

2024

Year 10

Assessment Booklet

Refer to our website for the most recent version of this documentation
<https://sydneyh-d.schools.nsw.gov.au/>

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Sydney Distance Education High School



This booklet contains essential information for students in Year 10 in 2024:

- Assessment Requirements
- Assessment Policies and Procedures
- Assessment Schedules

- Read this booklet and retain for future reference
- Email the completed return slip (on page 3) to Sydney Distance Education High School
- Assessment Record Cards are included for record keeping purposes

Sydney Distance Education High School

Address	Forbes Street, Woolloomooloo NSW 2011
Postal address	Locked Bag 5000 POTTS POINT NSW 1335
Phone	(02) 9383 0200 (switchboard)
Website	https://sydneyh-d.schools.nsw.gov.au
Email	sydneyh-d.school@det.nsw.edu.au

Please refer to the *Guide for Students and Supervisors* on our school website for up to date contact details.
<https://sydneyh-d.schools.nsw.gov.au/about-our-school/rules-and-policies.html>



Return Slip

To be completed after reading this booklet

Attention: Head Teacher Teaching and Learning (Assessment)

Student's Name:

I have read the explanations of my responsibilities and the general school procedures relating to Year 10 Assessments.

STUDENT'S SIGNATURE:

Date:

Supervisor's Name:

I have read and noted the contents of this booklet.

SUPERVISOR'S SIGNATURE:

Date:

**Please complete this slip and return immediately via email to:
sydneyh-d.enrolments@det.nsw.edu.au**

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Year 10 NSW Education Standards Authority (NESA) Information

NSW Record of School Achievement

Year 10 courses of study build towards a credential called the NSW Record of School Achievement.

The Record of School Achievement (RoSA) is:

- a record of achievement for students who leave school prior to receiving their HSC
- available when a student leaves school any time after they complete Year 10
- cumulative and recognises a student's achievements until the point they leave school
- reports results of school-based assessment, not external tests
- shows a result for all courses completed in Year 10 and Year 11

Core and elective courses that have been satisfactorily completed in Stage 5 (Years 9 and 10) are reported on the Record of School Achievement using A to E grades (or equivalent) that have been determined by the school and based on the school's assessment program. The other mandatory curriculum requirements that have been met are also listed.

The core courses are English, Geography, History, Mathematics, Science and PD Health PE; the other mandatory curriculum requirements cover Technology, Visual Arts, Languages and Music.

Satisfactory completion of a course requires that the student apply themselves with diligence and sustained effort to the set tasks and experiences provided by the school.

Students who go on to complete the appropriate requirements will be awarded their Higher School Certificate.

This booklet contains important information about school-based assessment for students commencing Year 10 courses.

For each Year 10 course, the school is required to prepare and administer an assessment program in accordance with specifications in the syllabus.

Part 1 outlines policies and procedures that Sydney Distance Education High School follows to ensure the school assessment program is administered in accordance with NESA requirements. Students are expected to be familiar with these policies and procedures.

Part 2 contains course specific assessment schedules.

Grades

Students are awarded a grade by the school for each of the courses they have studied in Stage 5 (Years 9 and 10). The grades are awarded on coursework and assessments and are based on a set of **Course Performance Descriptors** developed by NESAs. These are the grades recorded on the Record of School Achievement (RoSA).

Performance Descriptors

Performance Descriptors summarise student achievement. The General Performance Descriptors are given in the table below. The General Performance Descriptors describe performance at each of five grade levels.

Each teacher collects assessment information about student achievement during the course and relates it to more specific descriptors, called Course Performance Descriptors. These Course Performance Descriptors (described later in this booklet) give more detailed information about student performance at each grade level for that course.

NESA Year 10 General Performance Descriptors

This A-E scale is also known as the Common Grade Scale.

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
N	An ' N ' determination means that the student has not satisfactorily completed the course. Teachers can recommend an 'N' when a student has failed to meet one or more of the following requirements: <ul style="list-style-type: none">• participation in the required learning experiences and assessment tasks• meeting requirements in terms of effort and achievement• achieving at least some of the course outcomes• satisfactory attendance by meeting the required number of hours.

