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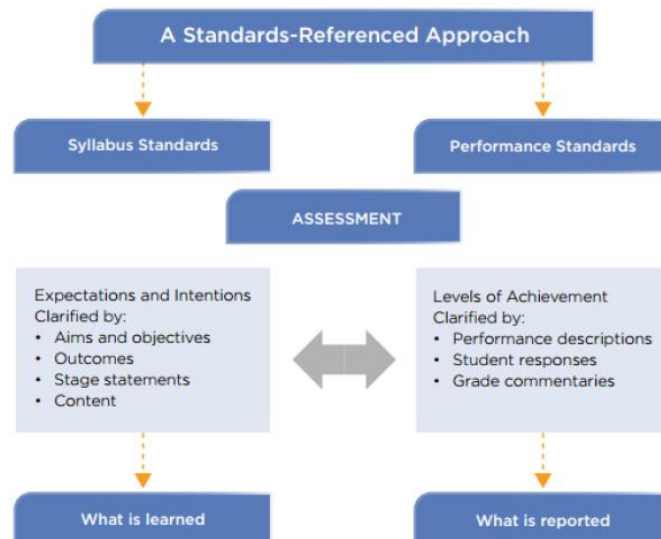
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STAGE 5 COURSE ASSESSMENT PROCEDURE

Cobar High adopts a standards-referenced approach when assessing and reporting on student achievement.

Standards-reference assessment refers to the process of collecting and interoperating information about student's learning. It uses syllabus outcomes as key reference points about students' progress and achievement.

In year 11 and HSC the NSW Education Standards Authority (NESA) is responsible for all aspects of the organisation and administration certification and accreditation.



1. The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of student's learning. It is integral to teaching and learning. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

At Cobar High, assessment can be used for a number of purposes, including to:

- Assist student learning
- Provide information on student learning and progression in relation to the syllabus outcomes
- Provide evidence of satisfactory completion of a course

Assessment for learning, assessment as learning and assessment of learning are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to improve student learning. This may also be used to direct teacher programming and planning within the classroom.

Assessment FOR learning	Assessment AS learning	Assessment OF learning
Informs teaching	Students monitor their own learning	Summative assessment
Occurs throughout teaching and learning process	Peer assessment	Provides evidence of achievement at key points
Involves formal and informal assessment activities	Self-assessment and reflection	Provides transparent interpretation across all audiences

A requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- A wider range of syllabus outcomes than may be measured by external examinations
- Multiple measures and observations made throughout the course rather than a single assessment event

2. Scheduling of Tasks

Every attempt is made to ensure that no student has more than two assessment tasks due in any week. Where the assessment tasks involve students in substantial outside preparation, no more than two tasks will be set for completion on any **one** day.

Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks, or of any other changes to assessment procedures or policy.

3. Notification of Tasks

Students will be informed **in writing** (in class and via DoE email) of the set dates and details of each assessment at least **two weeks** prior to the task due date. This notification will include:

- the nature of the task (including a rubric)
- the outcomes being assessed
- the weighting of the task
- the due date of the task
- the marking criteria of the task

When a student returns to school from any absence, it is **the student's responsibility** to enquire about any work set during the absence. If this set work includes assessment task information, the student must approach their classroom teacher to ensure that correct information is received and to discuss any necessary re-arrangements to the scheduling of each task.

4. Submission of Tasks

Where possible, tasks should be submitted to the class teacher, with students signing the Task Register.

If the class teacher is not available the appropriate Head Teacher or the Front Office may accept the task. Students must request a CHS Assessment Receipt, if not handed directly to the class teacher (which must be signed and dated by the person receiving the assessment task).

Tasks set outside class time must be submitted by 3:45pm by hand or 5:00pm electronically on the date due.

Electronic submission of tasks where appropriate will be accepted. Tasks must be electronically received by the time set above. If you submit a task electronically, **you must request a delivery and read receipt.** You must keep this email as proof of submission. You must email your task to your class teacher and the school. The school email address is cobar-h.school@det.nsw.edu.au and you will need to ensure that you have your teachers DoE email address.

5. Task Return

Marked tasks will be returned to each student within two school weeks of the due date. Each marked task must include a ranking based on the total number of students studying that course, as well as an accumulative rank based on all assessments. Students will receive meaningful feedback (written and oral) on each task.

6. Satisfactory Completion of a Course

A student will be considered to have satisfactorily completed a course if in the Principal's view, there is sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes; and
- d) **complete** all assessment tasks.

Furthermore, the student must fulfil the **course completion criteria**.

Adequacy of attendance will be determined by the Principal, who must give students early warning of the consequence of inadequate attendance. The Principal may determine that, as a result of inadequate attendance, the course completion criteria have not been met.

Where a candidate has failed to satisfactorily study a course, the Principal will:

- a) apply an "N" (Non-completion) determination and advise the NSW Education Standards Authority accordingly. Courses which are not satisfactorily completed will not be printed on Records of Achievement or Result Notices.
- b) advise the candidate of the submission and the right of appeal.

7. Misconduct and Malpractice

The following malpractices or misconduct are not acceptable;

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- any other actions whereby the student adversely affects the opportunities for other students to perform to their potential

The student must comply with the teacher's instructions in relation to the assessment task. Whenever malpractice during an assessment task by a student is suspected, the

incident will be referred to a panel to decide appropriate action. This may result in the student receiving a zero “0” mark for that task.

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

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

8. Unsatisfactory Completion of Set Tasks

NESA expects all students to undertake all assessment tasks set.

