

WHITEBRIDGE HIGH SCHOOL

ASSESSMENT SCHEDULES



**YEAR 10
2024**

**COURSE
SCHEDULES &
EXPECTATIONS**

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Forward

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 Advisor 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 treats 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.

Stage 5 Courses

Child Studies

	Task 1	Task 2	Task 3	Task 4
Description	Children and Culture Through the exploration of different cultures, students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children.	Health and Safety in childhood Students identify the symptoms, treatment, preventative strategies and classroom interventions relevant to physical and mental health.	Play and the developing child Students investigate and experience different types of play-based learning which contribute to the positive development of children.	Childcare services and career opportunities Students will have the opportunity to explore careers in the child care industry, research the job requirements and develop a resume.
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	Term 4 Week 6
Outcomes Assessed	CS5-4 CS5-5	CS5 -1 CS5-2	CS5-8 CS5-7	CS5-9 CS5-10
Knowledge, understanding and skills	✓	✓	✓	✓
Values and attitudes	✓	✓	✓	✓

COURSE PERFORMANCE DESCRIPTORS FOR CHILD STUDIES

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

English

	Task 1	Task 2	Task 3
Description	Writing Portfolio submission (20%) In class Reflection (10%) Unit 1: The Individual and Society	Extended Response (in-class) Unit 2: Australian Drama	Multimodal Presentation submission (30%) In class Short Answer questions (10%) Unit 3: Power of Voice
Timing	Term 1 Week 11	Term 2 Week 10	Term 4 Week 5
Outcomes Assessed	EN5-3B EN5-4B EN5-7D	EN5-1A EN5-3B EN5-7D EN5-8D	EN5-2A EN5-5C EN5-6C EN5-7D
Writing and representing Imaginative and Critical thinking	✓		
Writing Communicating and Context Analysing language		✓	
Writing and viewing Speaking and representing Analysing language Expressing views			✓
Weighting %	30	30	40

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 for English continued on the 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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Geography

	Task 1	Task 2	Task 3
Description	Human Wellbeing Stimulus Book Test	Environmental Change and Management Fieldwork/In Class Writing Task	Digital Workbook Portfolio
Timing	Term 1 Week 7	Term 2 Date to be decided	Term 1 and 2 (ongoing)
Outcomes Assessed	GE5-2, GE5-6	GE5-2, GE-7 GE-8	GE5-3, GE5-8, GE5-7
Weighting %	30	30	40

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

History

	Task 1	Task 2	Task 3
Description	Research/Extended Response The Holocaust Students conduct historical inquiry	Rights and Freedoms Students will complete an in-class assessment analysing sources	Digital Workbook portfolio
Timing	Term 3, Week 6	Term 4, Week 4	Term 3 and Term 4
Outcomes Assessed	HT5-6 HT5-8 HT5-9 HT5-10	HT5-1 HT5-3 HT5-5 HT5-8	HT5-7 HT5-9 HT5-10
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 (Timber)

	Task 1	Task 2	Task 3	Task 4
Description	Doodad box Practical task and folio Practical project constructing a small box. Accompanying record of procedure.	Major project Carcass construction Practical check in for the initial stage of the project - Timber side table with draw	Written Report Written evaluative / Self reflection report.	Major project and Folio Practical Task - Side table and related folio
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Week 2	Term 3 Week 8
Outcomes Assessed	IND5-3 IND5-5	IND5-1 IND5-3 IND5-4	IND5-7 IND5-8	IND5-2 IND5-5 IND5-8
Knowledge, understanding and skills	✓	✓	✓	✓
Values and attitudes	✓	✓	✓	✓

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

Information and Software Technology

	Task 1	Task 2	Task 3	Task 4
Description	<p>Project Digital Media</p> <p>Photoshopped image portfolio</p>	<p>Project Website Development</p> <p>Students develop simple webpages and host on IST server</p>	<p>Robotics/Automated Manufacturing Project</p> <p>Students work in groups to construct simple Lego Mindstorm robots alongside short report on ethics of AI and automation</p>	<p>Project Digital Media</p> <p>Photoshopped image portfolio</p>
Timing	Term 1 Week 11	Term 3 Week 6	Term 4 Week 7	Term 1 Week 11
Outcomes Assessed	5.2.1, 5.2.2, 5.2.3	5.2.1, 5.2.3, 5.3.1, 5.3.1, 5.5.2, 5.1.1	5.2.1, 5.2.2, 5.2.3, 5.5.2, 5.4.1, 5.5.3	5.2.1, 5.2.2, 5.2.3
Knowledge and understanding	✓	✓	✓	✓
Values and attitudes	✓	✓	✓	✓

COURSE PERFORMANCE DESCRIPTORS FOR INFORMATION AND SOFTWARE TECHNOLOGY

<p>Areas for assessment</p>	<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>
<p>Grade A</p>	<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.
<p>Grade B</p>	<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.
<p>Grade C</p>	<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.
<p>Grade D</p>	<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.
<p>Grade E</p>	<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.

