

Burwood Girls
High School

Year 10

Assessment Booklet

2024

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Burwood Girls High School

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YEAR 10 ASSESSMENT POLICY AND PROCEDURES 2024

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Introduction

Student assessment provides evidence for making judgement about student achievement. This booklet will inform you clearly of assessment tasks that must be completed to show that you have satisfied the requirements of the course.

The student must also **complete all course work to a satisfactory standard** in order to meet the new requirements of the NSW Record of School Achievement.

Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your achievement in Stage 5. They are also there to help you decide on the career path you wish to take.

As Year 10 is the year students are transitioned into Senior Students at BGHS, the rules that apply to Year 11 and HSC students with regard to assessments will also apply to you.

It is most important to keep your Year Advisers up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies. If you are going to be absent for any period of time, seek approval from the Principal first.



Mia Kumar
Principal



Katherine Lye
Deputy Principal



Alex Tohme
Year Adviser

NSW Record of School Achievement

NSW Record of School Achievement (RoSA) Grading

In all subjects, grades will be awarded based on students' achievements across a range of assessment tasks linked to performance descriptors that best describe each student's achievement of the course outcomes.

The NSW Record of School Achievement grading system is concerned with describing students' achievement at the end of each course in Stage 5. Teachers make the final judgement of the **Grade D** deserved based on assessment information with reference to the course performance descriptors. The choice of a particular grade should be made because it related to the best overall description of the student's achievement.

Year 10 is the minimum requirement for the NSW Record of School Achievement.

Students' achievement will be based on school-based assessment using A to E grades. The current procedures and course performance descriptors for awarding these grades in Stage 5 will be retained. Burwood Girls High School will continue to use a wide variety of assessment strategies to provide students with opportunities to meet course outcomes. To allow teachers to make consistent judgements using the performance descriptors, the following assessment rules and guidelines have been set. These ensure all students the opportunity to maximise their efforts and be able to achieve their personal best on an equal playing field.

GRADING

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A – E. The table above gives an indication of how these levels help to assess your performance.

For each course, a set of Course Descriptors has been developed based on the General Performance Descriptors. Each descriptor is a positive statement about achievement related to the knowledge and skills relevant to the course.

Teachers will collect assessment information about your achievements in a course and relate it to the Course Performance Descriptors. This information will assist the school in making the final judgement of the grade to award you at the end of Year 10.

No grades will be awarded for Life Skills courses. These are reported through the achievement of outcomes on the student profile.

Grade General Performance Descriptors can be found on the following page.

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates high achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most new situations.
C	Indicates substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

BGHS Homework Policy

The main purpose of homework is to support learning. Research indicates that homework will only achieve this purpose if it is well-planned and meaningful. At Burwood Girls High School, we believe strongly that it is important for all girls to have homework designed to meet specific learning goals. Research indicates that student learning may be enhanced if homework is assigned by teachers with a specific, explicit learning purpose. On completion, teachers should acknowledge student effort and provide feedback related to student learning.

However, we also recognise research findings which show that:

- Homework that is too lengthy or too demanding can be counterproductive and reduce the motivation of students to engage in learning.
- The quality of the homework assigned is likely to be more important than the quantity.
- Homework must be purposeful and relevant to student needs and should not jeopardise the right of children to enjoy a balanced lifestyle.
- The amount of homework and time spent on it should accord with the student's age and developmental level.
- Effort spent on homework is a stronger correlation of academic achievement than time spent on homework.
- Year level appears to be a determinant of homework's academic effectiveness.

Time expectations for homework

When homework is given, the teacher will indicate the time that most students should require for the completion of the task which is assigned.

The following are our recommended guidelines. They aim to ensure that neither too much nor too little homework is given on most nights.

Students who are absent from class or do not complete classwork in a timely manner will be responsible for "catching-up" missed work in their own time.

Senior School

Year 10

1½–2 hours per night (Mon–Fri). Weekend homework may be required at times. A maximum of 30 minutes homework per night per subject. An average maximum of 90 minutes homework per week for a subject i.e. 2 - 4 times per week.

We would expect students in Year 10 to complete about two hours of mathematics homework each week. 5.3 or accelerated students may require longer periods of homework and study.

Years 11–12

2–3 hours per night. Weekend work will be required regularly to keep on top of HSC course demands and assessments. Holiday revision is normal for most students and many choose to use some vacation time on long-term assessment tasks.