All my own work

It is the responsibility of each student to ensure that all the work in the assessment tasks and tests is their own and not **copied** or **plagiarised** from another source.

All students must follow the principles and practices of good scholarship, as described in the NESA **All My Own Work** program. All Year 10 students who expect to continue their studies in Year 11 in 2025 must complete this program before they can enrol in Year 11 courses. Information about this program will be sent during 2024.

PART 1

Sydney Distance Education High School

**Year 10 Assessment
Policy and Procedures**

Sydney Distance Education High School

Year 10 Assessment Policy and Procedures

This booklet provides students with an overview of the assessment program for each Year 10 course at Sydney Distance Education High School. This booklet contains general information on the nature, timing and weighting of assessment tasks in each course. Further information will be provided by teachers during each course.

Assessment tasks will generally be accessed through elearning. If a task requires specific instructions or other information, you will be given a task notification letter.

Student responsibilities

It is the responsibility of the student to:

- Participate in the learning program, and **submit work every week. Grades are awarded on coursework and assessment tasks.**
- Complete each assessment task to the best of their ability.
- Ensure that all work in assessment tasks is their own and not copied or plagiarised from other sources.
- Keep a copy of each task. When working online, it is the student's responsibility to back up all work and make copies during preparation of the task and at completion.

Supervisor responsibilities

- Ensure that all instructions accompanying assessment tasks are followed.
- Keep a copy of each task. When working online, it is the student's responsibility to back up all work and make copies during preparation of the task and at completion.
- Ensure that any questions about the marks given for a particular assessment task are asked as soon as the work is returned.

Student's Own Work

All work submitted by a student for an assessment task must be completed by the student. Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. Such activities include plagiarism (claiming someone else's ideas or work as one's own) and cheating.

A student found to be involved in malpractice in an assessment task will receive a mark of **zero** for all or part of that task.

School Based Assessment Provisions

These provisions may be available to students with additional learning needs who have applied through the Learning Support Team for assessment provisions, or in accordance with their current Personalised Learning and Support Plan.

NESA warning letters – Student progress

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Year 10 course, the supervisor will receive an **official warning letter** from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for submission. To redeem an official warning letter, the student must comply with the letter's requirements in full.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an **'N' determination** in that course, indicating non-completion of course requirements. An 'N' determination in a course will mean that the student may not be eligible to proceed into Year 11.

Parents and supervisors are urged to contact the school if they are concerned about any aspect of the student's progress.

Appeals

At the end of the year, if a student disagrees with the grade awarded in a particular course, they have the right to appeal to the school to reconsider the grade.

For grades A to E in all courses:

- students may only appeal on the ground that the grade awarded was not consistent with the progressive reporting for that course
- the marks or grades awarded for individual tasks will not be subject to review as part of an appeal.

If an appeal cannot be resolved at school, the student may then appeal to NESA.

PART 2

Year 10

Assessment Task Schedules

The Course Outline shows the placement of each task within the coursework.

The Assessment Task information is correct for the start of each course.
Please note that any variations will be communicated to students
in writing by their teachers.

Agricultural Technology (100 & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Practical Project - Salt and germination	Introduction to Agriculture	25
Task 2: Practical Project - Wool classing	Wool	25
Weekly coursework	All topics	50
		100

See page 26 for course descriptors.

Career Education

Career Education does not have a formal assessment in Year 10. However, it is a vital part of your education. It:

- helps you consider your abilities, interests and what you want out of work
- shows you how to get information for jobs and training courses
- helps you consider Year 11 and 12 courses
- gives you practice in job-seeking skills, resumes, job interviews
- deals with issues such as discrimination at work, unemployment, trade unions and worker safety and health
- gives students the opportunity to do Work Experience.

School to Work

The School to Work program is designed to assist you in your transition from school to work. You will be asked to complete a student profile which will assist us in designing an individual school to work program for you.

Commerce (100 hours & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Topic Revision	Law, Society and Political Involvement	20
Task 2: Extended response/research	Law in Action	20
Task 3: Topic Revision	The Economic and Business Environment	20
Weekly coursework	All topics	40
		100

See page 27 for course descriptors.