The minimum requirement for all courses is that the student undertakes tasks that contribute in excess of 50% of available marks and course completion criteria.

a) Late submission of tasks

The deadline for the submission of tasks set outside class time is 3.45pm by hand or 5.00pm electronically on the due date. Work submitted late will receive a zero “0”.

b) Non submission of tasks

Failure to submit an assessment task will result in zero “0” being awarded.

c) Non serious/inadequate attempt

Tasks completed or submitted in a course that are, in the professional judgement of the teacher, not meeting a basic/elementary level of achievement of course outcomes can be awarded a zero “0” mark.

Students who make a non-serious/inadequate attempt will be required to resubmit the task to a standard that meets course outcomes as required by NESA. However, the zero “0” mark stands.

If a student has been given a zero “0” mark because of failure to make a serious attempt at assessment tasks totalling 50% or more of the final course assessment mark, the Principal must certify that the course has not been studied satisfactorily.

When a zero “0” mark has been awarded, the parent will be notified in writing with a NESA Warning Letter and a new due date will be given for the task. If the task is then completed:

- a mark of zero “0” remains for assessment purposes
- the award of “Non-completion” is revoked

If it appears that a student is at risk of not meeting the assessment requirements in a course, the Principal or delegate will ensure that the student and the parent or guardian are informed, in writing, of the problem.

9. Illness or Misadventure

A student absent, due to illness or misadventure, from a task or the day a task is due must provide a valid explanation to cover the absence. Students **must complete an**

Illness or Misadventure Application Form (available from class teacher, assessment booklet staffrooms, school website or Front Office) **within two school days of the due date**. Failure to do this may result in a zero "0" mark being awarded.

If illness is offered as a reason it will be necessary where possible to provide a Doctor's Certificate, unless there are extenuating circumstances.

A student absent from school on the day a task is due must:

- make every attempt to hand the task in before the due date; or
- make arrangements for some other person to deliver the task to the school by the due date.

A student who completes a task but feels extenuating circumstances exist can apply for consideration of the circumstances at the time of the task. Students must complete an Illness or Misadventure Application Form (available from class teacher, assessment booklet staffrooms, school website or Front Office).

If an illness or misadventure application is successful an extension of time may be granted on the same task or a substitute task may be arranged at a later time. If this is not feasible, an estimate based on previous assessment tasks or other appropriate evidence may be given. The Principal or delegate must approve the use of an estimate.

10. Reviews and Appeals

Results of individual assessment tasks can only be queried **at the time the task is returned** to the students.

Any student who wishes to appeal against the condition, administration or marking of a task should discuss the concern with the Class Teacher or Head Teacher and then complete an Appeal Form (available from your class teacher, assessment booklet, staffrooms or Front Office) which will be referred to a panel. Students will be informed in writing of the results of their appeal.

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<i>Account</i>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions.
<i>Analyse</i>	Identify components and the relationship between them; draw out and relate implications
<i>Apply</i>	Use, utilize, employ in a particular situation
<i>Appreciate</i>	Make a judgment about the value
<i>Assess</i>	Make a judgment of value, quality, outcomes, results or size
<i>Calculate</i>	Ascertain/determine from given facts, figures or information
<i>Clarify</i>	Make clear or plain
<i>Classify</i>	Arrange or include in classes/categories
<i>Compare</i>	Show how things are similar or different
<i>Construct</i>	Make; build; put together items or arguments
<i>Contrast</i>	Show how things are different or opposite
<i>Critically (analyse/evaluate)</i>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality (analysis/evaluation)
<i>Deduce</i>	Draw conclusions
<i>Define</i>	State meaning and identify essential qualities
<i>Demonstrate</i>	Show by example
<i>Describe</i>	Provide characteristics and features
<i>Discuss</i>	Identify issues and provide points for and/or against
<i>Distinguish</i>	Recognize or note/indicate as being distinct or different from; to note differences between
<i>Evaluate</i>	Make a judgment based on criteria; determine the value of
<i>Examine</i>	Inquire into
<i>Explain</i>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<i>Extract</i>	Choose relevant and/or appropriate details
<i>Extrapolate</i>	Infer from what is known
<i>Identify</i>	Recognize and name
<i>Interpret</i>	Draw meaning from
<i>Investigate</i>	Plan, inquire into and draw conclusions about
<i>Justify</i>	Support an argument or conclusion
<i>Outline</i>	Sketch in general terms; indicate the main features of
<i>Predict</i>	Suggest what may happen based on available information
<i>Propose</i>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<i>Recall</i>	Present remembered ideas, facts or experiences
<i>Recommend</i>	Provide reasons in favour
<i>Recount</i>	Retell a series of events
<i>Summarise</i>	Express, concisely, the relevant details
<i>Synthesise</i>	Putting together various elements to make a whole