Guidelines for Students

- Homework is an important part of your learning and you should make it a priority to complete all homework as well as you can.
- Get organised by using a diary to record all the work you are given. This will help you to plan the books you need to take home and the time you will need to do the work each night.
- If you have a problem with getting your work done, bring a note from your parents or discuss it with your teacher at the start of the lesson. E.g. family commitments, co-curricular and extra-curricular activities, feeling unwell, too much work, work is too difficult and you need help etc. Your teacher will be as understanding as possible.
- Ask your teacher, preferably in advance, for an extension of time if you are particularly busy. Discuss problems with your teacher, who will be pleased to see that you are interested in doing as well as you can.

For more information go to **Homework Policy (NSW Department of Education)**

<https://education.nsw.gov.au/policy-library/policies/homework-policy>

The Homework Centre

The Homework Centre runs every Wednesday and Thursday afternoon in the School Library from 3:30-5:30pm. The Homework Centre is free and the school hires former students to assist those who need help with their homework or study. There is a strong focus on support in Maths and Science, but help with other subjects is available (there is always a teacher present). Two of the tutors speak Mandarin.

Students do not have to use the tutors. Students may come and do their own study or homework. The Homework Centre is combined with the EAL/D Help Centre to allow EAL/D students to get further support with their work.

Students can use the Centre whenever they like – it is not a permanent commitment and students are not required to stay the full 2 hours.

1. The Student's Responsibilities

Students have a range of responsibilities in relation to the successful completion of your Year 10 courses. These include:

1

FAMILIARITY WITH ASSESSMENT POLICY

You must be familiar with the assessment policies set out in this book for each subject you take.

2

ATTENDANCE

Attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent for any number of days you must check with your teachers to see if any assessment tasks have been set on the first day of your return to school.

3

PUNCTUALITY

Be on time to assessment tasks as you will not be given an extension of time. If you are late to any task held in school time or at the beginning of the day, then the Deputy Principal or the Principal must verify that you have a legitimate reason for being later and give you a note to that effect.

4

ATTENDANCE ON DAY OF TASK

Be present to do all in-school assessment tasks. Students who are absent on the day of the task must provide a doctor's certificate or other evidence explaining this absence. See Section 5 of this booklet: *Absence on the day of a task* for further information. You must sit for, or submit, a minimum of 50% of all assessment tasks on the due day.

5

ATTENDANCE DAY BEFORE THE TASK

Be present the day before a task. Students who are absent the day before a task must provide a doctor's certificate explaining this absence. This includes when absent on a Friday when a task is completed on the following Monday.

6

HAND IN TASKS

Hand in any take home assessment task on time. Work will only be accepted from the student themselves. If you are absent on the day a hand-in task is due, contact your teacher and email them a copy of your task. You must then see the Senior Deputy Principal about the need for an Illness/Misadventure.

7

SATISFACTORY COMPLETION OF COURSE

Meet the requirements to satisfactorily complete all courses. See Section 5: Unsatisfactory Completion of a Course

8

NOTIFICATION OF CLASHES FOR OTHER SCHOOL BUSINESS

Notify your teacher and Head Teacher of any assessment problems in advance, e.g. clash of dates with an excursion or knockout team. You must discuss this situation with your of the subject that has the assessment task.

9

ILLNESS/MISADVENTURE AT TIME OF ASSESSMENT

If you come to school and become ill on the day of an assessment task, or have suffered a misadventure immediately prior to the day of an assessment task, **you must inform your teacher before 9am on the day of the task.**

10

KNOWN ILLNESSES

If you are a student with a known illness that is documented with the Deputy Principal and/or the School Counsellor, you can negotiate an extension only at the time of the issuing of the task.

11

CHECKING OF TASKS

Check the marking of each task when it is returned to you.

12

PROLONGED ABSENCES

Some prolonged absences, for example, a holiday overseas, cannot be taken into account and could lead to you not meeting outcomes in that subject. You must seek approval from the Principal before you take your leave.

2. Assessment Task Procedures

1

NOTIFICATION OF TASK

You will be given at least **two weeks' notice in writing** of any assessment task. All of the class will be asked to sign a "record of issue/collection of task" form stating the date and time of day the task is due.