Computing Technology (100 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 - Developing Web Page Project	Software Development: Developing apps and web	20
Task 2 - Research & plan an interactive media product	Enterprise information systems: Designing for user experience	20
Task 3 - Mechatronic & automated systems project: model & documentation	Enterprise information systems: Designing for user experience	20
Weekly coursework	All topics	40
		100

See page 28 for course descriptors.

English

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Viewing and Representing Response	Film Study	20
Task 2: Multimodal Presentation	Digital and Multimodal Texts	20
Task 3: Imaginative Response	Close Study of Fiction	20
Weekly coursework	All topics	40
		100

See page 29 and 30 for course descriptors.

Food Technology (100 hours & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Project 1 - Research and Practical	Food for Special Needs	25
Task 2: Project 2 - Research and Practical	Food Service and Catering	25
Weekly coursework	All topics – Theory, Practical and Extension	50
		100

See page 31 for course descriptors.

Geography (Mandatory Course)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 - Geographical skills	Geography Skills	20
Task 2 - Urbanisation Writing Task	Changing Places	25
Task 3 - International Migration Inquiry Writing Skills	Changing Places	25
Class work Sets	Geography Skills, Changing Places and Human Wellbeing	30
		100

See page 32 for course descriptors.

History (Mandatory Course)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Topic Research Task	Australia in the Vietnam War Era	30
Task 2: Term 3 Consolidation Quiz	Rights and Freedoms + Migration Experiences	30
Weekly coursework	All topics	40
		100

See page 33 for course descriptors.

History Elective (100 hours & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Research Task 1	Slavery	30
Quiz Topic 2	Topic to be advised	30
Weekly coursework	All topics	40
		100

See page 34 for course descriptors.

Industrial Technology – Automotive (100 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Topic Quiz	Components of a Car	20
Task 2: Project - Research and Design	Related Systems	20
Task 3: Project - Practical	Maintenance	20
Weekly coursework	All topics	40
		100

See page 35 for course descriptors.

Industrial Technology – Building & Construction (100 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Project Work	Bench Hook, Paper Towel Stand, Concrete Float	30
Task 2: Writing Project	Safety, Tools and Techniques	25
Task 3: Box with Sliding Lid	Folio and practical work for Box with Sliding Lid	25
Weekly coursework	All course work	20
		100

See page 35 for course descriptors.

Industrial Technology – Electronics (100 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Continuity Tester	Getting Started	20
Task 2: Explore the Textbook and Kit	Getting Started	20
Task 3: AM Radio Project	Tuning In	20
Weekly coursework	All topics	40
		100

See page 35 for course descriptors.

Information & Software Technology (200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 - Website Project	Website	20
Task 2 - Topic Test	Website	10
Task 3 - Spreadsheets Mini Project	Spreadsheets	10
Task 4 - Artificial Intelligence - Mini Project	Artificial Intelligence	10
Task 5 - Artificial Intelligence	Artificial intelligence, simulation & modelling	10
Weekly coursework	All topics	40
		100

See page 36 for course descriptors.

Mathematics Stage – 5.1 Pathway

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Open book task (1 week duration)	Financial Mathematics - Earning money Indices Financial Mathematics - Simple and compound interest	30
Open book task (1 week duration)	Linear relationships Trigonometry Area and surface area Numbers of any magnitude Non-linear relationships Single variable data analysis	30
Weekly coursework	All topics	40
		100

See pages 37 and 38 for course descriptors.

Mathematics Stage – 5.2 Pathway

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Open book task (1 week duration)	Financial Mathematics - Earning money Equations Financial Mathematics - Simple and compound interest	30
Open book task (1 week duration)	Linear relationships Trigonometry Rates and ratios Numbers of any magnitude Non-linear relationships Bivariate data Probability	30
Weekly coursework	All topics	40
		100

See pages 37 and 38 for course descriptors.

Mathematics Stage – 5.3 Pathway

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Open book task (1 week duration)	Financial Mathematics - Earning money Linear relationships Equations Financial Mathematics – Compound and simple interest and depreciation	30
Open book task (1 week duration)	Trigonometry Rates and ratios Numbers of any magnitude Non-linear relationships Bivariate data Polynomials	30
Weekly coursework	All topics	40
		100

See pages 37 and 38 for course descriptors.

