



Course Assessment Schedules

Year 10 2025



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Marine & Aquaculture Technology

	Task 1	Task 2	Task 3	Task 4
Description	Project Fish Biology	Project Abyss/ Antarctica	Project Oceans and Coral Reef Ecology	Project Food From the sea
Timing	Term 1 Week 10	Term 2 Week 4	Term 3 Week 5	Term 4 Week 3/4
Outcomes Assessed	MAR5-9, MAR5-10, MAR5-13	MAR5-1, MAR5-13, MAR5-14	MAR5-2, MAR5-7, MAR5-11 MAR5-14	MAR5-9, MAR5-10
Weighting %	25	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR MARINE & AQUACULTURE TECHNOLOGY	
Areas for assessment	
	A student at this grade typically:
Grade A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
Grade B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Grade C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Grade D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
Grade E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Commerce

	Task 1	Task 2	Task 3	Task 4
Description	Topic Test	Research Task	Student Devised - TBD	Student Devised - TBD
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	Term 4 Week 5
Outcomes Assessed	COM5-1, COM5-2, COM5-4,	COM5-1, COM5-2 COM5-4, COM5-7,	COM5-9, COM5-8, COM5-7, COM5-2	COM5-1, COM5-2, COM5-5, COM5-6
Weighting %	25	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR COMMERCE	
Areas for assessment	
	A student at this grade typically:
Grade A	<ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of a range of consumer, financial, economic, business, legal, political and employment concepts and issues analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts applies very high-level decision-making and problem-solving skills in a range of consumer, financial, economic, business, legal, political and employment contexts evaluates complex information using a range of sources exhibits sophisticated skills to research and communicate complex ideas and concepts in appropriate forms demonstrates a very high level of planning and organising skills when working independently and collaboratively.
Grade B	<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues explains the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts applies high-level decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts researches and assesses information using a variety of sources exhibits high-level skills to communicate ideas and concepts in appropriate forms <p>demonstrates high-level planning and organising skills when working independently and collaboratively</p>
Grade C	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of consumer, financial, economic, business, legal, political and employment concepts and issues describes the rights and responsibilities of consumers in a range of consumer, financial, economic, business, legal, political and employment contexts applies sound decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts undertakes research, and interprets information using a variety of sources exhibits sound skills to communicate ideas and concepts in appropriate forms demonstrates sound planning and organising skills when working independently and/or collaboratively.
Grade D	<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of some consumer, financial, economic, business, legal, political and employment concepts and issues outlines rights and responsibilities of consumers in consumer, financial, economic, business, legal, political and employment contexts exhibits some decision-making and problem-solving skills in some consumer, financial, economic, business, legal, political and employment contexts undertakes some research and interpretation of basic information using a limited range of sources exhibits limited skills to communicate ideas and concepts in appropriate forms demonstrates some planning and organising skills when working independently and/or collaboratively.
Grade E	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of aspects of consumer, financial, economic, business, legal, political and employment concepts and issues identifies some rights and responsibilities of consumers in some consumer, financial, economic, business, legal, political and employment contexts demonstrates very limited decision-making and problem-solving skills in consumer, financial, economic, business, legal, political and employment contexts displays very limited research skills and attempts to interpret information communicates elementary information using a very limited range of forms demonstrates very limited planning and organising skills when working independently and/or collaboratively.

Drama

	Task 1	Task 2	Task 3	Task 4
Description	Monologue and Reflection	Theatre Study	Group Performance and Logbook	Screen Acting
Timing	Term 1 Week 11	Term 2 Week 9	Term 3 Week 10	Term 4 Week 8
Outcomes Assessed	5.1.1, 5.1.3, 5.1.4, 5.2.1	5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.2	5.1.1, 5.1.2, 5.1.4, 5.2.2, 5.2.3	5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.3
Making	10	10	10	10
Performing	10		10	10
Appreciating	10	10	10	
Weighting %	30	20	30	20

COURSE PERFORMANCE DESCRIPTORS FOR DRAMA	
Areas for assessment	
	A student at this grade typically:
Grade A	<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.
Grade B	<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.
Grade C	<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. <p>describes the relationship between performer and audience.</p>
Grade D	<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.
Grade E	<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.