2

SUBMISSION OF DRAFTS

Students may not submit draft work for marking in the FIVE school days prior to the due date of the task. For example, if the assessment is due on a Monday, no work may be handed in after Tuesday of the week prior. Students may only submit ONE draft for marking in the two weeks prior to the date of the task.

3

COMPLETION OF ASSESSMENT

Assessment tasks must be submitted, or undertaken, on the due date. A zero mark will be awarded for work submitted late or a student is absent and no exceptional circumstances exist for the late submission or absence.

4

KNOCKOUT SPORT AND OTHER SCHOOLS ACTIVITIES

If you are involved in knockout sport or other school-based activity, you must notify your teacher and Head Teacher as soon as you are aware of the clash of dates. Permission to attend the knockout game will be at the discretion of the Head Teacher and Head Teacher PDHPE. You may be given the option of completing the task prior to competing in the knockout game or, if it is a research task, you need to arrange for it to be handed in to your teacher on the required day.

3. Absence on the day of Assessment Tasks

1

Every endeavour should be made to come to school on the day of an Assessment.

However, if you are ill or have a misadventure occur, endeavour to **contact your teacher or the Head Teacher of the faculty by 9am** (through email or a phone call) on the day of task to let them know that you will be absent and the reason for this absence.

2

Obtain a Doctor's Certificate or other documentation to explain your absence. This Doctor's Certificate must be obtained on the day of the task, not in retrospect. If you are also absent in the days after the task, your Doctor's Certificate must cover these absences as well. Medical certificates must be issued by a qualified medical practitioner, preferably your family doctor or specialist. **A medical certificate that merely states you were unfit for work/study is insufficient. Specific reasons must be supplied.**

3

On the morning of your return to school, prior to 9am, you must see the Deputy Principal with your Doctor's Certificate and ask for an Illness/Misadventure Application form. You are then to complete this form in consultation with the Deputy Principal.

4

You will be required to undertake any missed task in consultation with the Head Teacher of the relevant faculty. The date and time of this task will be determined by the Head Teacher. You will be required to complete this task regardless of the success or otherwise of your Illness/Misadventure Application.

5

The Deputy Principal may, in **exceptional circumstance**, authorise an estimate to be given for a missed task.

6

If you are ill and your task is a hand-in task, you must email a copy of your task to your class teacher by the due date and time, OR, ensure a parent/guardian notifies your teacher by 9am to make arrangements for the task to be delivered to the school's front office that day where possible.

7

Computer and technology issues: Students are strongly advised to prepare work that will be handed in using an online program such as Google Docs. Computer and associated technology malfunction, even theft, without evidence of "work in progress" is not a reason for late submission.

4. Unsatisfactory Completion of a Course

1

If you fail to satisfy minimum course requirements you will be awarded an 'N' determination. This means you have failed the course and it will not count towards your ROSA. This may jeopardise your ability to obtain a ROSA Accreditation.

2

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESAs; *and*
- (b) Applied yourself 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.

3

To have successfully "*followed the course developed or endorsed by NESAs*", you must:

- Have both excellent overall school attendance and subject attendance.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

4

To have successfully "*applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school*", you must:

- Complete all assessments.
- Make a genuine attempt for all tasks.
- Complete a significant amount of non-assessable work such as class work, homework, practical work and other learning tasks the teacher has assigned.

5

To have successfully "*achieved some or all of the course outcomes*", you must:

- Have demonstrated the capacity to achieve some of the course outcomes through the completion of both formal and informal assessment.
- Have both excellent overall school attendance and subject attendance.

6

- A failure to meet these requirements will see N Warning letters sent to students and their parents/guardians.
- Students will be given every opportunity to correct the problem indicated on the N-Warning Letter. Failure to correct the issue will see at least one follow-up warning letter issued.
- Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course and a non-completion determination will be issued.

5. Disability Provisions

If you suffer from a disability which would, in a normal test situation, prevent you from:

- reading and interpreting the test questions and/or
- communicating knowledge or understanding to an examiner as effectively as a student without a disability,

NESA may approve special test provisions.

If you wish to apply for disability provisions you should do so as soon as possible. Ask the Senior Deputy Principal or School Counsellor about lodging an application with NESA. A new application needs to be lodged with NESA each year for students who have previously been granted disability provisions. Your application should contain recent evidence of your disability and in some cases examples of your work.