2023 STAGE 5 ASSESSMENT SCHEDULE

Week	Term 1 - 2023	Term 2 - 2023	Term 3 - 2023	Term 4 - 2023
1	Eastern Schools Only: 24 - 28 January	A 24 - 28 April Electives Line 1	A 17 - 21 July Electives Line 1	A 9 - 13 October Electives Line 1
2	B 1 - 4 Feb	B 1 - 5 May Science Electives Line 2	B 24 - 28 July Electives Line 2	B 16 - 20 October Electives Line 2
3	A 6 - 10 February	A 8 - 12 May	A 31 July - 4 August	A 23 - 27 October
4	B 13 - 17 February	B 15 - 19 May HSIE	B 7 - 11 August	B 30 Oct - 3 Nov Yearly Exams
5	A 20 - 24 February	A 22 - 26 May	A 14 - 18 August	A 6 - 10 November Check-in Assessment Window
6	B 27 Feb - 3 March	B 29 May - 2 June English	B 21 - 25 August Science Maths	B 13 - 17 November Science Check-in Assessment Window
7	A 6 - 10 March	A 5 - 9 June	A 28 Aug - 1 Sept VALID Test Window	A 20 - 24 November Check-in Assessment Window
8	B 13 - 17 March NAPLAN	B 12 - 16 June	B 4 - 8 September VALID Test Window	B 27 Nov - 1 Dec
9	A 20 - 24 March PDHPE NAPLAN	A 19 - 23 June Science PDHPE	A 11 - 15 September HSIE PDHPE	A 4 - 8 December
10	B 27 March - 31 March English	B 26 June - 30 June Maths	B 18 - 22 September English	B 11 - 15 December
11	A 3 - 7 April HSIE Maths			A 18 - 22 December

2023 STAGE 5 PERSONAL ASSESSMENT CALENDAR

Week	Date	Term 1
1A		
2B		
3A		
4B		
5A		
6B		
7A		
8B		
9A		
10B		
11A		

Week	Date	Term 2
1A		
2B		
3A		
4B		
5A		
6B		
7A		
8B		
9A		
10B		

Week	Date	Term 3
1A		
2B		
3A		
4B		
5A		
6B		
7A		
8B		
9A		
10B		

Week	Date	Term 4
1A		
2B		
3A		
4B		
5A		
6B		
7A		
8B		
9A		
10B		
11A		



CHS Assessment Receipt

Respect
Excellence
Safety

Cobar High strives for excellence in a safe and respectful environment

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be attached to the assessment task and handed to the class teacher

✂.....

Student Copy

Student name	
Class and subject	
Teacher	
Task	

Date handed in	Time handed in	Receiver's Signature	Student's Signature

To be handed to the student as proof of submission



**COBAR HIGH SCHOOL
ILLNESS OR MISADVENTURE APPLICATION**

Must be submitted within 2 school days of the due date or before due date if applying for an extension

ILLNESS

MISADVENTURE

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:..... Due Time:.....

I wish to apply for special consideration for the following reasons:.....

.....

The following documentary evidence is attached (e.g. doctor’s certificate, funeral notice, letter from parent or guardian, etc.).....

.....

The school was contacted by phone Yes No

Date of Contact:.....

Student’s Signature:.....

Parent/Guardian’s Signature:.....

Date:.....

<input type="checkbox"/> APPROVED	<input type="checkbox"/> NOT APPROVED
--	--

Decision/Reason.....

.....

HEAD TEACHER’S SIGNATURE:..... **DATE**:.....

A copy of the completed form must be given to the student



COBAR HIGH SCHOOL APPEAL APPLICATION

Date Received:.....

Student Name:..... Year:.....

Subject/Course:..... Task Number:.....

Task Description:.....

Date Due:.....

Nature of Application:

- Appeal against refusal of extension of time.
- Appeal against result of application for consideration of illness or misadventure.
- Other (State reason).....

My reasons explaining and supporting this appeal are.....

.....
.....

Documentary evidence attached which has not been presented before:.....

.....
.....

<input type="checkbox"/> APPEAL UPHELD	<input type="checkbox"/> APPEAL DENIED
---	---

Decision/Reason:.....

.....
.....

PRINCIPAL'S SIGNATURE..... DATE:.....

A copy of the completed form must be given to the student

Schedules (assessment overview)

This appears as a table presenting all four terms of Stage 5 study. This assessment overview for individual subjects include:

- The components and their weightings for each course as specified in the assessment requirements.
- The nature of each assessment task (e.g. assignment, essay, and test).
- An indication of when the various assessment tasks will take place.
- The weighting of each task in relation to the total assessment.
- The outcomes to be assessed in each task.

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses is flexible and minor changes may need to be made to the scheduling.

STAGE 5 AGRICULTURE ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Portfolio	Portfolio	Portfolio	Classwork
		Term 2 Week 1	Term 3 Week 1	Term 4 Week 1	Ongoing
Knowledge, Understanding and Skills	65%	20%	20%	15%	10%
Values and Attitudes	35%	5%	5%	5%	20%
MARKS	100%	25%	25%	20%	30%

Stage 5 Course Performance Descriptors – Agriculture

Grade A	Grade B	Grade C	Grade D	Grade E
<p><i>A student performing at this grade typically:</i></p> <p>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.</p> <p>Assesses local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</p> <p>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.</p> <p>Evaluates the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</p> <p>Displays highly developed research skills and independently uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.</p>	<p><i>A student performing at this grade typically:</i></p> <p>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.</p> <p>Analyses local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</p> <p>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.</p> <p>Analyses the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</p> <p>Displays well-developed research skills and uses a variety of communication technologies to effectively investigate, collect, analyse and present agricultural data.</p>	<p><i>A student performing at this grade typically:</i></p> <p>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.</p> <p>Explains local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</p> <p>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.</p> <p>Explains the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</p> <p>Displays sound research skills and uses a variety of communication technologies to investigate, collect, analyse and present agricultural data.</p>	<p><i>A student performing at this grade typically:</i></p> <p>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.</p> <p>Outlines local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</p> <p>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.</p> <p>Outlines the impact of ethical management and marketing practices on productive, profitable and sustainable agriculture.</p> <p>Displays basic research skills and uses communication technologies to investigate, collect, interpret and present basic agricultural data.</p>	<p><i>A student performing at this grade typically:</i></p> <p>Demonstrates an elementary knowledge of the interactions between agricultural enterprises and systems, outlining some reasons for the use of identified species and breeds in Australian agriculture.</p> <p>Identify local and global interactions within and between the agricultural sector and the Australian economy, culture and society.</p> <p>Displays very limited knowledge and skills in, investigating and implementing effective and responsible agricultural production systems, and in applying safe, hygienic practices and animal welfare guidelines.</p> <p>Lists impacts of ethical management and/or marketing practices on productive, profitable and sustainable agriculture.</p> <p>Displays very limited research and communication skills to investigate, collect, interpret and present simple agricultural data.</p>

