

WHITEBRIDGE HIGH SCHOOL ASSESSMENT SCHEDULES



**YEAR 10
2021**

**COURSE
SCHEDULES &
EXPECTATIONS**

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Please read in conjunction with **Whitebridge High School Assessment Policy**.

The Assessment Policy is located on the school's website as well as through the Year Adviser and Deputy Principal.

ASSESSMENT GUIDELINES FOR THE RECORD OF SCHOOL ACHIEVEMENT

All students at Whitebridge High School will receive their Record of School Achievement (ROSA) in grades A - E based on NESAs performance descriptors. The performance descriptors have been developed by the NESAs to assist teachers to allocate grades to students.

Whitebridge High School will determine the order of merit in all courses based on our own assessment programs and allocate the grades to students accordingly. Grades A to E are awarded for all subjects except the General Life Skills courses. These course performance descriptors describe the main features of a typical student's performance at each level of achievement in that course. They serve as benchmarks against which teachers will be able to match their assessment records and professional judgement in determining grades for particular students. There will not be any predetermined proportion of students awarded each grade.

A student may receive an "N" determination in place of an A to E grade if the Principal has determined that the student has failed to meet one or more of the following requirements:

- followed the course developed or endorsed by NESAs.
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all the course outcomes.

Grades in the General Life Skills courses will be awarded on the basis of the performance descriptors, which are issued by the NESAs. These grades indicate the student's level of achievement relative to the knowledge and skills objectives of the course. With the General Life Skill courses, one of two grades will be awarded. These grades are:

S - Satisfactory Completion
or **N** - Unsatisfactory.

A student may appeal to NESAs about the award of an "N" determination. Any pupil wishing to do so may approach the Principal or the NESAs co-ordinator for details.

General Responsibilities of Students

- ensuring that they obtain and understand the school's policies on assessments.
- completing each assessment task to the best of their ability so that they demonstrate maximum a level of achievement;
- ensuring that any questions that they have about marks awarded or comments for an individual piece of work are resolved at the time the work is handed back; and
- demonstrating, through application and achievement, that they have met the requirements of the course. They will do this by regular attendance and completion of all class work to the highest possible standard in addition to completion of assessment tasks.

Students' Expectations and Procedures

1. Students are expected to complete all tasks and sit for all examinations set as part of the assessment program at the specified time.
2. Some tasks will be performed in class; others will be prepared out of school and handed in at a designated time and then tested in class. A zero mark may be awarded in either case if evidence is found to support any suspicion that the work submitted is not that of the student.
3. Ample notice will be given to allow students to organise their workload to allow submission dates to be met. It will not be accepted as a valid reason for consideration, that pressure of work made meeting the deadline(s) impossible.
4. If an assessment task is due to be submitted on a set date, it must be presented on that date. See Whitebridge High School Assessment Policy booklet for information on Late Submission of tasks and Misadventure/Illness and Appeal procedures.

Malpractice or Non-Serious Attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA. Throughout the assessment process, the highest level of honesty is required.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESAs subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's grades and jeopardise their satisfactory completion of the ROSA.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. Based on the Head Teacher's determination, the student concerned will be referred to the Assessment Appeals Committee.

Students determined to have been involved in malpractice in relation to any assessment task, including examinations, may expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids or electronic devices during an assessment task

- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Common Grade Scale for the ROSA

The Common Grade Scale describes performance at each of five grade levels.

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

Most subjects also use performance descriptors in certain areas of assessment to award grades. If these performance descriptors are used, they are shown with each of the schedules in this booklet. Some courses use the common grade scale to award grades.

Yr 10 Assessment Schedules & Performance Descriptors

English

Components	Task 1	Task 2	Task 3	Weighting %
	Narrative (submission) and Reflection (in-class)	Discursive essay (in-class)	Multimodal Presentation (submission) and Reflection (in-class)	
	Unit 1: The Individual and Society	Unit 2: Rights, Rebellions and Responsibilities	Unit 3: Power of Voice	
	Term 2, Week 5	Term 3, Week 8	Term 4, Week 9	
	Outcomes assessed EN5-2A, EN5-3B, EN5-7D	Outcomes assessed EN5-1A, EN5-3B, EN5-7D, EN5-8D	Outcomes assessed EN5-2A, EN5-5C, EN5-6C, EN5-7D	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

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.