Disability provisions are not available:

- as compensation for difficulties in undertaking a course or preparing for the test and/or
- for lack of familiarity with the English language.

The school will provide students with their 'time to rest' provisions **within their own classroom** during in-class assessments. During examination periods where all students are placed in the hall, students will further be provided with small group supervision.

6. Serious and Non-Serious Attempts

Students should enter an assessment task knowing they **MUST** make a genuine effort at the task or exam. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions – failure to do so is called a non-serious attempt or a non-attempt.

A student's task or exam is considered a non-attempt if there is no evidence of academic engagement with the task or exam. Students are required to attempt a range of question types throughout the examination paper and must satisfactorily attempt all sections. It is not sufficient to answer multiple choice questions only. Merely rewriting the question is not considered to be an adequate attempt at the paper.

A non-serious attempt includes where the students write frivolous or objectionable material in response to the questions. If a student is identified as providing non-serious or non-attempts they will be asked to justify why they should receive a result in the task or course concerned.

7. Cheating or Malpractice

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the ROSA, Preliminary HSC and Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice, including plagiarism, could limit your marks for the task or examination, and will jeopardise your results.

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

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

- copying someone else's work in part or in whole, and presenting it as 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 aids during an assessment task
- contriving false explanations to explain work not handed in by the due date, and
- assisting another student to engage in malpractice

Students involved in malpractice in relation to any assessment task will be referred to the Head Teacher of the relevant subject and then the Senior Deputy Principal. They will review each case of malpractice on its merits, considering all the issues, in order to arrive at a fair conclusion and make recommendations to the Principal. Students suspected of malpractice will be required to demonstrate that all unacknowledged work is entirely their own. Detected malpractice will limit a student's marks and jeopardise their ROSA. One or more of the following will apply: reduced marks for all or part of the task, zero marks for part or all of the task

Students who do not make a serious attempt at an assessment task can also expect to receive a limited mark for that task.

All students who are found to have engaged in cheating and malpractice will be recorded in NESA's Register of Malpractice, as required by their guidelines.

8. Information and Advice

Advice on assessment is available from:

- The Deputy Principal
- The Head Teacher of the faculty concerned
- Your classroom teacher
- The Careers Adviser
- The Year Adviser

Information is located:

- NESA documents – with the Principal or Deputy Principal
- NESA website – www.nesa.nsw.edu.au
- School Assessment Policy
- Faculty Assessment Program – with the faculty concerned; copy with the Principal

9. Approved Scientific Calculators and Equipment

The scientific calculators in the link below are approved for use in the 2024 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

[Approved calculators | NSW Education Standards](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators)

(<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/approved-calculators>)