STAGE 5 CHILD STUDIES ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Portfolio A	Portfolio B	Portfolio C
		Term 2 Week 1	Term 3 Week 1	Term 4, Week 1
Knowledge, Understanding and Skills	70%	25%	25%	20%
Values and Attitudes	30%	10%	10%	10%
MARKS	100%	35%	35%	30%

Stage 5 Course Performance Descriptors – Child Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <p>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.</p>	<p>A student performing at this grade typically:</p> <p>has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</p>	<p>A student performing at this grade typically:</p> <p>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.</p>	<p>A student performing at this grade typically:</p> <p>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.</p>	<p>A student performing at this grade typically:</p> <p>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.</p>

STAGE 5 COMMERCE ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Portfolio 1	Portfolio 2	Portfolio 3
		Term 2 Week 2	Term 3 Week 2	Term 4 Week 2
Knowledge of Commerce	50%	15%	20%	15%
Skills in Commerce	50%	15%	20%	15%
MARKS	100%	30%	40%	30%

Stage 5 Course Performance Descriptors – Commerce

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student at this grade typically:</i></p> <p>demonstrates elementary knowledge and understanding of aspects of consumer, financial, business, legal and employment concepts and issues</p> <p>identifies some rights and responsibilities of consumers in some commercial and legal contexts</p> <p>with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts</p> <p>undertakes limited research and recalls some basic commercial and legal information</p> <p>communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms</p> <p>demonstrates very limited planning and organising skills when working independently and/or collaboratively.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues</p> <p>describes some rights and responsibilities of consumers in commercial and legal contexts</p> <p>applies some decision-making and problem-solving skills in some commercial and legal contexts</p> <p>undertakes some research and interpretation of basic commercial and legal information using a limited range of sources</p> <p>displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms</p> <p>demonstrates some planning and organising skills when working independently and/or collaboratively.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues</p> <p>explains the rights and responsibilities of consumers in a range of commercial and legal contexts</p> <p>applies decision-making and problem-solving skills in commercial and legal contexts</p> <p>undertakes research, and interprets commercial and legal information using a variety of sources</p> <p>displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms</p> <p>demonstrates competent planning and organising skills when working independently and/or collaboratively.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues</p> <p>discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts</p> <p>applies well-developed decision-making and problem-solving skills in commercial and legal contexts</p> <p>competently researches and assesses commercial and legal information using a variety of sources</p> <p>displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms</p> <p>demonstrates well-developed planning and organising skills when working independently and/or collaboratively.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues</p> <p>discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts</p> <p>applies well-developed decision-making and problem-solving skills in commercial and legal contexts</p> <p>competently researches and assesses commercial and legal information using a variety of sources</p> <p>displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms</p> <p>demonstrates well-developed planning and organising skills when working independently and/or collaboratively.</p>

STAGE 5 ENGLISH ASSESSMENT 2023

COMPONENTS	WEIGHTING	<i>Classwork + Student Reflection</i>	TASK 1	TASK 2	TASK 3	TASK 4
		Ongoing	Persuasive Speech and Reflection	Listening Task	Essay Visual Representation	Yearly Examination
			Term 1 Week 10	Term 2 Week 6	Term 3 Week 10	Term 4 Week 4
Reading, listening, viewing	20%	5%		15%		
Writing, speaking, representing	20%	5%	10%			5%
Communicating and context	15%		5%		5%	5%
Analysing language	15%			5%	5%	5%
Interpretive, imaginative and critical thinking	15%	5%	5%		5%	
Expressing views	15%	5%			5%	5%
Marks	100%	20%	20%	20%	20%	20%

Stage 5 Course Performance Descriptors - English

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <p>demonstrates some evidence of the ability to respond to a limited range of texts.</p> <p>with teacher support, discusses the context and perspective of texts and the relationships between and among them.</p> <p>with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</p> <p>responds in a rudimentary way to verbal and visual imagery.</p> <p>with teacher support, composes spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts.</p> <p>is able to generalise at times from engaging with texts to present a limited view of the world.</p> <p>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.</p> <p>is able to identify some obvious expectations of an audience.</p> <p>with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.</p>	<p>A student performing at this grade typically:</p> <p>demonstrates some ability to respond to a range of texts.</p> <p>discusses the context and perspective of texts and the relationships between and among them.</p> <p>discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts.</p> <p>responds to verbal and visual imagery.</p> <p>composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts.</p> <p>is able to generalise at times from engaging with texts to present some differing views of the world.</p> <p>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.</p> <p>is able to identify and discuss some obvious preconceptions and expectations of an audience.</p> <p>with guidance, is able to reflect on their individual and collaborative skills for learning.</p>	<p>A student performing at this grade typically:</p> <p>through close and wide study, responds to a range of imaginative, factual and critical texts.</p> <p>investigates the context and perspective of texts and the relationships between and among them.</p> <p>analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts.</p> <p>responds imaginatively to verbal and visual imagery.</p> <p>displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts.</p> <p>is able to generalise from engaging with texts to present differing views of the world.</p> <p>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.</p> <p>conforms to, or challenges, an audience's preconceptions and expectations.</p> <p>with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</p>	<p>A student performing at this grade typically:</p> <p>through close and wide study, responds to demanding, imaginative, factual and critical texts.</p> <p>investigates with some insight the context and perspective of texts and the relationships between and among them.</p> <p>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.</p> <p>responds imaginatively and critically in an effective way to verbal and visual imagery.</p> <p>displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts.</p> <p>is able to generalise from engaging with texts to present a range of views of the world.</p> <p>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.</p> <p>with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</p> <p>independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.</p>	<p>A student performing at this grade typically:</p> <p>through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts.</p> <p>perceptively investigates the context and perspective of texts and the relationships between and among them.</p> <p>constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts.</p> <p>responds imaginatively and critically in a highly effective way to verbal and visual imagery.</p> <p>displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts.</p> <p>is able to generalise confidently from engaging with texts to present a wide variety of views of the world.</p> <p>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.</p> <p>with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations.</p> <p>independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.</p>