Japanese

	Task 1	Task 2	Task 3	Task 4
Description	Listening (In class task)	Writing	Reading (In class task)	Speaking
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 3
Outcomes Assessed	LJA5-5U	LJA5-4C	LJA5-2C, LJA5-3C	LJA5-1C
Accessing and Reporting	✓		✓	
Composing		✓		✓

COURSE PERFORMANCE DESCRIPTORS FOR JAPANESE

Areas for assessment	
	A student at this grade typically:
Grade A	<ul style="list-style-type: none"> • demonstrates a very high level of competence in communicating in Japanese • confidently manipulates Japanese to convey meaning when exchanging information, ideas and opinions in a range of contexts • demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts • applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts • demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas • demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication
Grade B	<ul style="list-style-type: none"> • demonstrates a high level of competence in communicating in Japanese • manipulates Japanese to convey meaning when exchanging information, ideas and opinions in a range of contexts • demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts • applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts • demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas • demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication
Grade C	<ul style="list-style-type: none"> • demonstrates an adequate level of competence in communicating in Japanese • uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts • demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts • uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences • demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts • demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication
Grade D	<ul style="list-style-type: none"> • demonstrates a limited level of competence in communicating in Japanese • uses basic communication skills to convey information in short exchanges in familiar contexts • accesses and responds to information in simple texts in a limited way • uses basic knowledge and understanding of grammatical and cultural features to compose texts • demonstrates basic understanding of some elements of grammar and uses this to express ideas • demonstrates basic understanding of language and culture
Grade E	<ul style="list-style-type: none"> • demonstrates a very limited level of competence in communicating in Japanese • uses communication skills to convey information in some familiar contexts • identifies and provides a very limited response to elementary information • uses elementary knowledge and understanding of grammatical and cultural features to compose texts • demonstrates elementary understanding of some elements of grammar • demonstrates elementary understanding language and/or culture

Marine & Aquaculture Technology

	Task 1	Task 2	Task 3	Task 4
Timing	Term 1 Week 9	Term 2 Week 4	Term 3 Week 5	Term 4 Week 2-3
Description	Project Aquarium	Project Fish Biology	Project Abyss/Antarctic & Microscopic Organisms	Project Food from the Sea
Outcomes Assessed	MAR 5-2 MAR 5-7 MAR 5-11	MAR 5-9 MAR 5-10 MAR 5-13	MAR 5-1 MAR 5-13 MAR 5-14	MAR 5-9 MAR 5-10
Knowledge & Understanding	✓	✓	✓	✓
Skills	✓	✓	✓	✓

COURSE PERFORMANCE DESCRIPTORS FOR MARINE & AQUACULTURE TECHNOLOGY

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

Mathematics

		Task 1	Task 2	Task 3	Task 4
Description		In class	In class	Assignment/portfolio	In class
Timing		Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	Term 4 Week 6
Outcomes assessment	5.3	MA5.3-15MG	MA5.3-13MG MA5.3-15MG MA5.3-7NA	MA5.3-7NA MA5.3-8NA MA5.3-9NA	All Outcomes
	5.2	MA5.2-13MG MA5.3-15MG	MA5.2-9NA MA5.2-15SP	MA5.2-6NA MA5.2-8NA MA5.2-9NA	All Outcomes
	5.1	MA5.1-9MG MA5.1-10MG	MA5.1-13SP MA5.1-12SP	MA5.1-4NA	All Outcomes
Knowledge		✓	✓	✓	✓
Skills & understanding		✓	✓	✓	✓

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 for Mathematics continued on the next page

<p>Grade C6</p>	<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.
<p>Grade C5</p>	<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.
<p>Grade D4</p>	<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.
<p>Grade D3</p>	<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.
<p>Grade E2</p>	<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.

Music

	Task 1	Task 2	Task 3	Task 4
Description	<p>Performance</p> <p>Students will be graded on their ability to read and perform a range of notated sheet music as both a soloist and a member of an ensemble..</p>	<p>Composition</p> <p>Students will be graded on their ability to compose/arrange using notation software and improvise using their chosen instrument</p>	<p>Listening</p> <p>Students will be graded on their understanding of the 'Concepts of Music' through *aural analysis of diverse styles</p>	<p>Performance</p> <p>Students will be graded on their ability to prepare and perform a diverse range of repertoire as a soloist or part of an ensemble</p>
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5
Outcomes	5.1, 5.2, 5.3	5.4, 5.5, 5.6	5.7, 5.8, 5.9 5.10	5.1, 5.9, 5.11
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.