Music (100 hours & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 – Performing	Performance	30
Task 2 – Composing and Listening	Composition and Listening	40
Weekly coursework	All topics	30
		100

See page 39 for course descriptors.

Personal Development/Health/Physical Education

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 – Topic test	Wonder	25
Task 2 – Research	Restart	25
Weekly coursework	All topics	50
		100

See page 40 for course descriptors.

Photographic and Digital Media (100 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Photographic Series	Camera Craft - Set 8: Capture an Event, Making a Series of Images	20
Edited Images	Photoshop Tools and Techniques Set 8: Adjust the Image Quality, Apply skills to photographs	20
Photocollage and Art Historical and Critical Writing	Studies in Artists Practice - Set 4: Narelle Autio Artmaking Task and Art Historical/Critical Writing	20
Weekly coursework	All topics	40
		100

See page 41 for course descriptors.

Photographic and Digital Media (200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Photographic Series	Camera Craft - Set 4: Getting into Framing 2, Making a Series of Images	20
Edited Images	Developing Photoshop Skills - Set 6: Photoshop Project (week 2), Making a Composite Image	20
Photographic Series and Research Task	Genres in Photography - Set 2: Photo Documentary, Artmaking Task and Research Task	20
Weekly coursework	All topics	40
		100

See page 41 for course descriptors.

Physical Activity and Sports Studies (100 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 – Topic test	Movement efficiency	25
Task 2 – Research	Inclusion in sport	25
Weekly coursework	All topics	50
		100

See page 40 for course descriptors.

Physical Activity and Sports Studies (200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 – Topic test	Perfect practice	25
Task 2 – Research task	Issues in sport	25
Weekly coursework	All topics	50
		100

See page 40 for course descriptors.

Science

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1: Research Task	Sustainable Fishing: Set 2	20
Task 2: Scientific Report	Being a Scientist: Set 3	20
Task 3: Skills Set	Quiz: Working scientifically skills	20
Weekly coursework	Biotechnology, Elements, Evolution, Motion, Chemical Combinations, Forensic Science, Being a Scientist, Our Connected World, Response & Coordination	40
		100

See page 42 for course descriptors.

Textiles Technology (100 hours & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Task 1 – Project and Portfolio	Dress for Success	20
Task 2 – Project and Portfolio	Keeping Warm	30
Task 3 – Project and Portfolio	A Magical Time	30
Weekly coursework	Dress for Success, Keeping Warm, A Magical Time and Cushion Comfort	20
		100

See page 43 for course descriptors.

Visual Arts (100 hours & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Subjective Painting	Private Worlds - Set 4: Keith Looby (week 2)	20
Interior Drawing	The Space Inside - Set 6: Drawing an Interior	20
Mixed Media Artwork	Collage and Mixed Media - Set 8: Creating an Artwork	20
Weekly coursework	All topics	40
		100

See page 44 for course descriptors.

Visual Design (100 hours & 200 hours)

The Course Outline shows the placement of each task within the coursework

Task	Topics / Content	Weighting %
Quiz & Practical Task	Cartooning - Set 3: History and Origins	20
Character Development & Drawing Task	Superheroes - Set 3: Creating Your Hero	20
Design & Research Task	Fashion Stylist - Set 3: Worn Out & Set 4: Old Style	20
Weekly coursework	All topics	40
		100

See page 45 course descriptors.

Year 10

Course Performance Descriptors

AGRICULTURAL TECHNOLOGY

Areas for Assessment

Agricultural enterprises and systems
Interaction of agriculture and society
Production and marketing
Safe, ethical and sustainable practices
Problem-solving and communicating

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

COMMERCE

Areas for Assessment

Knowledge of commerce Knowledge and understanding of legal and political issues in Australia as well as economic and business issues in relation to economies, both Australia and global

Skills in commerce Skills in decision-making, problem-solving, research, communication and working independently and collaboratively

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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.