Performance Descriptors continued on next page

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.
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Ceramics

Task	Task 1	Task 2	Task 3
	Functional Ceramics	Ceramics Surfaces	Sculptural Forms
Description	Students will be graded on their ability to design and construct a range of functional ceramic objects and their ability to critically analyse and write about the work of ceramic artists.	Students will be graded on their ability to research and create a range of ceramic surface treatments and their ability to critically analyse and write about the work of ceramic artists.	Students will be graded on their ability to design and construct a range of non-functional ceramic objects and their ability to critically analyse and write about the work of ceramic artists. Students will also be graded on their self-reflection throughout the process.
Date	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10
Outcomes	1.1, 1.2, 2.3, 3.1, 4.1, 4.2, 4.3, 5.1, 5.3	1.2, 1.3, 2.1, 2.2, 3.2, 4.2, 5.1, 5.2	1.1, 1.2, 1.3, 2.3, 4.2, 4.3
Module	Flight Crazy Kitchen	Underwater Signs and Symbols	Sculptural Animals

COURSE PERFORMANCE DESCRIPTORS FOR CERAMICS

	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.

Child Studies

	Task 1	Task 2	Task 3	Task 4
Timing Term/week	Term 1 Week 8	Term 2 Week 1	Term 3 Week 9	Term 4 Week 1
Weighting	35%	15 %	30%	20%
Type of Task	Observation & extended response	Class Test	Investigation	Class Test
Task Description	Play Activity	End of unit test – Play and the developing child	Research and evaluation into technological devices used by children	End of unit test – Media & technology In Childhood / Family Interactions
Outcomes Assessed	2.1 2.2	1.2 2.1 2.2 3.2 3.3	1.3 2.2 3.3	1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3 4.3

COURSE PERFORMANCE DESCRIPTORS FOR CHILD STUDIES

	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	Outcome COM 5-1 applies consumer, financial and employment concepts and terminology in a variety of contexts	Outcome COM 5-3 examines the role of law in society	Outcome COM 5-5 evaluates options for solving problems and issues	Outcome COM 5-6 develops and implements plans designed to achieve goals	Outcome COM 5-8 explains information using a variety of forms	Class workbook ongoing formative assessment All outcomes	Total Assessment Mark
Task 1 Legal Case Study Presentation Due Wk 9, T 1		20					20
Task 2 Election Group Task Due Wk 8, T2	5			5	10		20
Task 3 Economic impacts Writing Task Due Wk 7, T3	10		10				20
Task 4 Towards Independence blog Due Wk 5, T4	5			15			20
Class workbook						20	20
Total	20	20	10	20	10	20	100

COURSE PERFORMANCE DESCRIPTORS FOR COMMERCE

COURSE PERFORMANCE DESCRIPTORS FOR COMMERCE	
	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 • demonstrates high-level planning and organising skills when working independently and collaboratively.
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.

Dance

Task	Task 1	Task 2	Task 3
	Dance Analysis	Performance	Composition
Description	Students will be graded on their ability to critically analyse and write about dance works exploring the elements of dance: space, time and dynamics, while utilising a TEEEC scaffold.	Students will be graded on the demonstration of their safe dance practice, contemporary technique and performance quality through practical and verbal forms through formative tasks throughout the unit.	Students will be graded on their ability to compose a dance work exploring motif manipulation, structure, and the elements of dance. Students will also be graded on their self-reflection throughout the process.
Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 9
Outcomes	5.3.1, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.1.3	5.2.1, 5.2.2
Performance		✓	
Composition			✓
Appreciation	✓		