PASS

	Task 1	Task 2	Task 3	Task 4
Description	Practical Demonstration Racquet Sports	Topic Test and Practical Demonstration Body Systems	Written Task and Practical Demonstration Lifestyle and Fitness	Skills for Sport
Timing	Term 1 Week 8	Term 1 Week 10	Term 3 Week 6	Term 4 Week 2
Outcomes Assessed	PASS 5-5, 5-7, 5-9	PASS 5-1. 5-2	PASS 5-3, 5-9	PASS 5-6
Knowledge & Understanding	✓	✓	✓	✓
Skills	✓	✓	✓	✓
Weighting	25	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR PASS

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

PD/Health/PE

	Task 1	Task 2	Task 3	Task 4
Description	Learning Portfolio Relationships and sexual health AND Road and personal safety	Practical demonstration reflection Dance	Practical demonstration reflection Invasion Games	Learning Portfolio Mental Health AND Getting ready for life
Timing	Term 2 Week 8	Term 2 Week 8	Term 3 Week 6	Term 4 Week 5
Outcomes Assessed	PD5-4 PD5-9	PD5-1 PD5-9	PD5-4 PD5-9	PD5-1 PD5-9
Knowledge & Understanding	✓	✓	✓	✓
Skills	✓	✓	✓	✓
Weighting %	25	25	25	25

COURSE PERFORMANCE DESCRIPTORS FOR PDHPE

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

Science

	Task 1	Task 2	Task 3	Task 4
Description	Practical Assessment (Scientific Method)	Investigation and Report (Year 10 SRP)	Data Analysis Research	VALID Style TASK
Timing	Term1 Week 9	Term 2 Week 3	Term 3 Week 5	Term 4 Week 5
Outcomes Assessed	SC5-10PW SC5-11PW SC5-4WS SC5-5WS SC5-6WS SC5-7WS SC5-9W	SC4-4WS SC4-5WS SC4-6WS SC4-7WS SC4-8WS	SC5-14LW SC5-15LW SC4-4WS SC4-5WS SC4-6WS SC4-7WS	SC5-14LW SC5-15LW SC5-12ES SC5-13ES SC5-8WS SC5-9WS SC5-16CW SC5-17CW SC5-10PW SC5-11PW
Knowledge & Understanding	✓	✓	✓	✓
Working Scientifically	✓	✓	✓	✓

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

Topic	Task 1	Task 2	Task 3
Description	<p>Urban Environment</p> <p>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 a self-directed body of work exploring themes of the urban environment.</p>	<p>Abstraction</p> <p>Students will be graded on their body of work exploring abstraction 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.</p>	<p>Portraiture</p> <p>Students will be graded on their technical skill as they explore portraiture through mixed media. Students will investigate the work of portrait artists. Students will be assessed on their self-reflection skills.</p>
Timing	Term 2 Week 4	Term 3 Week 7	Term 4 Week 5
Outcomes Assessed	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.

Stage 6 VET Courses

Business Services

Business Services
 Qualification: BSB30120 Certificate III in Business
 Cohort 2024 - 2025
 Training Package BSB Business Services Training Package



RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Whitebridge High School _____ Assessment Schedule Year 11 - 2024

Code	Unit of Competency	Task 1 Let's get tech savvy Week 8 Term 1 Date 22.3.24	Task 2 Organising business safety Week 8 Term 2 Date 21.6.24	Task 3 Working in industry Week 10 Term 3 Date 27.9.24	EXAM
					Preliminary Week 9/10 Term 3 Date TBA
	Assessment Tasks for BSB30120 Certificate III in Business				
	Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.				
BSBTEC201	Use business software applications	x			
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			x	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Construction

Construction RTO - Department of Education - 903333, 902222, 900722, 901622

Education Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)



Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

School Name: Whitebridge High School Assessment Schedule Year 11 - 2024

Code	Unit of Competency	HSC Examinable Unit	Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)				EXAM (Optional)
			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	
			Week 11 Term 1	Week 11 Term 1	Week 10 Term 2	Week 10 Term 3	Week 9/10 Term 3
			Date 12/4/24	Date 12/4/24	Date 5/6/24	Date 27/9/24	Date TBA
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: Whitebridge High School