COMPUTING TECHNOLOGY

Areas for Assessment

Developing apps and web software
 Designing for user experience
 Building mechatronic and automated systems

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically:</p> <ul style="list-style-type: none"> identifies the evolution of, and/or innovations in, computing technology identifies processes that may produce a computing solution works safely with data follows algorithms and/or partially implements them in a general-purpose programming language identifies elements of user interfaces that contribute to user experiences uses data to communicate information in a very limited way. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a basic understanding of the influence of enterprise and innovation on the evolution of computing technology uses processes to produce computing solutions develops basic computing solutions using computational or design or systems thinking skills uses data safely and responsibly develops basic algorithms and/or implements them in a general-purpose programming language implements basic elements of user interface design to support user experiences uses data to communicate basic information. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a sound understanding of the influence of enterprise, innovation and automation on the evolution of computing technology applies iterative processes to produce computing solutions develops sound computing solutions using computational, design and systems thinking skills applies safe, secure and ethical practices in the use of data develops common algorithms and implements them in a general-purpose programming language designs and implements user interfaces to create user experiences selects appropriate data, media and processes to communicate information in a range of contexts. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates a thorough understanding of the influence of enterprise, innovation and automation on the evolution of computing technology applies appropriate iterative processes to produce computing solutions develops effective computing solutions using computational, design and systems thinking skills selects and applies safe, secure and ethical practices in the use of data develops, tests and implements functional algorithms in a general-purpose programming language demonstrates creativity in the design and implementation of user interfaces to create engaging user experiences selects relevant data, media and processes to communicate appropriate information in a range of contexts. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates an extensive understanding of the influence of enterprise, innovation and automation on the evolution of computing technology skilfully applies appropriate iterative processes to produce computing solutions develops highly effective computing solutions using computational, design and systems thinking skills selects and applies safe, secure and ethical practices in the use of data skilfully develops, tests and implements technically concise algorithms in a general-purpose programming language demonstrates creativity and innovation in the design and implementation of user interfaces to create engaging user experiences selects relevant data, media and processes to effectively communicate information in a range of contexts.

ENGLISH

Areas for Assessment

Reading, listening, viewing
Writing, speaking, representing
Communicating and context
Analysing language
Interpretive, imaginative and critical thinking
Expressing views

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically</p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts. with teacher support, discusses the context and perspective of texts and the relationships between and among them. with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds in a rudimentary way to verbal and visual imagery. with teacher support, composes 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. 	<p>A student at this grade typically</p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts. discusses the context and perspective of texts and the relationships between and among them. discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds to verbal and visual imagery. composes 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. 	<p>A student at this grade typically</p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts. investigates the context and perspective of texts and the relationships between and among them. analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. responds imaginatively to verbal and visual imagery. displays a developing personal style, composes 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. 	<p>A student at this grade typically</p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts. investigates with some insight the context and perspective of texts and the relationships between and among them. closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. responds imaginatively and critically in an effective way to verbal and visual imagery. displays a developing personal style, composes with confidence, 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. 	<p>A student at this grade typically</p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. perceptively investigates the context and perspective of texts and the relationships between and among them. constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. responds imaginatively and critically in a highly effective way to verbal and visual imagery. displays a distinct personal style, composes with confidence, 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.

Continued next page

Grade E	Grade D	Grade C	Grade B	Grade A
A student at this grade typically	A student at this grade typically	A student at this grade typically	A student at this grade typically	A student at this grade typically:
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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..

FOOD TECHNOLOGY

Areas for Assessment

Food properties and preparation
Food, nutrition and society
Food hygiene and safety
Researching and communicating
Designing, producing and evaluating

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

GEOGRAPHY

Areas for Assessment

- Geographical knowledge
- Geographical concepts, tools and skills
- Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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.

HISTORY – THE MODERN WORLD AND AUSTRALIA

Areas for Assessment

Historical knowledge
Research and historical inquiry skills
Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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.