STAGE 5 FOOD TECHNOLOGY ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Classwork + Participation	Portfolio 1	Portfolio 2	Portfolio 3
		Ongoing	Term 2 Week 2	Term 3 Week 2	Term 4 Week 2
Food properties and preparation	20%	5%	5%	5%	5%
Food, nutrition and society	20%	5%	5%	5%	5%
Food hygiene and safety	20%	5%	5%	5%	5%
Research and communication	20%	5%	5%	5%	5%
Design, produce and evaluate	20%	5%	5%	5%	5%
MARKS	100%	25%	25%	25%	25%

Stage 5 Course Performance Descriptors – Food Technology

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>identifies some chemical and physical properties of foods and, with assistance, identifies some changes that take place in food during preparation, processing and storage</p> <p>with guidance, identifies and uses some appropriate techniques and equipment for a limited range of food-specific purposes</p> <p>with guidance, demonstrates very limited technical skills in designing and producing solutions for specific food purposes</p> <p>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</p> <p>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</p> <p>displays very limited research skills and, with guidance, communicates simple information using a limited range of media</p>	<p><i>A student performing at this grade typically:</i></p> <p>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</p> <p>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</p> <p>demonstrates basic technical skills in designing, producing and evaluating solutions for specific food purposes</p> <p>outlines the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply</p> <p>identifies factors that influence food choices and eating habits, and relates consumption and the nutritional value of foods to individual and community health</p> <p>displays basic research skills, and communicates information using a limited range of media</p>	<p><i>A student performing at this grade typically:</i></p> <p>describes the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage</p> <p>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</p> <p>demonstrates adequate technical skills in designing, producing and evaluating solutions of sound quality for specific food purposes</p> <p>describes the impact of food related activities on the individual, society and environment, and the influences that technology has had on food supply</p> <p>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</p> <p>displays sound research skills, and communicates information using a range of media</p>	<p><i>A student performing at this grade typically:</i></p> <p>analyses the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage</p> <p>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</p> <p>demonstrates high-level technical skills in designing, producing and evaluating high quality solutions for specific food purposes</p> <p>analyses the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply</p> <p>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</p> <p>displays well-developed research skills, and communicates complex information using a range of media</p>	<p><i>A student performing at this grade typically:</i></p> <p>evaluates the chemical and physical properties of a variety of foods, and the changes that take place in food during preparation, processing and storage</p> <p>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</p> <p>demonstrates advanced technical skills in designing, producing and evaluating solutions of excellent quality for specific food purposes</p> <p>evaluates the impact of food-related activities on the individual, society and environment, and the influences that technology has had on food supply</p> <p>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</p> <p>displays highly developed research skills, and communicates complex information effectively using a range of media</p>

STAGE 5 GEOGRAPHY ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Geography in the News	Classwork	Case Study
		Term 1 Week 11	Ongoing	Term 2 Week 4
Geographical Knowledge	35%	20%	5%	10%
Geographical Concepts, Tool and Skills	30%	10%	10%	10%
Communication	35%	10%	5%	20%
MARKS	100%	40%	20%	40%

Stage 5 Course Performance Descriptors – Geography

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student at this grade typically:</i></p> <p>demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them</p> <p>demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments</p> <p>recognises some different perspectives of geographical issues</p> <p>identifies some aspects of human wellbeing and the management of places and environments</p> <p>exhibits elementary skills to select and apply geographical concepts and tools to the investigation</p> <p>displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them</p> <p>demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments</p> <p>outlines different perspectives of geographical issues</p> <p>displays some knowledge of human wellbeing and the management of places and environments for their sustainability</p> <p>exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation</p> <p>displays basic skills to select, acquire, process and communicate geographical information using a range of strategies</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them</p> <p>demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments</p> <p>describes different perspectives of geographical issues</p> <p>displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability</p> <p>exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation</p> <p>displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them</p> <p>demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments</p> <p>explains different perspectives of geographical issues across a range of scales</p> <p>displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues</p> <p>exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation</p> <p>displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them</p> <p>demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments</p> <p>explains and analyses different perspectives of geographical issues across a range of scales</p> <p>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</p> <p>exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation</p> <p>displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.</p>

STAGE 5 HISTORY ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Popular Culture Essay	Classwork	Source-based Examination
		Term 3 Week 9	Ongoing	Term 4 Week 4
Historical knowledge	35%	10%	5%	20%
Research and historical inquiry skills	30%	15%	10%	5%
Communication	35%	15%	5%	15%
MARKS	100%	40%	20%	40%

