



CONDOBOLIN
HIGH SCHOOL

Stage 5
Assessment Booklet
-
Procedures and Schedules
2021

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Stage 5 Assessment Procedures

Throughout Stage 5 you will be given a number of assessment tasks to complete. They can be a combination of tests, practical and research based tasks. They are important for teachers to incorporate into the course pattern of study in order to indicate whether students are achieving the outcomes of the course. They also provide an understanding of the knowledge and skills students have acquired in a specific study period.

This booklet has been prepared to inform all students of the requirements for the successful completion of Stage 5. The aim of this booklet is to outline the assessment procedures and clearly show assessment schedules for each subject taught in Stage 5.

Why have assessment tasks in Stage 5?

Stage 5 Assessment tasks will:

- Expand your knowledge and encourage you to challenge yourself
- Prove you have met the requirements of the course
- Contribute to your final Stage 5 assessment; every task counts
- Prepare you for future studies in Year 11 and 12

How will you know which assessment tasks to complete?

This booklet contains assessment schedules for all Stage 5 subjects. Assessment schedules will also be on the Condobolin High School website and in the Condobolin High School newsletters.

Notification and time frame of assessment tasks

You will be given a minimum of two weeks' notice before the due date of an assessment task. It will be given to you in writing with the:

- Task number, title of the task, outcomes assessed in that particular assessment
- Weighting of the assessment task (how much the task is worth)
- Location and due date of the assessment task
- Marking criteria for the assessment task i.e. how your performance will be assessed

Attendance and its importance

It is important that you attend all classes. If you are absent from a class, a note must be provided to the office explaining your absence. It is important that you inform your teacher explaining the reason you were absent. If you are absent for an extended period of time contact your **Year Advisor** to assist you with staying on track with your learning.

In addition to meeting satisfactory effort and achievement in the courses a student must have a satisfactory record of attendance. As a guide, if a student's attendance falls below 85% of a school's programmed lesson time for a course, the Principal may determine, that the course completion criteria have not been met.

Absent for an assessment task or examination

If you are absent when an assessment task is due you must follow these steps:

- Inform the school as soon as possible on your return to school or prior to the assessment task. Either contact the Head Teacher of the faculty, Year Advisor or Deputy Principal
- Collect an Illness/Misadventure form from the subject Head Teacher and once completed, return it to the Head Teacher. A copy of an Illness/Misadventure form is in the back of this booklet
- Provide supporting documentation of illness in the form of a doctor's certificate. Attach medical certificates to the Illness/Misadventure form

How do I submit/sit an assessment task?

- An in-class assessment requires you to attend that day
- Submission of *hand in* assessment tasks must be made on Tuesday Mornings in Roll Call of the Due Week
- Students will be given feedback and marks on each assessment task within two weeks of the assessment tasks submission date

Do penalties apply if an assessment task is submitted late?

- Students will receive 0 for late submission of assessment tasks without a successful illness/misadventure

Consequences of cheating and award of Zero

NESA and Condobolin High School treat this type of behavior very seriously

- If you cheat in an exam or assessment task you will be awarded a zero for that exam or assessment task
- Interview with the Deputy Principal/Principal of the school
- Students will also be required to resubmit the task, free from plagiarism

Are extensions permitted?

- On rare occasions a student may require an extension for an assessment task due to unforeseen circumstances. Extension Application forms are to be completed ***prior to*** the due date and handed to the subject Head Teacher who will decide if the extension will be upheld.

N determination process:

- An **N award** notification is sent out by your course teacher. This can be for not completing course outcomes, not completing assessment tasks, or not displaying due diligence in a course
- A **First N award warning letter** will be sent to your parents informing them that you are not meeting the course requirements and the new date the task is to be submitted/sat
- If you do not complete the work missed by the new due date you will be issued with a **second N award warning letter**
- Students who choose not to comply with course requirements will have an interview organised with their parents and the Principal of Condobolin High School

Where do I go if I need help with an assessment task?