HISTORY (ELECTIVE)

Areas for Assessment

**Historical understanding
Historical knowledge
Research and historical inquiry skills
Communication**

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of some aspects of history, heritage and/or archaeology demonstrates elementary knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed locates information from sources to answer historical questions recognises some key features, personalities or groups in past societies or periods recounts some historical events in chronological order and identifies significant changes recognises some contributions of cultural groups, sites and/or families to our shared heritage recognises different perspectives within historical accounts communicates an understanding of the past through basic accounts of events in forms, using simple historical terms and concepts. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of history, heritage and/or archaeology demonstrates basic knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed organises relevant information from sources to answer historical questions outlines some key features, personalities or groups in past societies or periods recognises some events or periods and factors contributing to continuity and change outlines some contributions of cultural groups, sites and/or families to our shared heritage recognises different perspectives, interpretations and constructions of the past communicates an understanding of the past by describing historical events in appropriate forms, using historical terms and concepts. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of history, heritage and archaeology demonstrates sound knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed organises relevant information from a number of sources to undertake historical inquiry demonstrates sound understanding of the importance of key features, personalities and groups in past societies or periods describes major historical events or periods to show an understanding of causation, continuity and change describes the contribution of cultural groups, sites and/or families to our shared heritage describes different perspectives, interpretations and constructions of the past communicates an understanding of the past through explanations and arguments, in appropriate forms, using relevant historical terms and concepts. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of history, heritage and archaeology demonstrates thorough knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed analyses a range of sources for their usefulness in an historical inquiry demonstrates thorough understanding of the importance of key features, personalities and groups in past societies or periods explains major historical events or periods to show an understanding of causation, continuity and change explains the contribution of cultural groups, sites and/or families to our shared heritage explains different perspectives, interpretations and constructions of the past communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate forms, using a range of relevant historical terms and concepts. 	<p>A student at this grade typically:</p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of history, heritage and archaeology demonstrates extensive knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed evaluates a range of sources for their usefulness to support an historical inquiry demonstrates extensive knowledge and understanding of the importance of key features, personalities and groups in past societies or periods analyses major historical events or periods to show an understanding of causation, continuity and change evaluates the contribution of cultural groups, sites and/or families to our shared heritage assesses different perspectives, interpretations and constructions of the past communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate forms, with a sophisticated use of relevant historical terms and concepts.

INDUSTRIAL TECHNOLOGY

Areas for Assessment

OHS and risk management
Properties and applications of materials
Industrial Technology and society
Designing, communicating and evaluating
Producing quality projects

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • 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 	<p>A student performing at this grade typically:</p> <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 	<p>A student performing at this grade typically:</p> <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 	<p>A student performing at this grade typically:</p> <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 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • 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

INFORMATION AND SOFTWARE TECHNOLOGY

Areas for Assessment

Computer software and hardware
Information and software technologies and society
Designing and developing software solutions
Communication and collaborative practices
Responsible and ethical practices

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</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. 	<p>A student performing at this grade typically:</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>A student performing at this grade typically:</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>A student performing at this grade typically:</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>A student performing at this grade typically:</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.

MATHEMATICS

Areas for Assessment

Knowledge, skills and understanding

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

Number and Algebra

develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation

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

Statistics and Probability

collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

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

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Grade B7	Grade B8	Grade A9	Grade A10
<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 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 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 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>The 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. 	<p>The 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. 	<p>The 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. 	<p>The 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.

MUSIC

Areas for Assessment

● Performing

● Composing

● Listening

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

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION & PHYSICAL ACTIVITY AND SPORTS STUDIES

● Self and relationships
● Movement skill and performance
● Individual and community health
● Lifelong physical activity

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> ● 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. 	<p>A student performing at this grade typically:</p> <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. 	<p>A student performing at this grade typically:</p> <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. 	<p>A student performing at this grade typically:</p> <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. 	<p>A student performing at this grade typically:</p> <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.

PHOTOGRAPHIC AND DIGITAL MEDIA

Areas for Assessment

Making Critical and historical interpretations

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

SCIENCE

Areas for Assessment

Knowing and understanding
Questioning and predicting
Planning and conducting investigations
Processing and analysing data and information
Problem-solving
Communicating

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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. 	<p>A student at this grade typically:</p> <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.