Stage 5 Course Performance Descriptors – History

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student at this grade typically:</i></p> <p>demonstrates elementary knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>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</p> <p>recounts some historical events in chronological order and identifies significant changes</p> <p>with guidance, locates information from sources to answer historical questions</p> <p>identifies some causes and effects of historical events</p> <p>recognises different perspectives within historical accounts</p> <p>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>	<p><i>A student at this grade typically:</i></p> <p>demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>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</p> <p>sequences some historical events and identifies factors contributing to continuity and change</p> <p>selects and organises relevant information from sources and summarises the main ideas to answer historical questions</p> <p>describes some causes and effects of historical events and developments</p> <p>identifies different perspectives and interpretations of the past</p> <p>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>	<p><i>A student at this grade typically:</i></p> <p>demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>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</p> <p>sequences historical events and describes significant patterns of continuity and change</p> <p>selects and organise sources to locate relevant information to support an historical inquiry</p> <p>explains causes and effects of historical events and developments</p> <p>explains different perspectives and interpretations of the past</p> <p>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>	<p><i>A student at this grade typically:</i></p> <p>demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>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</p> <p>explains historical events based on an understanding of chronology, continuity and change</p> <p>selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry</p> <p>explains and analyses causes and effects of historical events and developments</p> <p>explains and compares different perspectives and interpretations of the past</p> <p>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>	<p><i>A student at this grade typically:</i></p> <p>demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia</p> <p>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</p> <p>draws historical conclusions based on an understanding of chronology, continuity and change</p> <p>evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry</p> <p>analyses and assesses the importance of the causes and effects of historical events and developments</p> <p>analyses and accounts for different perspectives and interpretations of the past</p> <p>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</p>

STAGE 5 ELECTIVE HISTORY ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Portfolio 1	Portfolio 2	Portfolio 3
		Term 2 Week 2	Term 3 Week 2	Term 4 Week 2
Historical Knowledge	35%	10%	15%	10%
Research and Historical Inquiry Skills	30%	10%	10%	10%
Communication	35%	10%	10%	15%
MARKS	100%	30%	35%	35%

Stage 5 Course Performance Descriptors – Elective History

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student at this grade typically:</i></p> <p>demonstrates elementary knowledge and understanding of some aspects of history, heritage and/or archaeology</p> <p>demonstrates elementary knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed</p> <p>locates information from sources to answer historical questions</p> <p>recognises some key features, personalities or groups in past societies or periods</p> <p>recounts some historical events in chronological order and identifies significant changes</p> <p>recognises some contributions of cultural groups, sites and/or families to our shared heritage</p> <p>recognises different perspectives within historical accounts</p> <p>communicates an understanding of the past through basic accounts of events in forms, using simple historical terms and concepts.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates basic knowledge and understanding of history, heritage and/or archaeology</p> <p>demonstrates basic knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed</p> <p>organises relevant information from sources to answer historical questions</p> <p>outlines some key features, personalities or groups in past societies or periods</p> <p>recognises some events or periods and factors contributing to continuity and change</p> <p>outlines some contributions of cultural groups, sites and/or families to our shared heritage</p> <p>recognises different perspectives, interpretations and constructions of the past</p> <p>communicates an understanding of the past by describing historical events in appropriate forms, using historical terms and concepts.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates sound knowledge and understanding of history, heritage and archaeology</p> <p>demonstrates sound knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed</p> <p>organises relevant information from a number of sources to undertake historical inquiry</p> <p>demonstrates sound understanding of the importance of key features, personalities and groups in past societies or periods</p> <p>describes major historical events or periods to show an understanding of causation, continuity and change</p> <p>describes the contribution of cultural groups, sites and/or families to our shared heritage</p> <p>describes different perspectives, interpretations and constructions of the past</p> <p>communicates an understanding of the past through explanations and arguments, in appropriate forms, using relevant historical terms and concepts.</p>	<p><i>A student at this grade typically:</i></p> <p>demonstrates thorough knowledge and understanding of history, heritage and archaeology</p> <p>demonstrates thorough knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed</p> <p>analyses a range of sources for their usefulness in an historical inquiry</p> <p>demonstrates thorough understanding of the importance of key features, personalities and groups in past societies or periods</p> <p>explains major historical events or periods to show an understanding of causation, continuity and change</p> <p>explains the contribution of cultural groups, sites and/or families to our shared heritage</p> <p>explains different perspectives, interpretations and constructions of the past</p> <p>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>	<p><i>A student at this grade typically:</i></p> <p>demonstrates extensive knowledge and understanding of history, heritage and archaeology</p> <p>demonstrates extensive knowledge and understanding of the methods of historical inquiry and the ways in which historical meanings can be constructed</p> <p>evaluates a range of sources for their usefulness to support an historical inquiry</p> <p>demonstrates extensive knowledge and understanding of the importance of key features, personalities and groups in past societies or periods</p> <p>analyses major historical events or periods to show an understanding of causation, continuity and change</p> <p>evaluates the contribution of cultural groups, sites and/or families to our shared heritage</p> <p>assesses different perspectives, interpretations and constructions of the past</p> <p>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.</p>