There are many places you can go for help with an assessment task:

- **Tell someone you are having difficulty**
- See your classroom teacher or Head Teacher
- See your Year Advisor
- Ask the Homework Centre teachers or the Librarian to help you allocate resources for assessment tasks
- See the Aboriginal Education Officer located in the AEO room
- Speak to the LaST

SCHOOL BASED ASSESSMENT – ALLOCATION OF GRADES

In all Stage 5 subjects, the school based assessment is reported using grades A, B, C, D, E based on Performance Descriptors issued by the NESA.

NESA has developed General Performance Descriptors describing varying levels of student achievement. These descriptors are grouped into five different levels, ranging from elementary to excellent. The school will match students to the descriptor that best fits their overall achievement in Assessment Tasks. The grade that corresponds with that descriptor is then awarded to the student.

This method of grading reflects both national and international trends in assessment and reporting. It is generally considered a more positive approach to assessment because it regards student achievement and reports on what a student can actually do.

Grade	Achievement	Descriptor
Grade A	Outstanding Achievement	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.
Grade B	High Achievement	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.
Grade C	Sound Achievement	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.
Grade D	Basic Achievement	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Grade E	Limited Achievement	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.
Grade N	Not Achieved	Not satisfactorily completed in one or more of the following: <ul style="list-style-type: none"> ● not completing course outcomes ● participation ● effort and achievement

Stage 5 Assessment Calendar

Week	Assessments Due
Term 1	
5	
6	
7	
8	Music, Drama, Child Studies
9	English, PASS (Practical), Science
10	Visual Arts, Aboriginal Studies, PD/H/PE
Term 2	
1	Industrial Technology, Agriculture, PD/H/PE (Practical through to Week 5)
2	Food Technology, Geography
3	Science, Mathematics
4	History
5	Drama, English
6	Visual Arts, Agriculture
7	Music, Child Studies, PASS (Practical through to Week 8)
8	Industrial Technology, Aboriginal Studies
9	Food Technology
10	
Term 3	
1	
2	
3	Mathematics, PD/H/PE (Practical through to Week 6)
4	Geography
5	
6	History
7	English, Agriculture, Child Studies (Practical through to Week 9)
8	Music, Food Technology, Industrial Technology
9	Drama, Aboriginal Studies, PASS
10	Visual Arts, Science
Term 4	
1	
2	Geography
3	Industrial Technology, Drama
4	Music
5	Child Studies, Agriculture, PASS, Mathematics, PD/H/PE, Science, Aboriginal Studies, English, Food Technology, History, Visual Arts
6	
7	
8	
9	
10	

English

In Stage 5 English, students respond to and compose a comprehensive range of imaginative, factual and critical texts using different modes and technologies. They learn to enjoy, reflect on, critically assess and articulate processes of response and composition. Students will focus on details of texts to analyse meaning, perspective, cultural assumptions, ideologies and language.

Students will be assessed on their ability to respond to and compose a wide range of simple and complex texts for pleasure, critical analysis and information-gathering, varying their approach according to a text's purpose, audience and context.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Portfolio and Reflection	EN5-1A, EN5-2A, EN5-3B, EN5-9E	Term 1 Week 9	25
2	Multimodal task with reflection	EN5-2A, EN5-4B, EN5-6C, EN5-9E	Term 2 Week 5	25
3	Extended Response	EN5-1A, EN5-5C, EN5-7D, EN5-8D	Term 3 Week 7	25
4	Yearly Exam	EN5-3B, EN5-5C, EN5-8D	Term 4 Week 5	25
TOTAL				100

Course Performance Descriptors - English

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

Geography

The study of Geography enables students to become informed, responsible and active citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Research Task	GE5-1, GE5-2, GE5-3 GE5-7, GE5-8	Term 2 Week 2	35
2	In Class Skills Test	GE5-7, GE5- 8	Term 3 Week 4	30
3	Report	GE5-2, GE5-3, GE5-5	Term 4 Week 2	35
TOTAL				100