TEXTILES TECHNOLOGY

Areas for Assessment

- Properties and performance
- Textiles and society
- Designing and communicating

- Using textiles
- Producing and evaluating textiles

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates elementary knowledge and understanding of the properties and performance of textiles. • with assistance, identifies a limited range of influences on textile design, construction and use from historical, cultural or contemporary perspectives. • identifies some impacts of textiles production and use on the consumer and society. • outlines some aspects of the creative process used in the work of textiles designers and, with guidance, follows this process when generating and developing simple textile design ideas. • with guidance, selects materials, techniques and equipment to safely complete basic textile projects. • with support, demonstrates an elementary understanding of the creative process of design and its application when generating ideas and evaluating textile items. • communicates and presents simple ideas in graphic and verbal forms using a limited range of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates basic knowledge and understanding of the properties and performance of textiles when accounting for the selection of materials for specific end uses. • describes some influences on textile design, construction and use from historical, cultural and contemporary perspectives. • describes the impact of textiles production and use on the consumer and society. • recognises the creative process used in the work of textile designers, and attempts to follow this process when generating and developing textile design ideas. • selects and manipulates materials, techniques and equipment to safely complete basic textile projects. • demonstrates a basic understanding of the creative process of design and its application when generating ideas and evaluating textile items. • communicates and presents ideas in graphic and verbal forms using a limited range of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates sound knowledge and understanding of the properties and performance of textiles to provide some justification for the selection of materials for specific end uses. • explains influences on textile design, construction and use from historical, cultural and contemporary perspectives. • explains the impact of textiles production and use on the consumer and society. • describes the creative process of design used in the work of textile designers, and applies this process when generating and developing textile design ideas. • selects and manipulates appropriate materials, techniques and equipment when safely completing textile projects of sound quality. • demonstrates a sound understanding of the creative process of design when designing and evaluating textile items and applying ideas in new situations. • communicates and presents ideas in graphic and verbal forms using a variety of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • demonstrates thorough knowledge and understanding of the properties and performance of textiles, and justifies the selection of materials for specific end uses. • analyses a wide range of influences on textile design, construction and use from historical, cultural and contemporary perspectives. • analyses the impact of textiles production and use on the consumer and society. • explores the creative process of design used in the work of textile designers, and applies this process when generating and developing effective textile design ideas. • selects and proficiently manipulates appropriate materials, techniques and equipment when safely completing textile projects of high quality. • demonstrates a thorough understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas into new situations. • communicates and presents ideas effectively in graphic and verbal forms using a wide variety of technologies. 	<p>A student performing at this grade typically:</p> <ul style="list-style-type: none"> • integrates their extensive knowledge and understanding of the properties and performance of textiles when justifying the selection of materials for specific end uses. • analyses and evaluates influences on textile design, construction and use from historical, cultural and contemporary perspectives. • independently evaluates the impact of textiles production and use on the consumer and society. • analyses the creative process of design used in the work of textile designers, and creatively and independently applies this process when generating and developing innovative design ideas. • selects, and creatively and proficiently manipulates, appropriate materials, techniques and equipment when safely completing textile projects of excellent quality. • demonstrates an extensive understanding of the creative process of design when designing and evaluating textile items and, upon reflection, transfers ideas confidently into new situations. • communicates and presents complex ideas effectively in graphic and verbal forms confidently using a wide variety of technologies.