STAGE 5 INDUSTRIAL TECHNOLOGY METAL ASSESSMENT 2023

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 4
		Portfolio 1	Portfolio 2	Portfolio 3	Application & Participation
		Term 2 Week 2	Term 3 Week 2	Term 4 Week 2	Ongoing
Knowledge and capacity of WHS practices and applications	20%	5%	5%	5%	5%
Producing quality projects	20%	5%	5%	5%	5%
Knowledge and understanding	40%	10%	10%	10%	10%
Designing, communicating, and evaluating	20%	5%	5%	5%	5%
MARKS	100%	25%	25%	25%	25%

Stage 5 Course Performance Descriptors – Industrial Technology Metal

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies</p> <p>with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects</p> <p>identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products</p> <p>produces elementary sketches related to practical projects, and uses simple terms to describe production processes</p> <p>with assistance, applies elementary skills and design principles to the production or modification of projects</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies</p> <p>displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices</p> <p>outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products</p> <p>produces simple drawings for practical projects, and uses general terms to describe production processes to an audience</p> <p>applies basic skills and design principles to the development and production or modification of projects</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies</p> <p>displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices</p> <p>describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products</p> <p>produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences</p> <p>applies skills and design principles to the development and production or modification of projects</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies</p> <p>displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices</p> <p>analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products</p> <p>uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences</p> <p>consistently applies skills and design principles to the development and production of new projects</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies</p> <p>displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices</p> <p>evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products</p> <p>independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences</p> <p>independently and consistently applies skills and design principles to the development and production of new projects</p>

STAGE 5 MATHEMATICS ASSESSMENT 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Test	Assessment	Investigation	Yearly Exam
		Term 1 Week 11	Term 2 Week 10	Term 3 Week 6	Term 4 Week 4
Working Mathematically	35%	10%	5%	10%	10%
Number and Algebra	55%	10%	15%	15%	15%
Measurement and Geometry	10%		5%		5%
MARKS	100%	20%	25%	25%	30%

Stage 5 Course Performance Descriptors – Mathematics

A student performing at this grade:	
Grade A10	<p>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><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> *uses graphical techniques and a variety of analytical methods to solve problems involving quadratic equations and simultaneous equations; manipulates algebraic expressions and equations with consideration given to restrictions on the values of variables *solves problems involving surface area and volume of right pyramids, right cones, spheres, and related composite solids, and applies similarity relationships for area and volume; applies deductive reasoning to prove properties of isosceles and equilateral triangles, and special quadrilaterals *uses and interprets the mean and standard deviation to make comparisons between data sets; critically evaluates the processes of planning, collecting, analysing and reporting studies in the media and elsewhere
Grade A9	<p>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><i>A student at this grade typically:</i></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 *uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships *the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes
Grade B8	<p>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><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> *applies special products to expand binomial products and factorises a variety of quadratic expressions; draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems *calculates the surface area and volume of right pyramids, right cones, spheres, and related composite solids; constructs geometrical arguments to prove a general geometrical result, giving reasons *calculates and uses standard deviation to analyse data; interprets the relationship between numerical variables using lines of best fit
Grade B7	<p>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><i>A student at this grade typically:</i></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

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

STAGE 5 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION ASSESSMENT 2023

OBJECTIVES	WEIGHTING	TASK 1	TASK 2	TASK 3	TASK 5
		This is Me Assessment	Let's get in on Assessment	Adulting 101 Assessment	PE Participation
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Ongoing
Knowledge and understanding	40%	10%	10%	10%	10%
Skills	60%	10%	5%	5%	40%
MARKS	100%	20%	15%	15%	50%

Stage 5 Course Performance Descriptors – Personal Development, Health and Physical Education

Areas for Assessment	Health, wellbeing and relationships	Movement skill and performance	Healthy, safe and active lifestyles	
Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>shows elementary knowledge, skills and understanding in relation to Stage 5 content</p> <p>identifies actions that enhance well-being and their capacity to respond positively to challenges</p> <p>identifies some factors and behaviours that contribute to positive, safe and inclusive relationships</p> <p>recognises some of the various influences on health decision-making and predicts some consequences</p> <p>identifies some appropriate strategies, information, products and services to promote health and safety</p> <p>identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment</p> <p>demonstrates some movement skills and concepts to improve performance in predictable movement situations</p> <p>identifies some elements and features of composition when composing, performing and appraising movement</p>	<p><i>A student performing at this grade typically:</i></p> <p>shows basic knowledge, skills and understanding in relation to Stage 5 content</p> <p>describes actions that enhance well-being and their capacity to respond positively to challenges</p> <p>describes factors and behaviours that contribute to positive, safe and inclusive relationships</p> <p>describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them</p> <p>describes appropriate strategies and accesses information, products and services to promote health and safety</p> <p>describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment</p> <p>demonstrates movement skills and concepts to improve performance in a choice of movement situations</p> <p>displays a basic understanding of the elements and features of composition when composing, performing and appraising movement</p>	<p><i>A student performing at this grade typically:</i></p> <p>shows sound knowledge, skills and understanding in relation to Stage 5 content</p> <p>explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges</p> <p>explains factors and behaviours that contribute to positive, safe and inclusive relationships</p> <p>explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them</p> <p>explains appropriate strategies and accesses information, products and services to promote health and safety</p> <p>explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment</p> <p>demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations</p> <p>displays a sound understanding of the elements and features of composition when composing, performing and appraising movement</p>	<p><i>A student performing at this grade typically:</i></p> <p>shows thorough knowledge, skills and understanding in relation to Stage 5 content</p> <p>analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges</p> <p>analyses factors and behaviours that contribute to positive, safe and inclusive relationships</p> <p>analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them</p> <p>analyses strategies and accesses and prioritises information, products and services to promote health and safety</p> <p>analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment</p> <p>demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations</p> <p>displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement</p>	<p><i>A student performing at this grade typically:</i></p> <p>shows extensive knowledge, skills and understanding in relation to Stage 5 content</p> <p>evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges</p> <p>evaluates factors and behaviours that contribute to positive, safe and inclusive relationships</p> <p>evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them</p> <p>evaluates strategies and accesses and appraises information, products and services to promote health and safety</p> <p>evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment</p> <p>demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations</p> <p>displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement</p>

