YEAR 10
ASSESSMENT POLICY
AND PROCEDURES
2015
# Contents

1) General Information
   - Introduction
   - Disabilities Provisions
   - General Performance Descriptors
   - BGHS NSW Record of School Achievement (RoSA) Assessment Policy & Procedures

2) Subject Information
   - Australian Geography, Civics & Citizenship
   - Australian History, Civics & Citizenship
   - Child Studies (Content Endorsed Course)
   - Chinese
   - Commerce
   - Dance
   - Drama
   - English
   - French
   - Hospitality (VET course)
   - Indonesian
   - Information Software & Technology
   - International Studies (Board Endorsed Course)
   - Italian
   - Japanese
   - Korean
   - Mathematics 5.1
   - Mathematics 5.2
   - Mathematics 5.3
   - Music
   - Personal Development, Health & Physical Education
   - Photographic & Digital Media
   - Physical Activity & Sport Studies (Board Endorsed Course)
   - Science
   - Textiles Technology
   - Visual Arts
   - Visual Design

Appendix
   - Calendar of Assessment Tasks
   - Student Planner of Assessment Tasks
1) GENERAL INFORMATION

Introduction

Student assessment provides evidence for making judgement about student achievement. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

The student must also complete all course work to a satisfactory standard in order to meet the new requirements of the NSW Record of School Achievement.

Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your achievement in Stage 5. They are also there to help you decide on the career path you wish to take.

It is most important to keep your Year Advisers up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies. If you are going to be absent for any period of time, seek approval from the Principal first.

Mia Kumar  Janina Longman  Olga Dalageorgos
Principal  Deputy Principal  Year Adviser

DISABILITIES PROVISIONS

If your daughter has a diagnosed medical condition such as a mental health issue or diagnosed learning difficulty she may be eligible for Disabilities Provisions. Disabilities Provisions must be applied for and approved by the Board of Studies for the Higher School Certificate examinations. They may also apply for school based assessment tasks. Disabilities Provisions may include extra time to write, extra time to rest and separate supervision. Should your daughter be eligible please contact the school counsellor, Marja Boddeus on 97473355
GENERAL PERFORMANCE DESCRIPTORS

<table>
<thead>
<tr>
<th>Grade</th>
<th>General Performance Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Indicates <strong>excellent</strong> achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>Indicates <strong>high</strong> achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most new situations.</td>
</tr>
<tr>
<td>C</td>
<td>Indicates <strong>substantial</strong> achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.</td>
</tr>
<tr>
<td>D</td>
<td>Indicates <strong>satisfactory</strong> achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved basic level of competence in the processes and skills of the course.</td>
</tr>
<tr>
<td>E</td>
<td>Indicates <strong>elementary</strong> achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.</td>
</tr>
</tbody>
</table>

**GRADING**
The Board has developed a set of General Performance Descriptors that describe five levels of achievement, A – E. The table above gives an indication of how these levels help to assess your performance.

For each course, a set of Course Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award you at the end of Year 10.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.
BURWOOD GIRLS HIGH SCHOOL
ASSESSMENT POLICY AND PROCEDURES

1. General Information

NSW Record of School Achievement (RoSA) Grading
In all subjects, grades will be awarded based on students’ achievements across a range of assessment tasks linked to performance descriptors that best describe each student’s achievement of the course outcomes.

The NSW Record of School Achievement grading system is concerned with describing students’ achievement at the end of each course in Stage 5. Teachers make the final judgement of the grade deserved on the basis of assessment information with reference to the course performance descriptors. The choice of a particular grade should be made because it related to the best overall description of the student’s achievement.

With the abolishment of the School Certificate in 2011, Year 10 2015 will become the minimum requirement for the NSW Record of School Achievement.

Students’ achievement will be based on school-based assessment using A to E grades. The current procedures and course performance descriptors for awarding these grades in Stage 5 will be retained. Burwood Girls High School will continue to use a wide variety of assessment strategies to provide students with opportunities to meet course outcomes. To allow teachers to make consistent judgements using the performance descriptors, the following assessment rules and guidelines have been set. These ensure all students the opportunity to maximise their efforts and be able to achieve their personal best on an equal playing field.

2. Student Responsibilities

- YOU ARE RESPONSIBLE FOR YOUR OWN ASSESSMENT in a number of ways. If you act irresponsibly you may end up with a ZERO MARK (0).

- YOU MUST BE FAMILIAR with the assessment policies set out in this book for each subject you take.

- It is YOUR RESPONSIBILITY to:
  
  (a) ATTEND SCHOOL, be AWARE OF DUE DATES for assessment tasks and complete tasks ON TIME. If you are absent for any number of days you must check with your teachers to see if any assessment tasks have been set on the FIRST DAY of your return to school.

  (b) BE ON TIME to assessment tasks: you will NOT be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principals or the Principal must verify that you have a LEGITIMATE reason for being later and give you a note to that effect.

  (c) BE PRESENT to do all in-school assessment tasks. This means being PRESENT THE DAY BEFORE AND ALL DAY that a task is due or that a task is set as an exam. IT IS NOT PERMITTED TO TAKE DAYS OFF FROM SCHOOL IN ORDER TO COMPLETE AN ASSESSMENT TASK OR STUDY FOR A TEST. If you miss lessons prior to Assessment Tasks you will be asked to explain your absence in writing and to accompany this with a medical certificate or other appropriate documentation (see “What happens if you miss a task?” on page 7). If you are absent you risk receiving a ZERO MARK for the task.
(d) **HAND IN** any homework assessment task on time.