English

	Task 1 Part 1	Task 1 Part 2	Task 3	Task 4
Description	Module 1: The Scales of (social) Justice Examination-style response	Module 1: The Scales of (social) Justice Imaginative writing and writing journal submission	Module 2: Voices of a Generation Annotated discursive writing submission	Module 3: Individual and Society Analytical essay examination-style
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 4	Term 4 Week 4
Outcomes Assessed	EN5-RVL-01, EN5-URA-01	EN5-URA-01, EN5-ECA-01, EN5-ECB-01	EN5-URA-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01	EN5-URA-01, EN5-URB-01, EN5-ECB-01
Reading, viewing and listening to texts	✓			
Understanding and responding to texts	✓	✓	✓	✓
Expressing ideas and composing texts		✓	✓	✓
Weighting %	15	25	30	30

COURSE PERFORMANCE DESCRIPTORS FOR ENGLISH	
Areas for assessment	Reading, listening, viewing Writing, speaking, representing Communicating and context Analysing language Interpretive, imaginative and critical thinking Expressing views
	A student at this grade typically:
Grade A	<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, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts is able to generalise confidently from engaging with texts to present a wide variety of views of the world consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.
Grade B	<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, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts is able to generalise from engaging with texts to present a range of views of the world clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.
Grade C	<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 spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts is able to generalise from engaging with texts to present differing views of the world demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts conforms to, or challenges, an audience's preconceptions and expectations with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.
Grade D	<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 spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts is able to generalise at times from engaging with texts to present some differing views of the world with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts is able to identify and discuss some obvious preconceptions and expectations of an audience with guidance. is able to reflect on their individual and collaborative skills for learning.
Grade E	<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 spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts is able to generalise at times from engaging with texts to present a limited view of the world with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts is able to identify some obvious expectations of an audience with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.

Food Technology

	Task 1	Task 2	Task 3	Task 4
Description	Food for Special Needs Research Task and weekly practical lessons	Food Product Development Practical and Theory Tasks	Food Trends Design & communication Practical and Research Task- Buddha Bowl	Food Service and Catering Practical and Recipe-Workflow write up with images
Timing	Term 1, Week 9	Term 2	Term 3, Week 9	Term 4
Outcomes Assessed	FT5-6 FT5-7 FT5-13	FT5-6 FT5-7	FT5-1	FT5-12 FT5-2 FT5-6 FT5-7
Knowledge, understanding and skills	✓	✓	✓	✓
Values and attitudes	✓	✓	✓	✓

COURSE PERFORMANCE DESCRIPTORS FOR FOOD TECHNOLOGY	
Areas for assessment	
	A student at this grade typically:
Grade A	<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 identifies and uses advanced techniques and appropriate equipment for a broad range of food-specific purposes demonstrates a very high level of competence in assessing and managing risks associated with safe and hygienic preparation of food demonstrates advanced technical skills in designing, producing and evaluating solutions of high quality for specific food purposes evaluates the impact of food-related activities or tasks on the individual, society and environment evaluates the influences that technology has 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 very high-level research skills, and communicates complex information effectively using a range of techniques.
Grade B	<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 appropriate equipment for a range of food-specific purposes demonstrates a high level of competence in assessing and managing risks associated with the safe and hygienic preparation of food demonstrates high-level technical skills in designing, producing and evaluating solutions for specific food purposes analyses the impact of food-related activities or tasks on the individual, society and environment analyses the influences that technology has 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 techniques.
Grade C	<ul style="list-style-type: none"> describes the chemical and physical properties of a variety of foods, and explains the changes that take place in food during preparation, processing and storage identifies and uses techniques and equipment for a variety of food-specific purposes demonstrates an adequate level of competence in 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 explains the impact of food-related activities or tasks on the individual, society and environment describes the influences that technology has on food supply discusses 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 techniques.
Grade D	<ul style="list-style-type: none"> outlines some chemical and/or physical properties of foods, and describes some changes that take place in food during preparation, processing and/or storage identifies and uses basic techniques and some appropriate equipment for food-specific purposes demonstrates a limited level of competence in identifying and managing 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 some impacts of food-related activities or tasks on the individual, society and environment outlines some influences that technology has on food supply describes some factors that influence food choices and eating habits demonstrates a basic understanding of the relationship between consumption, the nutritional value of foods and individual and/or community health displays basic research skills, and communicates information using a limited range of techniques.
Grade E	<ul style="list-style-type: none"> identifies very limited chemical and/or physical properties of foods, and identifies few changes that take place in food during preparation, processing or storage identifies and uses very limited techniques and few items of appropriate equipment for food-specific purposes demonstrates very limited skills in designing and/or producing solutions for specific food purposes demonstrates elementary understanding of how food-related activities or tasks impact on the individual, society or the environment demonstrates elementary understanding of the influence that technology has on food supply demonstrates a very limited understanding of the factors that influence food choices and/or eating habits demonstrates an elementary understanding of the relationship between consumption and the nutritional value of foods and health displays very limited research and communication skills.