COURSE PERFORMANCE DESCRIPTORS FOR DANCE

Areas for assessment	Performing Composing Appreciation
	A student at this grade typically:
Grade A	<ul style="list-style-type: none"> clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance. capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality. effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence consistently structures complex movement to create dance compositions that communicate ideas. critically analyses their own and others' dances, through the elements of dance. critically discusses the characteristics of dance styles, performance quality and interpretation. insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.
Grade B	<ul style="list-style-type: none"> demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a sound dance technique and the application of safe dance practice and performance quality. applies the elements of dance as they perform a variety of dance styles. manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas. discusses their own and others' dances, through the elements of dance. describes the characteristics of dance styles, performance quality and interpretation. engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.
Grade C	<ul style="list-style-type: none"> demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a sound dance technique and the application of safe dance practice and performance quality. applies the elements of dance as they perform a variety of dance styles. manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas. discusses their own and others' dances, through the elements of dance. describes the characteristics of dance styles, performance quality and interpretation. engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.
Grade D	<ul style="list-style-type: none"> demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance. performs dances with a basic dance technique and the application of safe dance practice and performance quality. applies aspects of the elements of dance as they perform dance styles. uses some elements of dance to structure movement to create basic dance compositions that communicate ideas. describes their own and others' dances, through the elements of dance. identifies characteristics of dance styles, performance quality and interpretation. participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.
Grade E	<ul style="list-style-type: none"> demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance. performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality. with guidance, applies aspects of the elements of dance to perform a limited range of dance styles. with guidance, uses the elements of dance to create simple dance compositions that communicate ideas. describes their own and others' dances, through some aspects of the elements of dance. identifies some characteristics of dance styles, performance quality and interpretation. with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.

Drama

Task	Task 1	Task 2	Task 3
	Mask (Performance)	Commedia Dell' Arte (Performance)	Brecht (Performance Essay)
Description	Students will be assessed on their ability to develop a group performance utilising the skills and knowledge associated with the Neutral and Basel masks and the theory of physical movement taught through a study of Jacques LeCoq. Students will reflect on the process of composing and performing using ALARM.	Students will be assessed on their knowledge of the Commedia Dell'Arte through formative tasks, and will explore chorus and individual performance work in creating ritualistic forms of expression and humour in their group composition. Students will be assessed on their ability to present stock characters through improvisations and the lazzis.	Students will be assessed on their ability to apply their theoretical understanding of Social-Political theatre in their experiential exploration and performance work. They will demonstrate their understanding of the philosophical and practical approach of Bertolt Brecht's work and in their performance essay they will employ the techniques of Epic Theatre in their presentation.
Date	Term 2, Week 2	Term 3, Week 2	Term 4, Week 5
Outcomes	5.1.1 5.1.2 5.1.3 5.1.4 5.2.1 5.2.2 5.2.3	5.2.2,5.2.3,5.2.1, 5.3.2	5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.2
Making	✓		✓
Performing	✓	✓	✓
Appreciating		✓	✓

COURSE PERFORMANCE DESCRIPTORS FOR DRAMA

Areas for assessment	Making Performing Appreciating
	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"> • 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 C	<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 D	<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 E	<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.

Food Technology

	Task 1	Task 2	Task 3	Task 4
Timing Term/week	Term 1 Week 9	Term 1& 2	Term 3 Week 6	Term 4 Week 4
Weighting	25%	20%	25%	30%
Type of Task	Research Task	Practical	Design & Communication	Knowledge
Task Description	Aid Agencies	In class practical assessments	A meal for special occasions	Yearly Exam
Outcomes Assessed	5.6.2, 5.4.2	5.1.1,	5.3.1, 5.3.2	5.6.1, 5.1.2, 5.3.1, 5.3.2

COURSE PERFORMANCE DESCRIPTORS FOR FOOD TECHNOLOGY

	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	Task 4
Task	Human Wellbeing	Addressing inequalities in wellbeing	Skills	Environmental Change & Management
Description	Researching factors for wellbeing while completing an ALARM scaffold to use for in class extended response writing task.	This is a group research task where students develop a company to improve levels of human wellbeing.	Geographical skills test using an online platform.	Continued engagement with coursework and fieldwork within the school environment.
Date	Term 1, Week 6	Term 1, Week 9	Term 2, Week 5/6	Term 1 and 2 (ongoing)
Outcomes	GE 5.8	GE 5.6	GE 5.7	GE 5.7, GE 5.2
Geographical knowledge	✓	✓	✓	✓
Geographical concepts, tools, and skills	✓	✓	✓	✓
Communication	✓	✓		✓