YOU MUST NOT under any circumstances leave a piece of work on a teacher’s desk as no record will have been established of its presentation. Therefore any work not personally handed to the class teacher or a person nominated by the class teacher will be dealt with in the same manner as for failure to complete a task and a ZERO MARK will be awarded accordingly. Friends are NOT to hand in your task.

If absent on the day a task is due, it is the student’s responsibility to contact the teacher or Head Teacher of the faculty (9747 3355) ON THE FIRST DAY OF ABSENCE.

(e) **BRING A MEDICAL CERTIFICATE** or other documentation justifying your absence to your teacher (and a copy to the front office) on your FIRST DAY back at school if you are absent for an assessment test or are absent on the day a task is due. Back-dated medical certificates are not acceptable. These doctors’ certificates must state a detailed reason for inability to attend and/or complete the task. Students who habitually present doctors’ certificates for assessment tasks will be deemed to be non-serious students unless the school is aware of a prior medical condition. On return to school submit “Illness, Accident or Misadventure Application” form (see page 10) to the subject teacher with medical certificate, which will be referred to the Assessment Committee.

(f) **NOTIFY** your teacher of any assessment problems **in advance**, if possible. If you are ill on the day of an assessment task or have suffered a misadventure immediately prior to the day of an assessment task, you must inform the teacher on the day of the task **before** the task begins. Illness/misadventure forms must be submitted to the teacher, supported by a doctor’s certificate, within 48 hours.

(g) If you are a student with a **known illness** that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension **only** at the time of the issuing of the task.

(h) **CHECK THE MARKING** of each task when it is returned to you.

Some prolonged absences, eg a holiday overseas, cannot be taken into account and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

### 3. Assessment Task Procedures

- You will be given at least **2 weeks notice in writing** of any assessment task. All the class will be asked to sign a “record of issue/collection of task” form stating the date and time of day the task is due. It is up to you to abide by the guidelines set out in this assessment booklet.

- Assessment tasks must be submitted on the due date. A zero mark will be awarded for work submitted late, unless a **doctor’s certificate** or exceptional circumstances deemed acceptable by the Head Teacher are supplied (in writing). These doctors’ certificates must state a detailed reason for inability to attend and/or complete the task.

- It is your responsibility to see your teacher as soon as practicable on the morning of your return to school to hand in the task or to arrange to complete a missed in-class task. The teacher and Head Teacher of the course will decide what sort of task will need to be submitted, eg an alternative task or the original task.
The deputy principal in exceptional circumstances may authorise an estimate to be given for a missed task.

You will be awarded a zero mark for an assessment task/examination if you have cheated, submitted a non-serious attempt, plagiarised or committed any other form of malpractice.

If you are completing compulsory work placement you will not be disadvantaged. If there is sufficient time prior to commencing work placement the task can be submitted early or handed in by another person on the due date. It is your responsibility to notify your teacher and Head Teacher once you are aware that you will be on work placement when the task is due. A new date may be set by the Head Teacher which should be recorded on the “record of issue/collection” form.

If you are involved in knockout sport you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.

If you choose to prepare and produce work with the use of computer technology it is your responsibility to ensure a hard copy is made well in advance of the due date. Computer and associated technology malfunction, even theft, without evidence of “work in progress” is not a reason for late submission.

If you believe a task has been incorrectly marked you should discuss the matter with the class teacher concerned as soon as you receive the task back. Dissent about a mark which a teacher has determined is NOT grounds for appeal.

If you believe you have been unfairly treated in being awarded a zero mark for an assessment task you may seek clarification from the Head Teacher of the course or go through the appeals process on page 7.

4. Unsatisfactory Completion of Course

If you fail to satisfy minimum course requirements you will be awarded an ‘N’ determination.

What should ‘N’ Award letters be written for?

(a) Failure to submit assessable tasks. Assessable tasks are those in the assessment booklet.
(b) Lack of diligence. This is when a student has failed to complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned – a genuine attempt must be made of all tasks.
(c) Not completing the prescribed course. This is most obvious when the student has poor attendance and misses a large amount of lessons. When student’s absences exceed 15% they may be considered as not adequately completing the course.
(d) Non-serious attempt at class/disrupting other students.
5. What Happens If You Miss A Task?

IT IS VERY IMPORTANT that you be in attendance when assessment tasks are scheduled. Failure to complete a task without adequate reason will result in a ZERO MARK being awarded for the task.

UNAVOIDABLE ABSENCES caused by illness or misadventure must be explained IN WRITING and accompanied by a MEDICAL CERTIFICATE or other APPROPRIATE DOCUMENTATION. This documentation must be submitted on the FIRST DAY of return to school to the Head Teacher or teacher in charge of the task. Copies of all medical certificates will be given to the deputy principal. Copies of documentation of absence to be also handed to the front office. You must also contact the teacher or Head Teacher of the faculty on the first day of the absence (9747 3355).

a) Medical certificates/other documentation MUST be issued by a qualified medical practitioner, preferably your family doctor or specialist.
b) The certificate/document should clearly state the nature of the condition/circumstance and how this might be expected to affect your performance. Doctors’ certificates must state a detailed reason for inability to attend and/or complete the task.
c) The certificate/document should also cover the ENTIRE PERIOD OF YOUR ABSENCE. For example, if you are absent on the day of the task, the day before and the day after as well, your certificate/document must cover all three days.
d) The school reserves the right to check all certificates/documentation submitted and will on occasion make contact with the doctor/s concerned. Copies of all medical certificates will be given to the deputy principal.