Course Performance Descriptors – Geography

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms. exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia. demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them. recognises some different perspectives of geographical issues. demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities. identifies some aspects of civics and recognises some links between civics and citizenship. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia. demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them. outlines different perspectives of Australian geographical issues. demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities. displays some knowledge of civics and identifies links between civics and citizenship. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms. exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia. demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them. describes different perspectives of geographical issues. demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. displays broad knowledge of civics and describes links between civics and informed and active citizenship. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms. exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia. demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them. explains different perspectives of geographical issues at a range of scales. demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively. exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia. demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them. explains and analyses different perspectives of geographical issues at a range of scales. demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities. displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

History

In History, students learn about the making of the modern world, using an inquiry approach. Depth Studies include the Industrial Revolution and Australians at War.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Article	HT5-1, HT5-2, HT5-9	Term 2 Week 3	35
2	Extended Response	HT5-4, HT5-5, HT5-7, HT5-10	Term 3 Week 6	35
3	Yearly Exam	HT5-2, HT5-4, HT5-5, HT5-9	Term 4 Week 5	30
TOTAL				100

Course Performance Descriptors – History

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of some 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> 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. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life. demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. draws historical conclusions based on an understanding of continuity, change and causation. assesses different perspectives and interpretations of the past. evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry. communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms. displays a sophisticated use of historical terms and concepts.

Mathematics 5.1/5.2 Course

In Stage 5 Mathematics students work on four strands: working mathematically, number and algebra, measurement and geometry, statistics and probability. Students completing Stage 5 – 5.1/5.2 Mathematics will complete the Stage 5 – 5.1/5.2 assessments. Students completing Stage 5 – 5.3 Mathematics through the Lachlan Access Program will complete the Stage 5 – 5.3 assessments. Part of these assessments will be consistent across both courses.

Assessment will be based on the student’s performance in a project, an investigation and an exam. The semester project will be given in class in the weeks prior to the due date. To complete fully, students will need to also commit time out of class.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Project	MA5.1-1WM, MA5.1-8MG, MA5.1-9MG, MA5.2-11MG, MA5.2-12MG	Term 2 Week 3	35
2	Investigation	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP	Term 3 Week 3	35
3	Yearly Exam	MA5.1-6NA, MA5.1-7NA, MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA	Term 4 Week 5	30
TOTAL				100

Mathematics 5.3 Course

In Stage 5 Mathematics students work on four strands: working mathematically, number and algebra, measurement and geometry, statistics and probability. Students completing Stage 5 – 5.1/5.2 Mathematics will complete the Stage 5 – 5.1/5.2 assessments. Students completing Stage 5 – 5.3 Mathematics through the Lachlan Access Program will complete the Stage 5 – 5.3 assessments. Part of these assessments will be consistent across both courses.

Assessment will be based on the student’s performance in a project, an investigation and an exam. The semester project will be given in class in the weeks prior to the due date. To complete fully, students will need to also commit time out of class.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Project	MA5.1-1WM, MA5.1-8MG, MA5.1-9MG, MA5.2-1WM, MA5.2-11MG, MA5.2-12MG, MA5.3-1WM, MA5.3-13MG, MA5.3-14MG	Term 2 Week 3	35
2	Investigation	MA5.1-12SP, MA5.2-15SP, MA5.2-16SP, MA5.3-18SP, MA5.3-19SP	Term 3 Week 3	35
3	Yearly Exam	MA5.1-6NA, MA5.1-7NA, MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA5.2-9NA, MA5.2-10NA, MA5.3-4NA, MA5.3-5NA, MA5.3-7NA, MA5.3-8NA, MA5.3-9NA, MA5.3-12NA	Term 4 Week 5	30
TOTAL				100

Course Performance Descriptors – Mathematics

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

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

Science

The Stage 5 Science Syllabus is broken into four distinct areas of study. Students will undertake study in each of these areas in each year across years 9 to 10. In 2021 students in Stage 5 will study the topics of:

- Physical World: Waves and Motion
- Living World: Human Systems and Reproduction
- Chemical World: Atomic Structure and the Periodic Table
- Earth and Space: The Big Bang Theory and the Universe

Through these learning experiences students will be provided with a learning experience in which they:

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

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Open Book Topic Test	SC5-16CW, SC5-7WS, SC5-8WS	Term 1 Week 9	25
2	Research Task: Infectious and Non-Infectious Disease	SC5-14LW, SC5-6WS, SC5-7WS	Term 2 Week 3	20
3	Practical Task Portfolio	SC5-10PW, SC5-6WS, SC5-9WS	Term 3 Week 10	25
4	Yearly Examination	SC5-10PW, SC5-13ES, SC5-5WS, SC5-9WS	Term 4 Week 5	30
TOTAL				100

Course Performance Descriptors – Science

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

Personal Development, Health & Physical Education

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives.

Assessment in PDHPE will be based on both practical and theory tasks. These will be assessed across a variety of settings.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Living in the bush: Research Task	PD5-1, PD5-2, PD5-7	Term 1, Week 10	25
2	Athletics (Practical)	PD5-4, PD5-5, PD5-11	Term 2, Week 1 - 5	25
3	New Sports	PD5-4, PD5-5, PD5-10, PD5-11	Term 3, Week 3-6	25
4	Yearly Exam	PD5-1, PD5-2, PD5-3 PD5-6, PD5-7, PD5-8, PD5-9, PD5-10	Term 4, Week 5	25
TOTAL				100

Course Performance Descriptors – PDHPE

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

Aboriginal Studies

Aboriginal Studies provides students with opportunities to develop knowledge and understanding of the diverse cultures, identities and lived experiences of Aboriginal Peoples. It explores the fundamental significance of land and spirituality, the importance of autonomy and self-determination, and contemporary issues affecting local Aboriginal communities and communities across Australia. Students have opportunities to develop research and consultation skills to engage respectfully with Aboriginal communities, and become active and informed advocates for a just and inclusive world.

Aboriginal Studies is designed to be inclusive of all students in NSW schools, and is of value to Aboriginal and/or Torres Strait Islander students and non-Aboriginal students.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Case Study	AST5-1, AST5-3, AST5-5, AST5-10	Term 1 Week 10	30
2	Research Task	AST5-2, AST5-6, AST5-7, AST5-8, AST5-11	Term 2 Week 8	20
3	Essay	AST5-6, AST5-7, AST5-9, AST5-11	Term 3 Week 9	20
4	Yearly Exam	AST5-6, AST5-7, AST5-9	Term 4 Week 5	30
TOTAL				100