Assessment Schedule Year 11 - 2024

Code	Unit of Competency	Task 1 White card		Task 2 Plan a career *		Task 3 Safe and sound		Task 4 Bump in the light		EXAM (Optional)	
		Week 6	Term 1	Week 10	Term 3	Week 4	Term 2	Week 10	Term 3	Week 9/10	Term 3
		Date 6.3.24		Date 27.9.24		Date 24.5.24		Date 27.9.24			
		Prior to WPL		Post WPL						HSC Examinable units of competency	
CPCCWHS1001	Prepare to work safely in the construction industry										
CUAIND314	Plan a career in the creative arts industry										
CUAWHS312	Apply work health and safety practice					X					
CUASOU331	Undertake live audio operations					X					
CUALGT311	Operate basic lighting							X			
CUASTA212	Assist with bump in and bump out of shows							X			

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Financial Services

RTO - Department of Education - 90222

Financial Services—Financial Services Stream
 Qualification: FNS30122 Certificate III in Financial Services
 Cohort 2024 - 2025
 Training Package FNS Financial Services (Version 8.2)



Assessment Schedule Year 11 - 2024

School Name: Whitebridge High School

Code	Unit of Competency	Task 1 Safety			Task 2 Personal Finances			Task 3 Calculating finances in the School Shop			Task 4 Customer service in the School Shop			EXAM (Optional)		
		Week 1	Term 7	Date	Week 1	Term 2	Date	Week 8	Term 2	Date	Week 10	Term 3	Date	Week 9/10	Term 3	Date
BSBWH211	Contribute to health and safety of self and others	X														
FNSFLT311	Develop and apply knowledge of personal finances				X											
FNSACC323	Perform financial calculations							X								
BSBTEC302	Design and produce spreadsheets							X								
BSBXC301	Engage in workplace communication												X			
FNSINC311	Work together in the financial services industry															X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward FNS30122 Certificate III in Financial Services (Release 1).

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Information and Digital Technology

Information and Digital Technology RTO - Department of Education - 90333, 90222, 90072, 90162
 Qualification: ICT30120 Certificate III in Information Technology
 Cohort 2024 - 2025



Training Package Information and Communications Technology

School Name: Whitebridge High School Assessment Schedule Year 11 - 2024

Assessment Tasks for ICT30120 Certificate III in Information Technology		Task 1	Task 2	EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Safe Digital Work	Team Web	
Code	Unit of Competency	Week 11 Term 1 Date 10/04/2024	Week 10 Term 2 Date 05/07/2024	Week 9-10 Term 3 Date TBA
BSBWHS311	Assist with maintaining workplace safety	X		
ICTWEB305	Produce digital images for the web	X		
BSBXTW301	Work in a team		X	
ICTWEB304	Build simple web pages		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward ICT30120 Certificate III in Information Technology.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Whitebridge High School

Assessment Schedule Year 12 - 2025

Code	Unit of Competency	Task 3 Security		Task 4 ICT Advice		Task 5 Programming		Task 6 Social ##		EXAM (Optional)
		Week 10 Term 3 Date 27/09/2024	Week 10 Term 4 Date 16/12/2024	Week 6 Term 3 Date TBA	Week 6 Term 3 Date TBA	Week 10 Term 3 Date TBA	Week 10 Term 3 Date TBA			
BSBXC303	Securely manage personally identifiable information and workplace information	X								Week 3/4
ICTICT313	Identify IP, ethics and privacy policies in ICT environments	X								Term 3
ICTSAS305	Provide ICT advice to clients		X							Date TBA
ICTSAS308	Run standard diagnostic tests		X							
ICTPRG302	Apply introductory programming techniques		X							
BSBCRT301	Develop and extend critical and creative thinking skills					X				
ICTICT214	Operate application software packages					X				
ICTWEB306	Develop web presence using social media						X			
	## This is an optional unit that MUST be undertaken to attain the full Certificate III qualification								X	

Depending on the achievement of units of competency, the possible qualification outcome is a ICT30120 Certificate III in Information Technology.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

*** Examinable units to be confirmed by teacher**

Sports Coaching

School Name: Whitebridge High School Assessment Schedule Year 11 - 2024

Code	Unit of Competency	Task 1 Tournament Time		Task 2 The Community Coach		Task 3 Task 3b – Inclusive Coaching		EXAM (Optional)
		Week 2 Term 2 Date 3/5/24	Date X	Week 8 Term 3 Date 13/9/24	Week 3 Term 4 Date 1/11/24			
HLTWH001	Participate in workplace health and safety		X					Week- 9/10 Term- term 3 Date-TBA
SIXIND006	Conduct sport, fitness and recreation events	X						
SISSCO002	Work in a community coaching role			X				
SISSCO005	Continuously improve coaching skills and knowledge			X				
SISXDIS001	Facilitate inclusion for people with a disability					X		

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

*** This course is not HSC examinable**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Student Assessment Planning Calendar

Week	1	2	3	4	5	6	7	8	9	10	11
Term 1 2024											
Term 2 2024											
Term 3 2024											
Term 4 2024											

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: _____