6. Cheating or Malpractice

All assessment tasks must be:

a) YOUR OWN ORIGINAL WORK. You cannot submit a task which is the same as another student’s task. You may work on a task with a friend, relative, etc but the final copy must be in your own words, ie it must be YOUR OWN INTERPRETATION of the task. Failure to comply with this will lead to the award of a ZERO MARK.
b) Completed in the current assessment period. You may not hand in a task or part of a task completed for another assignment in this or previous years. Students found to have committed this form of malpractice will be awarded a ZERO MARK.

In situations where it is established that the student has copied from another student or misrepresented work copied from a source or committed any other type of malpractice then a ZERO MARK will be given for the task.

The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parents/guardians will be advised in writing.

7. Reviews and Appeals

Any complaints about assessment procedure should be made in the first place to the classroom teacher. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school’s review panel.

The request for review must be made within three days of the issue of assessment ranks.

The way marks were awarded by the teacher for assessment tasks will not be subject to review.

The school review panel will consist of the Principal or Deputy Principal, the Head Teacher concerned, and one other Head Teacher.
The Year Adviser may act as student advocate in these cases. A student who is dissatisfied with the school’s review procedures may appeal to the Board.

8. Information and Advice

Advice on assessment is available from:
- The Assessment Co-ordinator
- The Head Teacher of the Faculty concerned
- The Careers Adviser
- The Student Adviser

Information is located:
- Board documents – with the Principal or Assessment Co-ordinator
- Board of Studies website – www.boardofstudies.nsw.edu.au
- School Assessment Policy
- Year 10 Assessment Policy and Procedures – spare copies with the Student Adviser and Deputy Principal
- Faculty Assessment Program – with the Faculty concerned; copy with the Principal
ASSESSMENT TASK FLOW CHART

Task given in writing at least 2 weeks before due date.

Task submitted and completed (serious attempt).

Mark awarded.

Task not submitted, non-serious attempt or task is late.

Doctor’s certificate presented the first day you return to school – do not wait for next lesson.

The task (or alternative task) will be done on a date determined by teacher and Head Teacher – this could be on the same day you return.

No doctor’s certificate or incomplete documentation/medical certificate

Zero mark awarded.

First ‘N’ Award warning letter sent home – teacher/HT interview student – 2 weeks to complete task.

Task submitted.

Task not submitted.

Second ‘N’ Award warning letter sent home – DP/HT interview student and parents. Warns that student will fail unless task is completed.

Zero stands. ‘N’ Award warning removed.

Student again fails to submit task.

‘N’ Award given.
ILLNESS, ACCIDENT OR MISADVENTURE APPLICATION

To be completed by student, and handed to Teacher for Head Teacher.

STUDENT’S NAME: ____________________________________________________________

SUBJECT: _________________________________________________________________

TEACHER’S NAME: __________________________________________________________ CLASS: _________

NATURE OF ASSESSMENT: ____________________________________________________
(State whether Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, Other.)

DATE TASK DUE: ____________________________________________________________

DATE THAT THE TASK WILL BE COMPLETED: _________________________________

NATURE OF ABSENCE: ______________________________________________________
(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

________________________________
________________________________
________________________________
________________________________
________________________________

MEDICAL CERTIFICATE FROM: ____________________________________________ (Name of doctor)

OR NATURE OF OTHER VERIFICATION (eg. funeral notice from newspaper etc.)

________________________________
________________________________
________________________________
________________________________

STUDENT’S SIGNATURE: __________________________________ DATE: ______________

TEACHER’S COMMENT:

________________________________
________________________________
________________________________

ASSESSMENT COMMITTEE’S RECOMMENDATION:

________________________________
________________________________
________________________________

PRINCIPAL’S SIGNATURE: __________________________________ DATE: ______________
Dear …………………………………………….,

Re: OFFICIAL WARNING – Non-completion of a NSW Record of School Achievement Course.

I am writing to advise that your daughter ……………………………………………. is in danger of not meeting the Course Completion Criteria for the NSW Record of School Achievement in ……………………………………………………………………………………………………………………………………………………

The Board of Studies requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the ………. official warning we have issued concerning …………………………………… A minimum of two course-specific warnings must be issued prior to a final ‘N’ determination being made for a course.

Course Completion Criteria
Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an ‘N’ (non-completion of course) determination. Students who receive an ‘N’ determination in a mandatory course are not eligible for the award of the NSW Record of School Achievement.

…………………………………………………… is a mandatory course □ is not a mandatory course

To date, ……………………………………… has not satisfactorily met ………. of the Course Completion Criteria.*

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for ……………………………………… to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved.

<table>
<thead>
<tr>
<th>Task Name/ Course Requirement/ Course Outcome</th>
<th>Date Task Initially Due (if applicable)</th>
<th>Action Required by Student</th>
<th>Date to be Completed By (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

*Course Completion Criteria
The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

a) followed the course developed or endorsed by the Board; and

b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

c) achieved some or all of the course outcomes.
Please discuss this matter with ………………………………………………… and contact the school if further information or clarification is needed.

Yours sincerely,

…………………………………………………
………………………………………………
Class Teacher / Head Teacher                  Principal

Date ..............................

Please detach this section and return to school

Requirements for the satisfactory completion of a NSW Record of School Achievement Course

• I have received the letter dated ................. indicating that ...................................................... is in danger of not having satisfactorily completed .................................................................

• I am aware that this course may not appear on her NSW Record of School Achievement with ‘Not complete’ indicated.

• I am also aware that the ‘N’ determination may make her ineligible for the award of the NSW Record of School Achievement.

Parent/Guardian’s signature: .............................................. Date: .....................