Geography

	Task 1	Task 2	Task 3
Description	Research Project	Student Geography Project	Skills Test
Timing	Term 1 Week 8	Term 2 Week 5	Term 2 Week 3
Outcomes Assessed	GE5-1, GE5-6, GE5-8	GE5-1, GE5-2, GE5-6	GE 5-2, GE 5-7, GE5-8
Geographical Concepts	✓	✓	
Geographical Tools	✓	✓	✓
Geographical Inquiry Skills	✓	✓	
Weighting %	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR GEOGRAPHY	
Areas for assessment	Geographical knowledge Geographical concepts, tools and skills Communication
	A student at this grade typically:
Grade A	<ul style="list-style-type: none"> demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments explains and analyses different perspectives of geographical issues across a range of scales displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.
Grade B	<ul style="list-style-type: none"> demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments explains different perspectives of geographical issues across a range of scales displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.
Grade C	<ul style="list-style-type: none"> demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments describes different perspectives of geographical issues displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.
Grade D	<ul style="list-style-type: none"> demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments outlines different perspectives of geographical issues displays some knowledge of human wellbeing and the management of places and environments for their sustainability exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.
Grade E	<ul style="list-style-type: none"> demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments recognises some different perspectives of geographical issues identifies some aspects of human wellbeing and the management of places and environments exhibits elementary skills to select and apply geographical concepts and tools to the investigation displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.

History

	Task 1	Task 2	Task 3
Description	Research Task and In Class Extended Response	In Class Examination /Source Analysis	Digital Workbook/Portfolio
Timing	Term 3 Week 6	Term 4 Week 4	Terms 3 and 4
Outcomes Assessed	HT5.6, HT5.8, HT5.9, HT5.10	HT5.3, HT5.6, HT5.9	HT5.2, HT5.4, HT5.10
Historical Concepts	✓	✓	✓
Historical Skills	✓	✓	✓
Weighting %	40	40	20

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

Industrial Technology (Timber)

	Task 1	Task 2	Task 3
Description	<p>Doodad box</p> <p>Practical task and folio Practical project constructing a small box. Accompanying record of procedure.</p>	<p>Major project</p> <p>Carcass construction Practical check in for the initial stage of the project - Timber side table with draw</p>	<p>Major project and Folio</p> <p>Practical Task - Side table and related folio</p>
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8
Outcomes Assessed	IND5-3 IND5-5	IND5-1 IND5-3 IND5-4	IND5-2 IND5-5 IND5-8
Knowledge, understanding and skills	✓	✓	✓
Values and attitudes	✓	✓	✓
Weighting %	20	30	50