VISUAL ARTS

Areas for Assessment

Armaking Critical and Historical Studies

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

VISUAL DESIGN

Areas for Assessment

Making Critical and historical interpretations

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

Calendar – Sydney Distance Education High School

Term 1 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Jan / Feb	Week 1	29-Jan	30-Jan	31-Jan	01-Feb	02-Feb
			Start Term 1 SDD (Teachers)	SDD (Teachers)	Start Term 1 (Students)	
Feb	Week 2	05-Feb	06-Feb	07-Feb	08-Feb	09-Feb
Feb	Week 3	12-Feb	13-Feb	14-Feb	15-Feb	16-Feb
Feb	Week 4	19-Feb	20-Feb	21-Feb	22-Feb	23-Feb
Feb / Mar	Week 5	26-Feb	27-Feb	28-Feb	29-Feb	01-Mar
Mar	Week 6	04-Mar	05-Mar	06-Mar	07-Mar	08-Mar
Mar	Week 7	11-Mar	12-Mar	13-Mar	14-Mar	15-Mar
Mar	Week 8	18-Mar	19-Mar	20-Mar	21-Mar	22-Mar
Mar	Week 9	25-Mar	26-Mar	27-Mar	28-Mar	29-Mar
						Good Friday Public Holiday
Apr	Week 10	01-Apr	02-Apr	03-Apr	04-Apr	05-Apr
		Easter Monday Public Holiday				
Apr	Week 11	08-Apr	09-Apr	10-Apr	11-Apr	12-Apr
						End Term 1

Term 2 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Apr / May	Week 1	29-Apr	30-Apr	01-May	02-May	03-May
		Start Term 2 SDD (Teachers)	Start Term 2 (Students)			
May	Week 2	06-May	07-May	08-May	09-May	10-May
May	Week 3	13-May	14-May	15-May	16-May	17-May
May	Week 4	20-May	21-May	22-May	23-May	24-May
May	Week 5	27-May	28-May	29-May	30-May	31-May
Jun	Week 6	03-Jun	04-Jun	05-Jun	06-Jun	07-Jun
Jun	Week 7	10-Jun	11-Jun	12-Jun	13-Jun	14-Jun
		King's Birthday Public Holiday				
Jun	Week 8	17-Jun	18-Jun	19-Jun	20-Jun	21-Jun
Jun	Week 9	24-Jun	25-Jun	26-Jun	27-Jun	28-Jun
Jul	Week 10	01-Jul	02-Jul	03-Jul	04-Jul	05-Jul
						End Term 2

Term 3 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Jul	Week 1	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul
		Start Term 3 SDD (Teachers)	Start Term 3 (Students)			
Jul / Aug	Week 2	29-Jul	30-Jul	31-Jul	01-Aug	02-Aug
Aug	Week 3	05-Aug	06-Aug	07-Aug	08-Aug	09-Aug
Aug	Week 4	12-Aug	13-Aug	14-Aug	15-Aug	16-Aug
Aug	Week 5	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug
Aug	Week 6	26-Aug	27-Aug	28-Aug	29-Aug	30-Aug
Sep	Week 7	02-Sep	03-Sep	04-Sep	05-Sep	06-Sep
Sep	Week 8	09-Sep	10-Sep	11-Sep	12-Sep	13-Sep
Sep	Week 9	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep
Sep	Week 10	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep
						End Term 3

Term 4 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Oct	Week 1	14-Oct	15-Oct	16-Oct	17-Oct	18-Oct
		Start Term 4				
Oct	Week 2	21-Oct	22-Oct	23-Oct	24-Oct	25-Oct
Oct / Nov	Week 3	28-Oct	29-Oct	30-Oct	31-Oct	01-Nov
Nov	Week 4	04-Nov	05-Nov	06-Nov	07-Nov	08-Nov
Nov	Week 5	11-Nov	12-Nov	13-Nov	14-Nov	15-Nov
Nov	Week 6	18-Nov	19-Nov	20-Nov	21-Nov	22-Nov
Nov	Week 7	25-Nov	26-Nov	27-Nov	28-Nov	29-Nov
Dec	Week 8	02-Dec	03-Dec	04-Dec	05-Dec	06-Dec
Dec	Week 9	09-Dec	10-Dec	11-Dec	12-Dec	13-Dec
Dec	Week 10	16-Dec	17-Dec	18-Dec	19-Dec	20-Dec
				End Term 4 (Students)	SDD (Teachers)	End Term 4 SDD (Teachers)

Student's Record of Assessment Tasks

Student's name:

Course	Assessment Number – Put a date in the appropriate column when an assessment is received or completed														
	1			2			3			4			5		
	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>



Supervisor's Record of Assessment Tasks

Student's name:

Course	Assessment Number – Put a date in the appropriate column when an assessment is received or completed														
	1			2			3			4			5		
	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>	<i>Received</i>	<i>Sent</i>	<i>Returned</i>