Student’s signature: .............................................. Date: .....................
2) SUBJECT INFORMATION

AUSTRALIAN GEOGRAPHY, CIVICS & CITIZENSHIP

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015

(HSIE - SOCIAL SCIENCES FACULTY)

In this subject assessment will be based on:

- Knowledge and understanding of the natural and human characteristics of the environment
- Collection, organisation and analysis of geographical information
- Understanding and application of the skills of geographical enquiry
- The planning and undertaking of geographical field work
- Communication of geographical information
- Active citizenship

Final assessment will be based on the following formal assessment tasks, and complemented by ongoing informal assessment based on class work.

<table>
<thead>
<tr>
<th>Time</th>
<th>Component</th>
<th>Type of task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Field Study Report</td>
<td>Report</td>
</tr>
<tr>
<td>2</td>
<td>Skills Test</td>
<td>Examination</td>
</tr>
<tr>
<td>3</td>
<td>Global Links:</td>
<td>Research and Report</td>
</tr>
<tr>
<td>4</td>
<td>Final Examination</td>
<td>Examination</td>
</tr>
</tbody>
</table>
Stage 5 Course Performance Descriptors – 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.
Assessments will be based on:

Objectives:
- Knowledge and understanding of developments in Australian history
- Skills in – interpretation, analysis and empathy
  – research and communication

Tasks:
- Multiple choice, short answer and extended responses
- Source analysis
- Fieldstudy report
- In-class essay
- Oral report

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>The Modern World &amp; Australia Australia &amp; the Vietnam War Era</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>The Modern World &amp; Australia Australia in the Vietnam War Era: (Anti-war movements)</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Core Depth Study 4: Rights and Freedoms (1945-present) Migration (Quarantine Station visit)</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Core Depth Study 4: Rights and Freedoms (1945-present) (Aborigines: Assimilation / Stolen Generations)</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Depth Study 5: Popular Culture (1945-present)</td>
</tr>
</tbody>
</table>
Stage 5 Course Performance Descriptors – Australian History

Areas for Assessment
- Historical knowledge
- Research and historical inquiry skills
- Communication

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

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

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

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

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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(CONTENT ENDORSED COURSE)

(TAS FACULTY)

In this subject assessment will be based on:

- Knowledge
- Skills

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Learning and Playing</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>Health and Safety</td>
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<tr>
<td>3</td>
<td>9</td>
<td>Working with Children</td>
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Stage 5 Course Performance Descriptors – Child Studies

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.
CHINESE

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(LANGUAGES FACULTY)

In this subject assessment will be based on individual student performance in:

- Using Language - Listening & Responding
  - Reading & Responding
  - Speaking
  - Writing
- Making Linguistic Connections
- Moving Between Cultures

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
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<tr>
<td>1</td>
<td>10</td>
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<td>3</td>
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<td>5</td>
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</table>

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.
Stage 5 Course Performance Descriptors – 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.
In this subject assessment will be based on:

- Knowledge and understanding of the commercial, legal and government environment
- Observation and evaluation of government and legal concepts
- Ability to gather and evaluate information from a variety of sources
- Presentation and communication of information
- Progressive assessment of all course work including case studies and homework tasks.

Note: Informal assessment such as class activities and topic tests will complement and inform these assessments.

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
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</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
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</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Political Involvements</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>Law and Society</td>
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<td>3</td>
<td>7</td>
<td>Employment Relations</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Final Examination</td>
</tr>
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</table>
Stage 5 Course Performance Descriptors – 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 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 some planning and organising skills when working independently and/or collaboratively.

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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015

(PDHPE FACULTY)

In this subject assessment will be based on:

- Performance tasks based on individual and/or group work
- Composition work in which you will be required to compose or create the shape and structure of an individual or a group dance
- Written research-based assignments
- An appreciation work which requires you to take the role of a dance critic by reviewing a professional dance work

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
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<tbody>
<tr>
<td>1</td>
<td>a) Dance Anatomy</td>
<td>Presentation</td>
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<tr>
<td></td>
<td>b) Popular Dance of Youth Culture</td>
<td>Performance and Composition</td>
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<tr>
<td>2</td>
<td>a) Pioneers of Modern Dance</td>
<td>Essay</td>
</tr>
<tr>
<td></td>
<td>b) Composition and Appreciation Tools</td>
<td>Composition</td>
</tr>
<tr>
<td>3</td>
<td>Showcase</td>
<td>Journal and composition tasks</td>
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<tr>
<td></td>
<td>a) Composition</td>
<td>Production log and contribution to event management</td>
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<tr>
<td></td>
<td>b) Appreciation</td>
<td>Performance at Dance Showcase</td>
</tr>
<tr>
<td></td>
<td>c) Performance</td>
<td>Performance at Dance Showcase</td>
</tr>
</tbody>
</table>
Stage 5 Course Performance Descriptors – Dance

Areas for Assessment
Performing
Composing
Appreciation

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

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

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

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

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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015

(ENGLISH FACULTY)

In this subject assessment will be based on:

- knowledge, understanding and skills, individually and collaboratively, through **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment

- knowledge, understanding and skills, individually and collaboratively, through **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience

- knowledge, understanding and skills, individually and collaboratively, through **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
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</tr>
<tr>
<td>1</td>
<td>6</td>
<td>Shakespeare Then and Now</td>
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<tr>
<td>1</td>
<td>9</td>
<td>Shakespeare Then and Now</td>
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<tr>
<td>2</td>
<td>5</td>
<td>Creating Characters</td>
</tr>
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<td>2</td>
<td>9</td>
<td>Theatre History</td>
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<tr>
<td>3</td>
<td>7</td>
<td>Issue Based Playbuilding</td>
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<tr>
<td>3</td>
<td>9</td>
<td>Issue Based Playbuilding</td>
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<tr>
<td>4</td>
<td>6</td>
<td>Aboriginal and Indigenous Theatre</td>
</tr>
</tbody>
</table>
Stage 5 Course Performance Descriptors – Drama

Areas for Assessment
Making
Performing
Appreciating

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

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

Grade C
A student at this grade typically:
- demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts.
- develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience.
- 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 and elements of production.
- conducts basic research and describes some contexts of drama.
- recognises the contribution of groups and individuals, using limited drama terminology.
- recognises the relationship between performer and audience.