COURSE PERFORMANCE DESCRIPTORS FOR INDUSTRIAL TECHNOLOGY (TIMBER)	
Areas for assessment	
	A student at this grade typically:
Grade A	<ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of traditional, current, new and emerging technologies in the field of study evaluates the social, cultural and environmental impacts of a wide range of technologies displays advanced skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality demonstrates a very high level of competence in 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 selects and uses a wide range of appropriate technologies to illustrate practical projects confidently uses technical terminology to communicate production processes with a range of audiences consistently applies very high level skills and design principles to the development, modification and production of projects.
Grade B	<ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of traditional, current, new and emerging technologies in the field of study analyses the social, cultural and environmental impacts of a range of technologies displays high-level skills in identifying and using appropriate materials and hand and machine tools to produce high-quality practical projects demonstrates a high level of competence in 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 technologies to illustrate practical projects uses technical terminology to discuss production processes with a range of audiences consistently applies high level skills and design principles to the development, modification and production of projects.
Grade C	<ul style="list-style-type: none"> demonstrates sound knowledge and understanding of traditional, current, new and emerging technologies in the field of study explains the social, cultural and environmental impacts of different technologies displays adequate skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of sound quality demonstrates an adequate level of competence in 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 adequate drawings to illustrate practical projects uses accurate technical terms to describe production processes to a range of audiences applies sound skills and design principles to the development and production or modification of projects.
Grade D	<ul style="list-style-type: none"> demonstrates basic knowledge and understanding of technologies in the field of study outlines some social, cultural and/or environmental impacts of technology displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects demonstrates a limited level of competence in identifying and managing risks, and applying safe work practices outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and/or economic aspects of products and commercial products produces basic drawings for practical projects uses general terms to describe production processes to an audience applies limited skills and design principles to the development, production or modification of projects.
Grade E	<ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of at least one technology in the field of study identifies a very limited range of social, cultural and/or environmental impacts displays elementary skills in identifying and using appropriate materials and hand and machine tools to produce practical projects demonstrates a very limited level of competence in identifying and managing risks, and applying safe work practices identifies some properties of materials that make them suitable for specific applications, and identifies very limited aspects of products and commercial products produces very limited sketches related to practical projects uses elementary terms to describe production processes applies very limited skills to the production or modification of projects.

Mathematics

Pathway to Yr 11 Mathematics Standard

	Task 1	Task 2	Task 3	Task 4
Description	Trigonometry In class task	Financial Maths and Measurement Task	Rates of Change and Non- Linear Relationships Task	Data Analysis Task
Timing	Term 1 Week 9	Term 2 Week 10	Term 3 Week 10	Term 4 Week 6
Outcomes Assessed	MAO-WM-01 MA5-TRG-P-01	MAO-WM-01 MA5-FIN-C-02 MA5-ARE-P-01, MA5- VOL-P-01	MAO-WM-01 MA5-RAT-P-01, MA5-RAT-P-02 MA5-NLI-C-01, MA5-NLI-C-02	MAO-WM-01 MA5-DAT-02

Pathway to Yr 11 Mathematics Advanced

	Task 1	Task 2	Task 3	Task 4
Description	Indices and Trigonometry Task	Algebra and Equations Task	Non Linear Relationships Task	Data and Probability Task
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 5
Outcomes Assessed	MAO-WM-01 MA5-IND-P-02 MA5-TRG-P-01 MA5-TRG-P-02	MAO-WM-01 MA5-ALG-P-01 MA5-ALG-P-02 MA5-EQU-P-01 MA5-EQU-P-02	MAO-WM-01 MA5-RAT-P-01, MA5-RAT-P-02 MA5-LIN-P-01 MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01, MA5-FNC-P-01	MAO-WM-01 MA5-DAT-C-02 MA5-PRO-P-01

COURSE PERFORMANCE DESCRIPTORS FOR MATHEMATICS	
Areas for assessment	<p>Knowledge, skills and understanding</p> <p>Students:</p> <p>Working Mathematically – develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem solving skills and mathematical techniques, communication and reasoning</p> <p>Number and Algebra – develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation</p> <p>Measurement and Geometry – identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems</p> <p>Statistics and Probability – collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.</p>
	A student at this grade typically:
Grade A10	<p>A student performing at this grade uses and interprets formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies consistently and accurately to solve unfamiliar multi-step problems; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> • uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions • and equations with consideration given to restrictions on the values of variables • solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and • volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals • uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting • studies in the media and elsewhere.
Grade A9	<p>A student performing at this grade uses formal definitions and generalisations when explaining solutions; generalises mathematical ideas and techniques and selects and uses efficient strategies to solve unfamiliar multi-step problems; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> • performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve • complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear • uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships • uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.
Grade B8	<p>student performing at this grade uses formal definitions when explaining solutions; selects and uses efficient strategies to solve familiar and some unfamiliar multi-step problems; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> • applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate • geometry techniques to solve problems • calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical • result, giving reasons • calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit.
Grade B7	<p>A student performing at this grade selects and uses appropriate mathematical language, notations and conventions to communicate mathematical ideas and solutions; systematically applies appropriate strategies to solve familiar multi-step problems; constructs appropriate mathematical arguments to prove and justify results; often requires guidance to determine the most efficient methods.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> • applies the compound interest formula to solve financial mathematics problems, including those involving depreciation; solves simultaneous linear equations using an • algebraic or graphical method; draws and interprets graphs of simple parabolas, circles and exponentials • calculates the surface area and volume of simple composite solids; solves trigonometry problems involving bearings, angles of elevation and depression, and angles measured • in degrees and minutes