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	Task 1	Task 2	Task 3
	Rights & Freedoms	Rights and Freedoms/Vietnam War	Coursework
Description	Students conduct historical inquiry into a civil rights campaign.	Students will complete an in-class assessment analysing sources, demonstrating historical understanding, and an extended response.	Ongoing engagement and completion of course outcomes.
Date	Term 3, Week 7	Term 3, Week 10	Term 3, Week 4
Outcomes	HT5-3, HT5-10	HT5-6, HT5.7	HT5.1, HT5-4
Historical knowledge	✓	✓	✓
Research and historical inquiry skills	✓	✓	✓
Communication	✓		✓

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 – Metal, Timber, Engineering, Electronics

	Task 1	Task 2	Task 3	Task 4
Timing Term / Week	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4
Weighting	20%	20%	40%	20%
Type of Task	Practical	Assignment	Practical	Yearly Examination
Task Description	Marking of Practical Work	Writing Task.	Marking of Practical	Examination of year's subject knowledge
Outcomes Assessed	5.1,5.5, 5.3, 5.4, 5.9	5.5, 5.8, 5.10	5.1,5.2, 5.6, 5.7, 5.9	5.4, 5.5, 5.8, 5.9, 5.10

COURSE PERFORMANCE DESCRIPTORS FOR INDUSTRIAL TECHNOLOGY	
	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.

Information and Software technology (IST)

	Task 1	Task 2	Task 3	Task 4
Timing	Term 1 Week 10	Term 2 Week 5/6	Term 3 Week 10	Term 4 Week 4
Weighting	30%	20%	30%	20%
Syllabus Module	Option 4 Digital Media	Option 2 Authoring and Multimedia	Option 5 The Internet and Website Development	Option 7 Robotics and Automated Systems
Task Description	Project Digital Media - Digital Photography	Presentation Authoring & Multimedia - Short Film Production	Project Website Development	Mastery Test/Practical Robotics/ Automated Systems
Outcomes Assessed	5.2.1, 5.2.2, 5.2.3	5.2.1, 5.2.3, 5.3.1, 5.5.2	5.2.1, 5.2.2, 5.2.3, 5.5.1	5.2.1, 5.2.2, 5.2.3

COURSE PERFORMANCE DESCRIPTORS FOR INFORMATION AND SOFTWARE TECHNOLOGY (IST)

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

Music

Task	Task 1	Task 2	Task 3	Task 4
	Listening	Performance	Composition	Performance
Description	Students will be graded on their understanding of musical concepts through the aural analysis of a diverse range of music styles through formative tasks throughout the unit.	Students will be graded on their ability to prepare and perform a diverse range of repertoire, which may include public performance as a soloist or part of an ensemble.	Students will be graded on their ability to compose/arrange a piece of music using notation and recording software.	Students will be graded on their ability to prepare and perform a diverse range of repertoire, which may include public performance as a soloist or part of an ensemble.
Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 8	Term 4, Week 5
Outcomes	5.7, 5.8, 5.9	5.1, 5.2, 5.3	5.4, 5.4, 5.6	5.1, 5.2, 5.3
Performance		✓		✓
Composition			✓	
Listening	✓			

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.

Physical Activity and Sports Studies (PASS)

	Task 1	Task 2	Task 3	Task 4
Timing	Term 1 Week 8	Term 1 Week 10	Term 3 Week 6	Term 4 Week 2
Weighting	25%	25%	25%	25%
Topic	Racquet Sports	Body Systems	Lifestyle and Fitness	Skills for Sport
Type of Task	Practical demonstration	Topic test and practical demonstration	Written task and practical demonstration	Practical demonstration
Outcomes Assessed	PASS 5-7, 5-7	PASS 5-1, 5-2	PASS 5-3, 5-9	PASS 5-6

COURSE PERFORMANCE DESCRIPTORS FOR PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)	
	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.