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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(ENGLISH FACULTY)

<table>
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<tr>
<th>Task 1</th>
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<td>The flawed Hero: Macbeth or Othello</td>
<td>Crime Fiction: Genre</td>
<td>Short film unit to teach analysis and making a short film</td>
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<th>Term 3 Week 9</th>
<th>Term 4 Week 3 and Week 9</th>
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### Text Requirements

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<th>Text Requirements</th>
<th>Novel text Poetry</th>
<th>Drama</th>
<th>Fiction Non-Fiction</th>
<th>Film</th>
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<td>Outcomes</td>
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<tr>
<td>Listening</td>
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<td>-</td>
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<tr>
<td>Speaking</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>5</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Writing</td>
<td>5</td>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Viewing/ Representing</td>
<td>-</td>
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<tr>
<td>Weightings</td>
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<td>10</td>
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</table>

### Stage 5 Course Performance Descriptors – English

**Areas for Assessment**

- **Reading, listening, viewing**
- **Writing, speaking, representing**
- **Communicating and context**

**Analysing language**

**Interpretive, imaginative and critical thinking**

**Expressing views**

**Grade A**

A student at this grade typically:

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

Continued next page
Grade B
A student at this grade typically:

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

Grade D
A student at this grade typically:

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

Grade E
A student at this grade typically:

- demonstrates some evidence of the ability to respond to a limited range of texts.
- with teacher support, discusses the context and perspective of texts and the relationships between and among them.
- with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.
- responds in a rudimentary way to verbal and visual imagery.
- with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts.
- is able to generalise at times from engaging with texts to present a limited view of the world.
- 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.
FRENCH

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015

(LANGUAGES FACULTY)

In this subject assessment will be based on individual student performance in:

- Using Language  - Listening & Responding
  - Reading & Responding
  - Speaking
  - Writing

- Making Linguistic Connections
- Moving Between Cultures

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>End of text chapter skills tasks</td>
<td>Speaking</td>
<td></td>
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<tr>
<td></td>
<td>As per text content covered</td>
<td>Listening</td>
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<tr>
<td></td>
<td></td>
<td>Reading</td>
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<td></td>
<td></td>
<td>Writing</td>
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<td>4 2</td>
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<td>Writing</td>
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<td>4 3</td>
<td></td>
<td>Speaking</td>
</tr>
</tbody>
</table>

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.
Stage 5 Course Performance Descriptors – French

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

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

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

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

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

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 French-speaking communities.
STAGE 5 VET HOSPITALITY (FOOD AND BEVERAGE)  
(100 indicative hours)  

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015

Method of Assessment

This is a competency based course. Students in this course work to develop competencies, skills and knowledge described by each unit of competency as listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Throughout the year, students will be progressively assessed as ‘competent’ or ‘not yet competent’ in individual units of competency. If a student is deemed competent in all units, they will be eligible for (SIT10213) Certificate I in Hospitality

Competency based assessment is largely activity based and practical. However, competency also implies that an individual displays an understanding of the knowledge which underpins the practical performance.

Students have the opportunity to attempt a task three times in order to fulfil the requirements of a competency. Students may need to arrange a suitable time outside of normal class time to complete additional assessment tasks.

Competency based assessment is ongoing however there will also be an assessment schedule which contributes to their Record of Achievement (RoSA).

<table>
<thead>
<tr>
<th>Task No.</th>
<th>Assessment Task Description</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Getting Ready for Work</td>
<td>Tm 1 Wk 8</td>
</tr>
<tr>
<td>2.</td>
<td>The Short Order Cook</td>
<td>Tm 3 Wk 7</td>
</tr>
<tr>
<td>3.</td>
<td>The Sandwich Shop</td>
<td>Tm 4 Wk 3</td>
</tr>
<tr>
<td>4.</td>
<td>The Coffee Shop</td>
<td>Tm 4 Wk 8/9</td>
</tr>
</tbody>
</table>

It is important that students are prepared for their weekly competency assessment and are vigilant in their attendance so that students can meet the requirements.