Course Performance Descriptors – Aboriginal Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<ul style="list-style-type: none"> ● demonstrates elementary knowledge and understanding of some factors that contribute to an Aboriginal person’s identity and the ways in which Aboriginal Peoples’ identities are maintained ● demonstrates elementary knowledge of aspects of Aboriginal cultures and cultural expression, and the importance of families and communities to Aboriginal Peoples ● recognises that self-determination and autonomy are important to Aboriginal Peoples ● recognises aspects of Aboriginal Peoples’ contribution to, and interaction with, the wider Australian community ● recognises some factors that influence attitudes towards Aboriginal Peoples and cultures, and some effects of these attitudes ● applies elementary research skills and with guidance, uses appropriate community consultation protocols when working with Aboriginal communities, and communicates simple information and findings. 	<ul style="list-style-type: none"> ● demonstrates basic knowledge and understanding of factors that contribute to an Aboriginal person’s identity and the ways in which Aboriginal Peoples’ identities are maintained ● demonstrates basic knowledge of the changing nature of Aboriginal cultures and cultural expression, and the importance of families and communities to Aboriginal Peoples ● identifies the importance of self-determination and autonomy to Aboriginal Peoples ● identifies Aboriginal Peoples’ contribution to, and interaction with, the wider Australian community ● identifies factors that influence attitudes towards Aboriginal Peoples and cultures, and the effects of these attitudes ● applies basic research skills and appropriate community consultation protocols when working with Aboriginal communities, and communicates simple information and findings in a variety of forms. 	<ul style="list-style-type: none"> ● demonstrates sound knowledge and understanding of factors that contribute to an Aboriginal person’s identity and the ways in which Aboriginal Peoples’ identities are maintained ● demonstrates sound knowledge of the dynamic nature of Aboriginal cultures and cultural expression, and the importance of families and communities to Aboriginal Peoples ● describes the importance of self-determination and autonomy for Aboriginal Peoples nationally and internationally ● describes the significance of Aboriginal Peoples’ contribution to, and interaction with, the wider Australian community ● describes how various factors influence attitudes towards Aboriginal Peoples and cultures, and the impact of these attitudes ● applies sound research skills and appropriate community consultation protocols when working with Aboriginal communities, and effectively communicates information and findings in a variety of forms. 	<ul style="list-style-type: none"> ● demonstrates thorough knowledge and understanding of factors that contribute to an Aboriginal person’s identity and the ways in which Aboriginal Peoples’ identities are maintained ● demonstrates thorough knowledge of the dynamic nature of Aboriginal cultures and cultural expression, and the importance of families and communities to Aboriginal Peoples ● provides some explanation of the importance of self-determination and autonomy for Aboriginal Peoples nationally and internationally ● explains the significance of Aboriginal Peoples’ contribution to, and interaction with, the wider Australian community ● explains how various factors influence attitudes towards Aboriginal Peoples and cultures, and the impact of these attitudes ● applies well-developed research skills and appropriate community consultation protocols when working with Aboriginal communities, and communicates detailed information and findings in a variety of forms. 	<ul style="list-style-type: none"> ● demonstrates detailed and extensive knowledge and understanding of factors that contribute to an Aboriginal person’s identity and the ways in which Aboriginal Peoples’ identities are maintained ● demonstrates detailed and extensive knowledge of the dynamic nature of Aboriginal cultures and cultural expression, and the importance of families and communities to Aboriginal Peoples ● explains the importance of self-determination and autonomy for Aboriginal Peoples nationally and internationally ● assesses the significance of Aboriginal Peoples’ contribution to, and interaction with, the wider Australian society ● analyses how various factors influence attitudes towards Aboriginal Peoples and cultures, and the impact of these attitudes ● applies highly developed research skills and appropriate community consultation protocols when working with Aboriginal communities, and communicates complex information and findings in a variety of forms.

Agriculture

The aim of Agricultural Technology is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required to produce plant and animal products. Students develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible. Assessment in Agriculture technology will be based on both practical and theory tasks. These will be assessed across a variety of settings and activities.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	WHS Practical and Theory	AG5-9, AG 5-13	Term 2 Week 1	25
2	Crop Trial Report	AG5-6, AG5-11, AG 5-12, AG 5-14	Term 2 Week 6	25
3	Lamb and Wool Practical	AG5-4, AG5-7, AG 5-10, , AG 5-14	Term 3 Week 7	25
4	Yearly Exam	AG5-1, AG5-2, AG5-3, AG5-5, AG 5-6 AG 5-7, AG5-8	Term 4 Week 5	25
TOTAL				100

Course Performance Descriptors – Agriculture

The Common Grade Scale is to be used to assign ROSA grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. This includes Agricultural Technology

Grade E	Grade D	Grade C	Grade B	Grade A
<ul style="list-style-type: none"> ● demonstrates an elementary knowledge of the interactions within and between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture. ● identifies some local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ● with guidance, displays elementary knowledge of, and very limited skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. ● identifies some impacts of ethical management and marketing practices on productive, profitable and sustainable agriculture ● displays very limited research skills and, with guidance, uses communication technologies to investigate, collect, interpret and present simple agricultural data. 	<ul style="list-style-type: none"> ● demonstrates basic knowledge of the interactions within and between agricultural enterprises and systems, outlining the reasons for the use of identified species and breeds in Australian agriculture. ● outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ● displays basic knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. ● outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. ● displays basic research skills and uses communication technologies to investigate, collect, interpret and present simple agricultural data. 	<ul style="list-style-type: none"> ● demonstrates sound knowledge of the interactions within and between agricultural enterprises and systems, explaining the reasons for the use of identified species and breeds in Australian agriculture. ● describes the local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ● displays sound knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. ● discusses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. ● displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data. 	<ul style="list-style-type: none"> ● demonstrates thorough knowledge of agriculture and the interactions within and between agricultural enterprises and systems, analysing the reasons for the use of identified species and breeds in Australian agriculture. ● analyses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ● displays thorough knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. ● analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. ● displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data. 	<ul style="list-style-type: none"> ● demonstrates extensive knowledge of agriculture and the interactions within and between agricultural enterprises and systems, evaluating the reasons for the use of identified species and breeds in Australian agriculture ● assesses the local and global interactions within and between the agricultural sector and the Australian economy, culture and society. ● displays extensive knowledge of, and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines. ● evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture. ● displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.