PD/Health/PE

	Task 1	Task 2	Task 3	Task 4
Timing	Term 2 Week 5	Term 2 Week 9	Term 3 Week 9	Term 3 Week 8
Weighting	25%	25%	25%	25%
Topic	Staying safe	Dance	Mental Health	Invasion Games
Type of Task	Research and writing task	Practical demonstration	Research and writing/presentation	Practical demonstration
Outcomes Assessed	5-6, 5-7	5-4, 5-9	5-2, 5-3	5-5, 5-11

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

Year 10	Reporting Area (Grade A-E)	
Assessment and Measuring tools	Semester 1 Report Components	Semester 2 Report Components
Mastery Tests quizzes, assignments	Knowledge and understanding Ongoing assessment Outcomes*: SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW	Knowledge and understanding Ongoing assessment Outcomes*: SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW
Investigation Portfolio	Planning and Conducting Investigations Due: Week 4 Term 2 Outcomes: SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Planning and Conducting Investigations Due: Week 3 Term 4 Outcomes: SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS
Student first & second hand accounts	Communicating Ongoing assessment Outcomes*: SC5-4W, SC5-9WS	Communicating Ongoing assessment Outcomes*: SC5-4WS, SC5-9WS
Student Research Project		Project Grade Due: Week 10 Term 3 Outcomes: SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS
<p>*Outcomes assessed will be relevant to the current class topic.</p> <p>Teachers will make professional on-balance judgements to determine which description best matches the standards students have achieved at a particular point-in-time using the Common Grade Scale or the Course Performance Descriptors</p>		

COURSE PERFORMANCE DESCRIPTORS FOR SCIENCE	
Areas for assessment	Knowing and understanding Questioning and predicting Planning and conducting investigations Processing and analysing data and information Problem-solving Communicating
	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
Topic	Portraiture	Surrealism	Built Environment
Description	Students will be graded on their technical skill and understanding as they develop a range of artworks. Students will be assessed on practical work including the grid drawing self-portrait, Archibald Prize painting and experimental practice within the visual arts process diary.	Students will be graded on their body of work exploring Surrealism including the mediums of collage, photography, drawing and sculpture. Students will be assessed on their understanding of course concepts through formative tasks throughout the unit.	Students will be graded on their technical skill as they explore buildings and architecture through the medium of printmaking. Students will investigate the work of local artist Trevor Dickinson. Students will be assessed on their self-reflection skills.
Date	Term 2, Week 5	Term 3, Week 7	Term 4, Week 7
Outcomes	5.1, 5.2, 5.3	5.7, 5.8, 5.9, 5.10	5.4, 5.6
Artmaking	✓	✓	✓
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.

Mathematics

	Task 1	Task 2	Task 3	Task 4
Due date	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5
Weighting (%)	25	25	25	25
Type of task	In class	In class	Assignment/portfolio	In class
Knowledge	✓	✓	✓	✓
Skills & understanding	✓	✓	✓	✓
Outcomes assessment				
5.3 or class/es?	MA5.3-6NA MA5.3-7NA MA5.3-2WM	MA5.2-14MG MA5.1-4NA MA5.2-4NA	MA5.3-8NA MA5.3-9NA MA5.3-1WM MA5.3-2WM	MA5.2-17SP MA5.2-13MG MA5.3-15MG MA5.3-2WM
5.2	MA5.2-13MG MA5.2-4NA	MA5.2-9NA MA5.2-15SP	MA5.2-6NA MA5.3-15MG MA5.2-8NA MA5.2-1WM	MA5.2-17SP MA5.2-10NA
5.1	MA5.1-9MG MA5.1-10MG	MA5.1-13SP MA5.1-12SP	MA5.1-8MG MA5.2-11MG MA5.1-1WM MA5.1-2WM	MA5.1-4NA MA5.2-4NA MA4-10NA MA5.2-8NA

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 • 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.

Performance Descriptors continued on next page

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.

Planning Calendar:

Students should use this calendar to record and plan their own, unique assessment timetable. It should then be removed and displayed in a prominent location so that students are reminded of when their assessment task are due.

Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2021 27 Jan - 1 April											
Term 2 2021 19 April - 25 June											
Term 3 2021 12 July - 17 Sept											
Term 4 2021 5 Oct - 17 Dec											

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: _____