Units of Competency Assessed Throughout Year 10

Year 10 Units

- SITXFSA101  Use hygienic practices for food safety
- SITXWHS101  Participate in safe work practices
- SITXCCS101  Provide information and assistance
- SITHCCC102  Prepare simple dishes
- BSBWOR203B  Work effectively with others
- SITHCCC103  Prepare sandwiches
- SITHFAB204  Prepare and serve espresso coffee
## HOSPITALITY ASSESSMENT SCHEDULE
### STAGE 5 2015
**QUALIFICATION:** SIT10213 Certificate I in Hospitality
**Training Package:** (SIT12) Tourism, Travel and Hospitality v 2

<table>
<thead>
<tr>
<th>TERM</th>
<th>Unit Code</th>
<th>Units Of Competency</th>
<th>AQF</th>
<th>INDICATIVE Hrs.</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SITXWH101</td>
<td>Participate in safe work practices</td>
<td>C</td>
<td>15</td>
<td>Cluster A: Getting Ready For Work</td>
</tr>
<tr>
<td></td>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>E</td>
<td>10</td>
<td>Written task, scenario, case study, observation of practical work</td>
</tr>
<tr>
<td></td>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>E</td>
<td>10</td>
<td>Cluster A: Getting Ready For Work</td>
</tr>
<tr>
<td></td>
<td>SITXFSA101</td>
<td>Use hygienic practices for food safety</td>
<td>E</td>
<td>10</td>
<td>Written task, scenario, case study, observation of practical work</td>
</tr>
<tr>
<td>2-3</td>
<td>SITXCCS101</td>
<td>Provide information and assistance</td>
<td>C</td>
<td>15</td>
<td>Cluster B: The Short Order Cook</td>
</tr>
<tr>
<td></td>
<td>SITHCCC102</td>
<td>Prepare simple dishes</td>
<td>E</td>
<td>20</td>
<td>Observation of practical work, case study, written task</td>
</tr>
<tr>
<td>3-4</td>
<td>BSBWOR203B</td>
<td>Work effectively with others</td>
<td>C</td>
<td>15</td>
<td>Cluster C: The Sandwich Shop</td>
</tr>
<tr>
<td></td>
<td>SITHCCC103</td>
<td>Prepare sandwiches</td>
<td>E</td>
<td>10</td>
<td>Observation of practical work, scenarios, written task</td>
</tr>
<tr>
<td>4</td>
<td>SITHFAB204</td>
<td>Prepare and serve espresso coffee</td>
<td>E</td>
<td>15</td>
<td>Cluster D: The Coffee Shop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Observation of practical work, written task</td>
</tr>
</tbody>
</table>

100 Indicative Hours over 1-2 years

**BOS course code:** 89485
100 hours over 1 year
100 hours over 2 years
In this subject assessment will be based on individual student performance in:

- Using Language
  - Listening & Responding
  - Reading & Responding
  - Speaking
  - Writing
- Making Linguistic Connections
- Moving Between Cultures

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1 Week 1</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>Term 1 Week 2</td>
<td>All topics covered in class to date</td>
<td>Listening</td>
</tr>
<tr>
<td>Term 2 Week 3</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Term 2 Week 4</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Term 3 Week 5</td>
<td>Reading</td>
<td></td>
</tr>
<tr>
<td>Term 3 Week 6</td>
<td>General - all topics covered in class to date</td>
<td>Speaking</td>
</tr>
<tr>
<td>Term 4 Week 7</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Term 4 Week 8</td>
<td>Listening</td>
<td></td>
</tr>
</tbody>
</table>

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.
Stage 5 Course Performance Descriptors – Indonesian

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 Indonesian-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 Indonesian-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 Indonesian-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 Indonesian-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 Indonesian-speaking communities.
INFORMATION SOFTWARE AND TECHNOLOGY

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(TEACHING & LEARNING FACULTY)

In this subject assessment will be based on:

- Database Design
- Digital Media
- The Internet and Website Development
- Software Programming and Computer Games

<table>
<thead>
<tr>
<th>Term</th>
<th>Week</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8</td>
<td>Database Design</td>
<td>Project Exam</td>
</tr>
<tr>
<td>2</td>
<td>8</td>
<td>The Internet and Website Development</td>
<td>Project Exam</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>Digital Media</td>
<td>Project Exam</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>Software Programming/Computer Games</td>
<td>Project Exam</td>
</tr>
</tbody>
</table>
Stage 5 Course Performance Descriptors – Information 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 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.
INTERNATIONAL STUDIES

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(BOARD ENDORSED COURSE)
(SOCIAL SCIENCES FACULTY)

In this subject assessment will be based on:

- Your knowledge and understanding of a range of cultural similarities and differences around the world
- Your ability to recognise different perspectives and understand issues from a range of viewpoints
- Your ability to gather, organise and interpret information from a range of sources
- The way you communicate information through spoken, written, graphic and technological means

Assessment will be both

i) Informal – class work, class tasks, homework, group work etc

AND

ii) Formal tasks which will include the following:

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>8</td>
<td>Culture and Gender Differences</td>
</tr>
<tr>
<td>2</td>
<td>6/7</td>
<td>Culture and the Media</td>
</tr>
<tr>
<td>3</td>
<td>6/7</td>
<td>Family Life in China and India</td>
</tr>
<tr>
<td>4</td>
<td>6</td>
<td>Coming to Australia</td>
</tr>
</tbody>
</table>

Stage 5 Course Performance Descriptors – International Studies

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

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

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

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

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

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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(LANGUAGES FACULTY)

In this subject assessment will be based on individual student performance in:

- Using Language - Listening & Responding
  - Reading & Responding
  - Speaking
  - Writing

- Making Linguistic Connections
- Moving Between Cultures

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>End of text chapter skills tasks</td>
<td>Speaking</td>
</tr>
<tr>
<td></td>
<td>As per text content covered</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Writing</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Reading</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Writing</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Speaking</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Listening</td>
</tr>
</tbody>
</table>

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.
Stage 5 Course Performance Descriptors – Italian

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 Italian-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 Italian-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 Italian-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 Italian-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 Italian-speaking communities.
JAPANESE

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(LANGUAGES FACULTY)

In this subject assessment will be based on individual student performance in:

- Using Language - Listening & Responding
  - Reading & Responding
  - Speaking
  - Writing
- Making Linguistic Connections
- Moving Between Cultures