	<ul style="list-style-type: none"> determines and uses quartiles and the interquartile range to compare sets of data; evaluates sources of data in media reports and elsewhere; evaluates conditional statements in chance situations. <p style="text-align: right;"><i>Performance Descriptors for Mathematics continued on the next page</i></p>
Grade C6	<p>A student performing at this grade uses appropriate mathematical language, notations and diagrams to communicate mathematical ideas and solutions; applies appropriate strategies to solve familiar multi-step problems; constructs some appropriate mathematical arguments to obtain and justify results.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> expands and factorises simple algebraic expressions and simplifies algebraic expressions involving fractions and positive, negative and zero indices; solves simple quadratic equations uses formulae to calculate the surface area and volume of right prisms and cylinders; uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent determines the quartiles and interquartile range for a set of data; constructs and interprets displays of bivariate numerical data; calculates probabilities and interprets the results for multi-step chance experiments.
Grade C5	<p>A student performing at this grade uses mathematical language, notations and diagrams to communicate mathematical ideas; applies appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; constructs some mathematical arguments to obtain results.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> uses conversion graphs to convert from one unit to another and given graphs to solve simple linear simultaneous equations; finds and graphs the equations of straight lines given the gradient and y-intercept solves simple word problems in trigonometry; applies results related to the angle sum for polygons to solve simple numerical problems identifies simple relationships between two statistical variables; calculates probabilities for multi-step chance experiments.
Grade D4	<p>A student performing at this grade uses appropriate mathematical terminology, diagrams and symbols in mathematical contexts; selects and uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions that are appropriate to the context.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> graphs simple linear and non-linear relationships by constructing a table of values; uses diagrams to solve simple coordinate geometry problems finds the area of simple composite figures; given diagrams, uses trigonometry to find sides and angles in right-angled triangles interprets back-to-back stem-and-leaf plots, and statistical claims made in the media; calculates relative frequencies to estimate probabilities of simple and compound events.
Grade D3	<p>A student performing at this grade uses mathematical terminology, diagrams and symbols in mathematical contexts; uses appropriate standard strategies to solve simple familiar problems; provides some reasoning to support conclusions.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> solves simple financial mathematics problems involving earning and spending money and, given the formula, calculates simple interest; completes a table of values to graph simple linear relationships expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side; uses the scale factor to find unknown sides in similar triangles calculates the mean, median and range to compare two sets of numerical data; uses data from Venn diagrams and two-way tables to calculate simple probabilities.
Grade E2	<p>A student performing at this grade uses some mathematical terminology in mathematical contexts; uses, with guidance, standard strategies to solve simple familiar problems; provides some reasoning in identifying a simple mathematical relationship.</p> <p>A student at this grade typically:</p> <ul style="list-style-type: none"> solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings determines the mean and range for a set of data.

PASS

	Task 1	Task 2	Task 3	Task 4
Description	Golf Practical	Biomechanics research question	Sport as Commodity	Lifestyle Games Practical
Timing	Term 2 Week 3	Term 2 Week 8	Term 3 Week 4	Term 4 Week 2
Outcomes Assessed	PASS 5-4, 5-5,	PASS 5-8, 5-9	Pass 5-3, 5-9	Pass 5-1
Weighting %	25	25	25	25

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

Music

	Task 1	Task 2	Task 3	Task 4
Description	Performance Students will be graded on their ability to read & perform a range of notated sheet music as a soloist & in an ensemble.	Composition Students will be graded on their ability to compose/ arrange using notation software and improvise using their chosen instrument	Listening Students will be graded on their understanding of the ' Concepts of Music ' through aural analysis of diverse repertoire	Performance Students will be graded on their ability to prepare and perform a diverse range of repertoire as a soloist or in an ensemble a
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5
Outcomes Assessed	5.1, 5.2, 5.3	5.1, 5.4, 5.5, 5.6	5.7, 5.8, 5.9	5.1, 5.9, 5.11
Performance	✓			✓
Composition		✓		
Listening			✓	
Weighting %	25	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR MUSIC	
Areas for assessment	Performing Composing Listening
	A student at this grade typically:
Grade A	<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.
Grade B	<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.
Grade C	<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.
Grade D	<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.
Grade E	<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.

