:

- demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies.
- 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.
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 A

A student at this grade typically:

- 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.

Grade B

A student at this grade typically:

- 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.
Grade C

A student at this grade typically:

- 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.

Grade D

A student at this grade typically:

- 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.

Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks.
- 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.
Media Industry Studies

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

GRADE A

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

- perceptively investigates content and 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.
- consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts.
- with confidence, is able to conform to, or challenge, an audience’s preconceptions and expectations.
- independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

GRADE B

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.

- Investigates content with insight and displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.
- clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.
- conforms to or challenges an audience’s preconceptions and expectations.
- with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

GRADE C

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

- investigates content and displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts.
- demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts.
- conforms to or challenges an audience’s preconceptions and expectations.
- with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.
GRADE D
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

- discusses the content and composes written, oral and visual texts using various technologies for different purposes, audiences and contexts.
- with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts.
- is able to identify and discuss some obvious preconceptions and expectations of an audience.
- with guidance, is able to reflect on their individual and collaborative skills for learning.

GRADE E
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.

- with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.
- with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts.
- is able to identify some obvious expectations of an audience.
- with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.
Music

Areas for Assessment

Performing
Composing
Listening

Grade A

A student at this grade typically:

- 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.

Grade B

A student at this grade typically:

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

A student at this grade typically:

- communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of 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.

Grade D

A student at this grade typically:

- demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of 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.

Grade E

A student at this grade typically:

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

Areas for Assessment

Making
Critical and historical interpretations

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

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

Grading Board Endorsed and Content Endorsed Courses
The Common Grade Scale is to be used to assign grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. These include Board Endorsed Courses and Content Endorsed Courses such as Physical Activity and Sport Studies and Marine and Aquaculture Technology. The Common Grade Scale describes performance at each of five grade levels.

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

Areas for Assessment

Properties and performance
Textiles and society
Designing and communicating
Using textiles
Producing and evaluating textiles

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

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

Areas for Assessment

Artmaking
Critical and Historical Studies

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

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

Grade D

A student at this grade typically:

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

Grade E

A student at this grade typically:

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

Areas for Assessment

Making
Critical and historical interpretations

Grade A

A student at this grade typically:

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

Grade B

A student at this grade typically:

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

A student at this grade typically:

- makes a variety of visual design artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates sound technical accomplishment in making visual design artworks in the forms of print, object and/or space-time that represent their actions, judgements and artistic intentions.
- interprets, explains and makes judgements about visual design 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 frames can be used to represent a point of view.

Grade D

A student at this grade typically:

- makes visual design artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.
- represents their artistic intentions in visual design artworks in the forms of print, object and/or space-time, demonstrating some technical accomplishment.
- makes limited interpretations and judgements about visual design, 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 frames can be used to represent a point of view.

Grade E

A student at this grade typically:

- makes simple visual design 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 the forms of print, object and/or space-time, and demonstrates very limited technical accomplishment.
- makes simple interpretations about visual design, 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.