<table>
<thead>
<tr>
<th>Time</th>
<th>Term</th>
<th>Week</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>Festivals</td>
<td>Listening</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>10</td>
<td>Milestones</td>
<td>Speaking and Writing</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>5</td>
<td>What language do you study?</td>
<td>Reading and Writing</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>4</td>
<td>Is fast food healthy?</td>
<td>Speaking and Writing</td>
</tr>
</tbody>
</table>
|      | 4    | 3    | Yearly Exam        | Listening
  |       |      |                    | Reading
  |       |      |                    | Speaking
  |       |      |                    | Writing             |

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.
Stage 5 Course Performance Descriptors – Japanese

Areas for Assessment
Using language
Making linguistic connections
Moving between cultures

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

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

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

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

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

- Using Language - Listening & Responding
  - Reading & Responding
  - Speaking
  - Writing
- Making Linguistic Connections
- Moving Between Cultures

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>My Friends</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>Ordering Food</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Shopping</td>
</tr>
</tbody>
</table>
| 4    | 3    | Yearly Exam         | Listening
  |       |                     | Reading
  |       |                     | Speaking
  |       |                     | Writing

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.
Stage 5 Course Performance Descriptors – Korean

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 Korean-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 Korean-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 Korean-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 Korean-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 Korean-speaking communities.
In this subject assessment will be based on the outcomes for the stage of development of the individual students (ie. 4, 5.1, 5.2 or 5.3) in the following topic areas (Strands):

- Number
- Measurement
- Algebra
- Geometry
- Statistics & Probability

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Financial mathematics</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
<tr>
<td>2</td>
<td>Algebraic expressions and indices, Probability</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
<tr>
<td>3</td>
<td>Single variable and bivariate statistics, Linear relationships, Properties of geometrical figures</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
<tr>
<td>4</td>
<td>Right-angled triangles, Equations, formulae and inequalities, Quadratic expressions and equations and non-linear relationships</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
</tbody>
</table>
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- Number
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<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
</tbody>
</table>
| 1    | 8    | • Financial mathematics  
|      |      | • Measurement  
|      |      | Common exam across all classes in the course.  
|      |      | Written Test  |
| 2    | 8    | • Algebraic expressions and indices  
|      |      | • Probability  
|      |      | • Single variable and bivariate statistics  
|      |      | Common exam across all classes in the course.  
|      |      | Written Test  |
| 3    | 8    | • Linear relationships  
|      |      | • Properties of geometrical figures  
|      |      | • Right-angled triangles  
|      |      | Common exam across all classes in the course.  
|      |      | Written Test  |
| 4    | 8    | • Equations, formulae and inequalities  
|      |      | • Quadratic expressions and equations and non-linear relationships  
|      |      | Common exam across all classes in the course.  
|      |      | Written Test  |
In this subject assessment will be based on the outcomes for the stage of development of the individual students (ie. 4, 5.1, 5.2 or 5.3) in the following topic areas (Strands):

- Number
- Measurement
- Algebra
- Geometry
- Statistics & Probability

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<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 8</td>
<td>Measurement, Indices and surds</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
<tr>
<td>2 8</td>
<td>Probability, Single variable and bivariate statistics, Expressions, equations and linear relationships</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
<tr>
<td>3 8</td>
<td>Geometrical figures and circle geometry, Trigonometry, Quadratic expressions and quadratic equations</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
<tr>
<td>4 8</td>
<td>Non-linear relationships, fractions and their graphs, Logarithms and polynomials</td>
<td>Common exam across all classes in the course. Written Test</td>
</tr>
</tbody>
</table>
Stage 5 Course Performance Descriptors – Mathematics

Areas for Assessment

Knowledge, skills and understanding:

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

**Grade A10**
A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.

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

**Grade A9**
A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.

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

**Grade B8**
A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.

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

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

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

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

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

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

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

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

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

A student at this grade typically:
- uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry.
- simplifies and substitutes into simple algebraic expressions and solves simple linear equations.
- determines properties of triangles and quadrilaterals.
- uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees.
- constructs frequency tables for ungrouped data.
MUSIC

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015

(CREATIVE ARTS FACULTY)

In this subject assessment will be based on the study of Music through three key learning areas of concepts, learning experiences and genres:

- CONCEPTS: Pitch, Duration, Dynamics and Expressive Techniques, Structure, Texture, Tone Colour
- LEARNING EXPERIENCES: Performance, Composition, Musicology and Aural Skills
- GENRES: Australian Music (mandatory) and at least two topics selected from syllabus by teacher and class

<table>
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<tbody>
<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>7&amp;8</td>
<td>Musicology Task (mandatory topic)</td>
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<tr>
<td>1</td>
<td>9&amp;10</td>
<td>Performance</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>Composition</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Performance</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Aural/Listening Skills/Concepts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Stage 5 Course Performance Descriptors – 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.
- 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.
PERSONAL DEVELOPMENT, HEALTH, PHYSICAL EDUCATION

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(PDHPE FACULTY)

In this subject assessment will be based on:

• Performance tasks based on offensive, defensive and team play skills
• Adopting roles in a season of sport and applying effective strategies to enhance class participation
• Composition work in which you will use the elements of composition to compose, perform and appraise a movement sequence
• Researching and evaluating mental health information
• Designing a presentation to promote protective behaviours and strategies.