PD/Health/PE

	Task 1	Task 2	Task 3	Task 4
Description	Dance Practical	Learning Portfolio	Invasion Games Practical	In class response
Timing	Term 2 Week 5	Term 2 Week 9	Term 3 Week 9	Term 4 Week 5
Outcomes Assessed	PD 5-3, PD 5-6, PD 5-10	PD 5-6, PD 5-7, PD 5-8	PD 5-1, PD 5-4, PD 5-5, PD 5-11	PD5-2, PD 5-3, PD 5-6, PD 5-7, PD5-8
Weighting %	25	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR PDHPE	
	A student at this grade typically:
Grade A	<ul style="list-style-type: none"> • applies and assesses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations • demonstrates sophisticated skills to inquire into and evaluate health information and support services in the community • uses extensive knowledge and understanding of contextual factors to demonstrate and evaluate interpersonal skills for interacting effectively with others to build and maintain • respectful relationships • plans, refines and applies highly developed creative movement skills across a range of physical activity contexts • applies and justifies sophisticated solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses extensive knowledge and understanding of contextual factors to plan, enact and critique strategies to strengthen health, safety, wellbeing and participation in physical • activity for themselves and others.
Grade B	<ul style="list-style-type: none"> • applies and discusses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations • demonstrates high level skills to inquire into and evaluate health information and support services in the community • uses thorough knowledge and understanding of contextual factors to demonstrate and assess interpersonal skills for interacting effectively with others to build and maintain • respectful relationships • plans, refines and applies proficient movement skills across a range of physical activity contexts • applies and discusses well developed solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses thorough knowledge and understanding of contextual factors to plan, enact and assess strategies to strengthen health, safety, wellbeing and participation in physical • activity for themselves and others.
Grade C	<ul style="list-style-type: none"> • applies and explains strategies and skills that assist them and others to respond positively to challenges and manage situations • demonstrates adequate skills to inquire into and evaluate health information and support services in the community • uses sound knowledge and understanding of contextual factors to demonstrate and explain interpersonal skills for interacting effectively with others to build and maintain • respectful relationships • plans, refines and applies adequate movement skills in physical activity contexts • applies and justifies solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses sound knowledge and understanding of contextual factors to plan, enact and explain strategies to strengthen health, safety, wellbeing and participation in physical activity • for themselves and others.
Grade D	<ul style="list-style-type: none"> • describes strategies and/or skills that assist them and others to respond positively to challenges and manage situations • demonstrates limited skills to inquire into and/or outlines health information and support services in the community • uses basic knowledge and understanding of contextual factors to demonstrate and describe interpersonal skills for interacting effectively with others to build and maintain • respectful relationships • demonstrates limited movement skills in physical activity contexts • applies and/or describes solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • uses basic knowledge and understanding of contextual factors to plan and/or enact strategies to strengthen health, safety, wellbeing and participation in physical activity for • themselves and others.
Grade E	<ul style="list-style-type: none"> • identifies strategies and/or skills that assist them and others to respond to challenges and manage situations • demonstrates very limited skills to inquire into and/or recalls health information and support services in the community • uses elementary knowledge and understanding of contextual factors to identify interpersonal skills for interacting effectively with others to build and maintain respectful • relationships • demonstrates very limited movement skills in physical activity contexts • identifies very limited solutions to movement challenges to enhance their health and participation in a lifetime of physical activity • demonstrates elementary knowledge and understanding of contextual factors to enact strategies to strengthen health, safety, wellbeing and participation in physical activity for • themselves and/or others.