STAGE 5 PHILOSOPHY ASSESSMENT 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		Portfolio 1	Portfolio 2	Portfolio 3
		Term 2 Week 1	Term 3 Week 1	Term 4 Week 1
Understanding of Philosophy	65%	20%	20%	25%
Engagement in Philosophical discussion	35%	10%	15%	10%
Marks	100%	30%	35%	35%

Stage 5 Course Performance Descriptors – Philosophy

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>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.</p>	<p><i>A student performing at this grade typically:</i></p> <p>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</p>	<p><i>A student performing at this grade typically:</i></p> <p>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.</p>	<p><i>A student performing at this grade typically:</i></p> <p>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.</p>	<p><i>A student performing at this grade typically:</i></p> <p>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.</p>

STAGE 5 PHYSICAL ACTIVITY AND SPORT STUDIES ASSESSMENT 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Participation	Portfolio A	Portfolio B	Portfolio C
		Ongoing	Term 2 Week 1	Term 3 Week 1	Term 4 Week 1
Knowledge and understanding	50%	15%	15%	5%	15%
Skills	30%	20%		10%	
Values and attitude	20%	5%	5%	5%	5%
Marks	100%	40%	20%	20%	20%

Stage 5 Course Performance Descriptors – Physical Activity and Sport Studies

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>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</p>	<p><i>A student performing at this grade typically:</i></p> <p>has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills</p>	<p><i>A student performing at this grade typically:</i></p> <p>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</p>	<p><i>A student performing at this grade typically:</i></p> <p>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</p>	<p><i>A student performing at this grade typically:</i></p> <p>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</p>

STAGE 5 SCIENCE ASSESSMENT 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3	Task 4
		Research Task	Motion Task	Simulation Task	Depth Study
		Term 2 Week 2	Term 2 Week 9	Term 3 Week 6	Term 4 Week 6
Knowledge and understanding	30%	10%	10%	10%	
Planning and conducting investigations	20%		5%	5%	10%
Problem-solving	20%	5%	5%	5%	5%
Communicating	30%	10%	5%	5%	10%
Marks	100%	25%	25%	25%	25%

Stage 5 Course Performance Descriptors – Science

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <p>demonstrates elementary knowledge and understanding of some scientific principles, and about some uses of science</p> <p>asks questions and attempts prediction</p> <p>performs safe, ethical first-hand scientific investigations with guidance</p> <p>recounts conclusions</p> <p>uses information provided and, with assistance, participates in problem-solving activities</p> <p>with guidance, communicates elementary scientific information to an audience</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science</p> <p>asks questions and makes some predictions</p> <p>performs safe, ethical first-hand scientific investigations</p> <p>describes trends, patterns and draws some conclusions</p> <p>uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process</p> <p>communicates basic scientific understanding to an audience</p>	<p><i>A student performing at this grade typically:</i></p> <p>demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</p> <p>identifies and proposes related hypotheses, asks questions and make predictions</p> <p>plans and performs safe, ethical first-hand scientific investigations</p> <p>explains trends, patterns and relationships to draw scientific conclusions</p> <p>gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies</p> <p>communicates sound understanding of scientific ideas to an audience</p>	<p><i>A student performing at this grade typically:</i></p> <p>applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</p> <p>identifies and proposes coherent hypotheses, asks questions and makes logical predictions</p> <p>plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations</p> <p>uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions</p> <p>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</p> <p>communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions</p>	<p><i>A student performing at this grade typically:</i></p> <p>applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science</p> <p>identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions</p> <p>creates, plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively</p> <p>uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions</p> <p>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</p> <p>communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types</p>

VISUAL ARTS STAGE 5 ASSESSMENT 2023

COMPONENTS	WEIGHTING	Task 1	Task 2	Task 3
		The Move to Abstraction	Shocking New Confrontations	Spray it like Banksy
		Term 2 Week 1	Term 3 Week 1	Term 4 Week 1
Artmaking	50%	15%	20%	25%
Critical and Historical Study	50%	10%	20%	10%
Marks	100%	25%	40%	35%

Stage 5 Visual Arts Course Performance Descriptors or Common Grade Scale

Grade E	Grade D	Grade C	Grade B	Grade A
<p>A student performing at this grade typically:</p> <p>Makes simple artworks with an elementary understanding of the frames and the conceptual framework.</p> <p>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.</p> <p>Makes simple interpretations about art, with some reference to practice, the frames and conceptual framework.</p> <p>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>	<p>A student performing at this grade typically:</p> <p>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.</p> <p>Represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.</p> <p>Makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.</p> <p>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>	<p>A student performing at this grade typically:</p> <p>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.</p> <p>Demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.</p> <p>Interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.</p> <p>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>	<p>A student performing at this grade typically:</p> <p>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.</p> <p>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.</p> <p>Interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.</p> <p>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>	<p>A student performing at this grade typically:</p> <p>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.</p> <p>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.</p> <p>Synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.</p> <p>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.</p>