Child Studies

Child Studies provides the opportunity to explore the dynamic and changing world of the developing child. The topics studied will provide students with an insight into the influences upon the life of a child and how family, relationships, learning experiences, and the surrounding environment all play a vital role in shaping childhood from birth to school age. Assessment in Child Studies will be based on both practical and theory tasks. These will be assessed across a variety of settings and environments, with opportunities to participate in a variety of out of school activities.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Preparing for Parenthood Analysis	CS5.6, CS5.7, CS5.9, CS5.12	Term 1 Week 8	20
2	Conception to Birth Research Task	CS5.2, CS5.5, CS5.8, CS5.11	Term 2 Week 7	25
3	Simulated Baby Task	CS5.2, CS5.5, CS5.8, CS5.10	Term 3 Week 7-9	25
4	Yearly Exam	CS5.1, CS5.2, CS5.3, CS5.5, CS5.6, CS5.7, CS5.8, CS5.9, CS5.10, CS5.11, CS5.12	Term 4 Week 5	30
TOTAL				100

Course Performance Descriptors – Child Studies

The Common Grade Scale is to be used to assign ROSA grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. This includes content endorsed courses such as Child Studies

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

Food Technology

The aim of Food Technology is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students will develop confidence and proficiency in their practical interactions with and decisions regarding food. Assessment in Food Technology will be based on both practical and theory tasks. These will be assessed across a variety of settings and activities.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Pamphlet	FT5-6, FT5-7, FT5-8, FT5-9, FT5-12, FT5-13	Term 2 Week 2	20
2	Practical Task: Food for Special Needs	FT5-1, FT5-2, FT5-5, FT5-8, FT5-10, FT5-11	Term 2 Week 9	25
3	Practical Task: Food for Special Occasions	FT5-1, FT5-2, FT5-5, FT5-10, FT5-11	Term 3 Week 8	30
4	Yearly Exam	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11	Term 4 Week 5	25
TOTAL				100

Course Performance Descriptors – Food Technology

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

Industrial Technology – Metal & Timber

The aim of the Industrial Technology Years 7–10 Syllabus is to develop in student’s knowledge, understanding, skills and values related to a range of technologies through the safe interaction with materials, tools and processes in the planning, development and construction of quality practical projects. The portfolio/design brief includes all theory work needed for the project. The practical project demonstrates practical skills acquired in class.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Safety Video	IND5-1 IND5-6 IND5-7	Term 2 Week 1	15
2	Research Task	IND5-9 IND5-10	Term 2 Week 8	15
3	Exam	IND5-1 IND5-3 IND5-4 IND5-5 IND5-9 IND5-10	Term 3 Week 8	30
4	Major Project (including portfolio)	IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7 IND5-8	Term 4 Week 4	40
TOTAL				100

Course Performance Descriptors – Industrial Technology

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

Music

All students should have the opportunity to develop their musical abilities and potential. As an art-form, music pervades society and occupies a significant place in world cultures. The aim of Stage 5 Music is to provide students with an opportunity to acquire the knowledge, understanding and listening skills for active engagement and enjoyment in performing, composing and listening, and to allow music to have a continuing role in their lives.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Research Task	5.7, 5.8, 5.11	Term 1 Week 8	25
2	Blues Composition	5.4, 5.5, 5.6, 5.9	Term 2 Week 7	25
3	Composition/Performance	5.1, 5.2, 5.3, 5.5	Term 3 Week 8	25
4	Recording & Composition Portfolio	5.2, 5.6, 5.10, 5.12	Term 4 Week 4	25
TOTAL				100

Course Performance Descriptors – Music

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

Physical Activity and Sports Studies

The aim of the *Physical Activity and Sports Studies* course is to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others.