<table>
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<tr>
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<tbody>
<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>Dance Aerobics</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Rights and Responsibilities</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>SEPEP Invasion Games</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>Mental Health</td>
</tr>
<tr>
<td>3</td>
<td>8</td>
<td>SEPEP Season of Sport</td>
</tr>
</tbody>
</table>

Stage 5 Course Performance Descriptors – PDHPE

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.

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

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

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

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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015

(CREATIVE ARTS FACULTY)

In this subject assessment will be based on:

Weighting: 60% Artmaking in Photographic and Digital Media
40% Art Critical and Historical Study

<table>
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<tr>
<th>Time</th>
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<th>Type of Task</th>
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<tbody>
<tr>
<td>1</td>
<td>Black &amp; White photography Critical and Historical Study</td>
<td>Research Assignment &amp; In-class Task</td>
</tr>
<tr>
<td>1</td>
<td>Black &amp; White photography Making</td>
<td>Digital Photographic Series B&amp;W Photography and Journal</td>
</tr>
<tr>
<td>2</td>
<td>Documentary Film Making</td>
<td>Written Pitch for Narrative or Documentary Video Project &amp; Oral Presentation</td>
</tr>
<tr>
<td>3</td>
<td>Documentary Film Critical and Historical Study</td>
<td>Research Assignment &amp; In-class Task on Films</td>
</tr>
<tr>
<td>3</td>
<td>Documentary Film Making</td>
<td>Final Film and PDM Journal Documentation</td>
</tr>
<tr>
<td>4</td>
<td>Colour Photography Making</td>
<td>Digital Photographic Series (formative) Colour Photography</td>
</tr>
<tr>
<td>4</td>
<td>Colour Photography Making</td>
<td>PDM Journal Documentation &amp; completed Photo Series</td>
</tr>
</tbody>
</table>
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 some of 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 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.
In this subject assessment will be based on:

- Research and analysis of issues relating to sport
- Analysis of the impact of cultural and social perspectives on physical activity and sport
- Evaluating and performing effective coaching strategies
- Designing a local recreational strategy to improve community health

<table>
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<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>Nutrition and Physical Activity</td>
</tr>
<tr>
<td>2</td>
<td>7</td>
<td>Physical Activity for Health / Fitness</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>Promoting Active Lifestyle</td>
</tr>
</tbody>
</table>

Stage 5 Course Performance Descriptors – Physical Activity and Sport Studies

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

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

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

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

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

E  The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
In this subject assessment will be based on:

- Knowledge and understanding
- Skills
  - planning and conducting investigations
  - communicating information and understanding
  - scientific thinking and problem solving

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<tr>
<td>Term</td>
<td>Week</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>Student Research Project (SRP)</td>
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<tr>
<td></td>
<td></td>
<td>- planning investigation</td>
</tr>
<tr>
<td>1</td>
<td>9</td>
<td>Student Research Project (SRP)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- conducting investigation,</td>
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<td></td>
<td></td>
<td>writing Final Report</td>
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<td>- Scientific thinking</td>
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<td>- Role of Science in</td>
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<td>Society</td>
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</table>
Stage 5 Course Performance Descriptors – Science

Areas for Assessment
- Knowing and understanding
- Planning and conducting investigations
- Problem-solving
- Communicating

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

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

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

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

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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(TAS FACULTY)

In this subject assessment will be based on:

- Design
- Evaluation
- Construction
- Investigating
- Management of Resources
- Recall
- Communication
- Analysis
- Interpreting

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<td>Properties and Performance of Textiles</td>
<td>Textile Innovations Oral Presentation</td>
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<td>Textiles and Society</td>
<td>Cultural Assignment and Portfolio</td>
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<td>• Properties and Performance of Textiles</td>
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<td>• Design</td>
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Stage 5 Course Performance Descriptors – 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.

Continued next page
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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(CREATIVE ARTS FACULTY)

- 60% Artmaking
- 40% Art Critical and Historical Study

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<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
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<td>Artmaking</td>
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<td>Drawing, Painting, Photography – Folding Book</td>
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<td>Artmaking</td>
<td>Diary Documentation</td>
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<td>7</td>
<td>Ceramics – Mural</td>
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<td>Studying and Artmaking</td>
<td>Diary Documentation</td>
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<td>Assignment</td>
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<td>Painting – Progress</td>
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<td>Painting – Final</td>
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<td>Diary Documentation</td>
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</table>
Stage 5 Course Performance Descriptors – 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

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2015
(CREATIVE ARTS FACULTY)

In this subject assessment will be based on:

- Artmaking – Design
- Artmaking – Visual Design Process Diary
- Art Critical & Historical Study – Assignments

Weighting:

- Artmaking 60%
- Art Critical and Historical Study 40%

<table>
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<tr>
<th>Time</th>
<th>Topic or Component</th>
<th>Type of Task</th>
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<td><strong>Fundraising Event Design</strong></td>
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<td>• Designed Badges &amp; Event Proposal / Poster</td>
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<td><strong>Wearable Art</strong></td>
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<td>• Research and Development</td>
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<td>7</td>
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<td><strong>Fruit Carrier Design</strong></td>
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<td><strong>Fruit Carrier Design (continued)</strong></td>
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<td>• Display Images &amp; Research in Diary</td>
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</table>
Stage 5 Course Performance Descriptors – 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.
# 2015 YEAR 10 CALENDAR OF ASSESSMENT TASKS

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<td>Photographic &amp; Digital Media</td>
<td>Textiles Technology</td>
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<td>Mon-Wed: Assessment Free for BEP Strings English</td>
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<td>French, Indonesian, Italian, Music</td>
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- 63 -
## 2015 YEAR 10 STUDENT PLANNER OF ASSESSMENT TASKS

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