Science

	Task 1	Task 2	Task 3	Task 4
Description	Practical Task	Student Research Project	Data Analysis	Working Scientifically Skills
Timing	Term 1 Week 9	Term 2 Week 3	Term 3 Week 5	Term 4 Week 4
Outcomes Assessed	SC5-16CW SC5-17CW SC5 – 4WS SC5 - 5WS SC5 – 6WS SC5 – 7WS SC5 - 9WS	SC5-10PW SC5-11PW SC5 – 4WS SC5 – 5WS SC5 – 6WS SC5 – 7WS SC5 – 8WS	SC5 – 14LW SC5 – 15LW SC5 – 4WS SC5 - 5WS SC5 – 6WS SC5 – 7WS	SC5 – 7WS
Knowledge & Understanding	✓	✓	✓	
Working Scientifically	✓	✓	✓	✓
Weighting %	25	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR SCIENCE	
Areas for assessment	<p>Knowing and understanding</p> <p>Questioning and predicting</p> <p>Planning and conducting investigations</p> <p>Processing and analysing data and information</p> <p>Problem-solving</p> <p>Communicating</p>
	A student at this grade typically:
Grade A	<ul style="list-style-type: none"> • applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions • creates, plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively • uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions • effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate • digital technologies • communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types.
Grade B	<ul style="list-style-type: none"> • applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes coherent hypotheses, asks questions and makes logical predictions • plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations • uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions • systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate • digital technologies • communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions.
Grade C	<ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science • identifies and proposes related hypotheses, asks questions and make predictions • plans and performs safe, ethical first-hand scientific investigations • explains trends, patterns and relationships to draw scientific conclusions • gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies • communicates sound understanding of scientific ideas to an audience.
Grade D	<ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science • asks questions and makes some predictions • performs safe, ethical first-hand scientific investigations • describes trends, patterns and draws some conclusions • uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process • communicates basic scientific understanding to an audience.
Grade E	<ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science • asks questions and attempts prediction • performs safe, ethical first-hand scientific investigations with guidance • recounts conclusions • uses information provided and, with assistance, participates in problem-solving activities • with guidance, communicates elementary scientific information to an audience.

Visual Arts

	Task 1	Task 2	Task 3	Task 4
Description	Urban Places and Spaces	Abstraction	Portraiture	The Human Figure
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 7	Term 4 Week 5
Outcomes Assessed	5.1, 5.4, 5.6	5.1, 5.3, 5.5	5.3, 5.5, 5.6, 5.9, 5.10	5.3, 5.9, 5.10
Art Making	✓	✓	✓	✓
Critical and Historical	✓	✓		✓

COURSE PERFORMANCE DESCRIPTORS FOR VISUAL ARTS	
Areas for assessment	Artmaking Critical and Historical Studies
	A student at this grade typically:
Grade A	<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.
Grade B	<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.
Grade C	<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.
Grade D	<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.
Grade E	<ul style="list-style-type: none"> • makes simple artworks with an elementary understanding of the frames and the conceptual framework. • recognises that ideas, interests in the world and artistic intentions can be represented in 2D, 3D and/or 4D forms, and demonstrates limited technical accomplishment. • makes simple interpretations about art, with some reference to practice, the frames and conceptual framework. • with teacher support, recognises some function of and relationships between some agencies of the conceptual framework, and that the frames can be used to represent a point of view.

Years 10, 11, & 12 Illness & Misadventure Application



Whitebridge High School – Years 10, 11 & 12 Illness & Misadventure application



- Can be submitted before the due date when misadventure is known beforehand
- Can be submitted within two (2) school days after return to school

Student name: _____ Year: _____

Subject & class: _____ Original task due date: _____

Task description: _____

Unacceptable grounds for illness/misadventure

The application process does not cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which the school has already granted disability provisions, unless an unforeseen episode occurs during the assessment period (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the Principal.

NB: A student who is representing the school will be supported by illness/misadventure

Absence reason: _____

In the space below, explain with sufficient detail the evidence that supports your case for illness/misadventure (continue over the page if necessary).

Supporting documentation for illness/misadventure: Y / N

Year 10 & 11 – Desired

Year 12 – Mandatory

Student signature: _____ Date: _____

Guardian signature: _____ Date: _____

Date task submitted: _____

Office Use Only

Head Teacher recommendation: Accepted / Rejected

- ☐ Same task
- ☐ Late submission
- ☐ Zero
- ☐ Estimate based on evidence
- ☐ Alternative task

Teacher: _____

Date: _____

Head Teacher: _____

Date: _____

Deputy Principal: _____

Date: _____