Assessment in PASS course will be based on both practical and theory tasks. These will be assessed on a variety of settings throughout the course of study

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Practical Task - Body Systems and Energy	PASS5-1, PASS5-5, PASS5-7, PASS5-9,	Term 1 Week 9	25
2	Practical Task - Mastering a Movement Skill.	PASS5-2, PASS5-7, PASS5-8, PASS5-9	Term 2 Weeks 7-8	25
3	Research Task - Australia's Sporting Identity	PASS5-3, PASS5-4, PASS5-6, PASS5-10	Term 3 Week 9	25
4	Yearly Exam	PASS5-1, PASS5-2, PASS5-3, PASS5-4, PASS5-6, PASS5-10	Term 4 Week 5	25
TOTAL				100

Course Performance Descriptors – Physical Activity and Sports Studies

The Common Grade Scale is to be used to assign ROSA grades for students in Stage 5 courses that do not have subject-specific course performance descriptors. This includes content endorsed courses such as PASS

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

Visual Arts

The Visual Arts Mandatory Course requires students to be assessed on practical art making activities and art research. The course is designed to enable students to develop confidence when engaging in the practice of art making and critical and historical studies. The final grade will be based on the student's performance in practical assessment tasks and critical and historical research tasks.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Art Making	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 1 Week 10	30
2	Case Study	5.7, 5.8, 5.9, 5.10	Term 2 Week 6	20
3	Pop Art	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Term 3 Week 10	30
4	Yearly Exam	5.7, 5.8, 5.9, 5.10	Term 4 Week 5	20
TOTAL				100

Course Performance Descriptors – Visual Art

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

Drama

Drama practices are active, experiential, critical and reflective. Playbuilding is a compulsory unit in every 100 hours of Drama studied. Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas. Assessment tasks include making, performing and appreciating drama.

Task Number	Assessment Name/Type	Outcomes	Due Date	Weighting %
1	Small Group Playbuilding and Reflection	5.1.1, 5.1.2, 5.2.1, 5.3.3	Term 1 Week 8	20
2	Performance and Research Task	5.1.3, 5.2.2, 5.3.2	Term 2 Week 5	30
3	Individual Performance	5.1.4, 5.2.1, 5.2.3, 5.3.1	Term 3 Week 9	30
4	Research Task	5.3.1, 5.3.2	Term 4 Week 3	20
TOTAL				100

• Course Performance Descriptors – Drama

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • participates, with teacher support, in the practices of making, performing and appreciating drama. • has an elementary understanding of some elements of drama and performance skills required to create drama for an audience. • demonstrates very limited skills in improvisation, playbuilding and other dramatic forms. • uses some aspects of performance spaces and elements of production. • with guidance, conducts basic research. • recognises the contribution of some groups and individuals. • recognises aspects of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts. • develops their work using basic dramatic forms and performance techniques to create drama for an audience. • demonstrates limited skills in improvisation, playbuilding and other dramatic forms. • uses aspects of performance spaces, technologies and elements of production. • conducts basic research and describes some contexts of drama. • recognises the contribution of groups and individuals, using limited drama terminology. • recognises the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts. • develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience. • improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles. • uses performance spaces, technologies and elements of production to communicate a dramatic intention. • researches and describes the contemporary and historical contexts of drama. • describes the contribution of groups and individuals using drama terminology. • describes the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. • capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience. • competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles. • confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions. • researches and analyses the contemporary and historical contexts of drama. • assesses the contributions of groups and individuals using appropriate drama terminology. • analyses drama with an awareness of the relationship between performer and audience. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts. • perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience. • demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles. • selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions. • researches and critically assesses the contemporary and historical contexts of drama. • evaluates the contribution of groups and individuals, using appropriate drama terminology. • analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