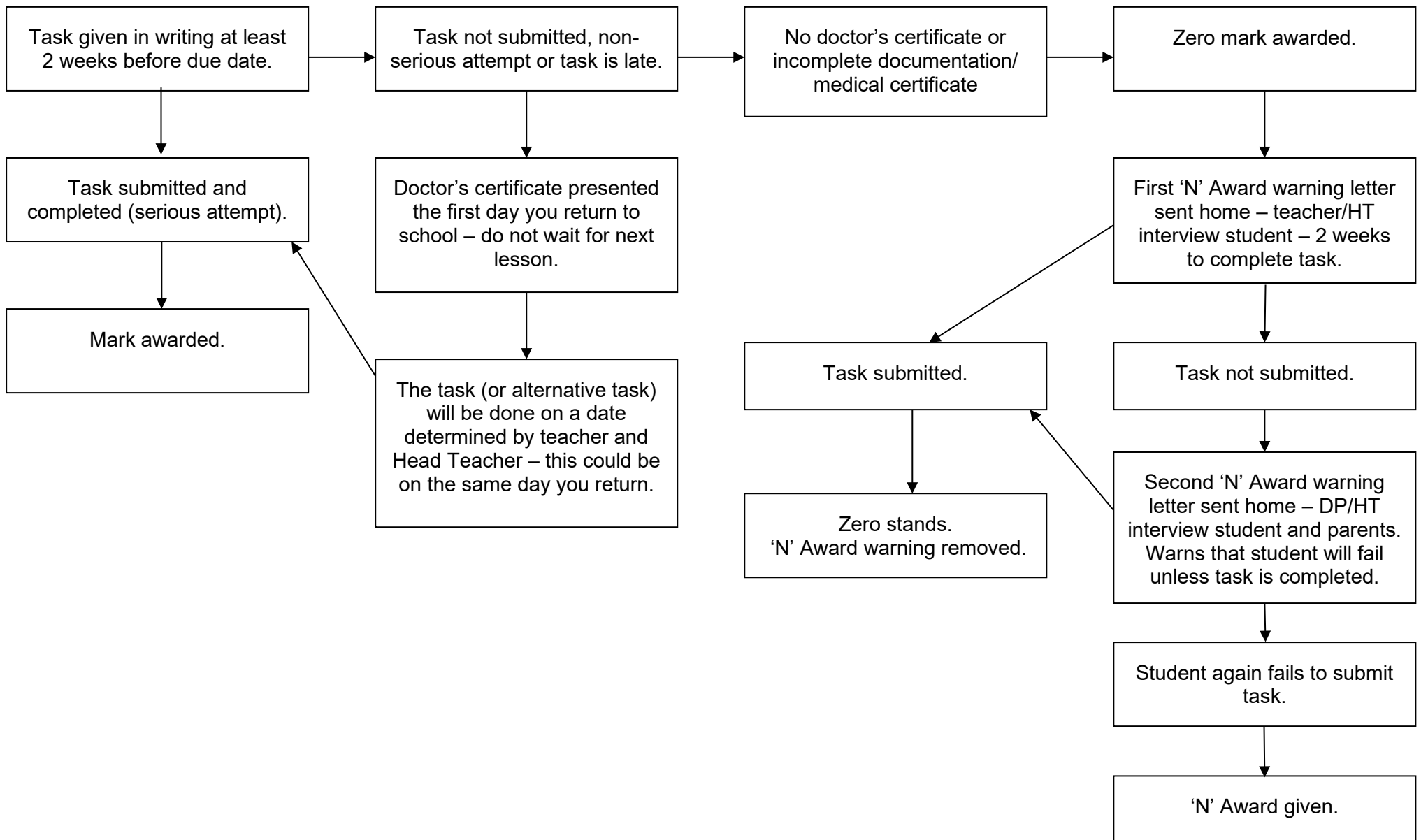
A full list of the equipment required for each subject in the HSC Exams can be found at this link: [exam equipment list](#).

Instruction booklets or cards (eg reference cards) on the operation of calculators are NOT permitted in the examination room. Candidates are expected to familiarise themselves with the calculator's operation beforehand.

Calculators must have been switched off for entry into the examination room.

It is most important to keep your Year Advisers up to date with changes to your study. They will provide you with support if you are experiencing any problems that may affect your studies. If you are going to be absent for any period of time, seek approval from the Principal first.

ASSESSMENT TASK FLOW CHART





Illness/Misadventure Application

Name:	Year:
-------	-------

Subject:	Teacher:
Date of Original Task:	
Task number: 1 2 3 4	Nature of Task:

Nature of absence: Sick [] Ongoing health issues [] Funeral [] Other: _____
Name of doctor:
Other verification:

Student Signature:
Classroom teacher signature: Comment:
Head Teacher signature: Comment:

Assessment Committee Recommendation

Date of revised task:
For Illness/Misadventure records: <ul style="list-style-type: none">• Task completed at later date []• Estimate required []• Other: _____
Deputy Principal Signature: _____ Date: _____

Office Use:

Entered on Sentral [] Entered on spreadsheet []

Burwood Girls High School

Centre of Excellence



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Sample letter: Official Warning of 'N' Determination (HSC)

Dear *Name*

OFFICIAL WARNING – Non-completion of a Stage 5 Course

I am writing to advise you that your son/daughter, *Name*, is in danger of not meeting the requirements for satisfactory completion of the Higher School Certificate course in *Course Name*.

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the *first/second/third* official warning we have issued notifying you that *Student first name* is at risk of not completing the above course. [*Delete the following sentence if this is the first warning*] Previous warning(s) were sent to you on *Insert date*.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied him/herself 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.

Where it is determined that a student has not met the course completion requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. Completion of tasks worthy of exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

Student first name is not currently meeting one or more of these requirements. In particular, he/she *Insert brief description of the problem(s)*.

Opportunity to correct the problem

The following tasks or requirements need to be completed by *Student first name* to correct the problem.

Task or course requirement	Percentage weighting <i>(if applicable)</i>	Original due date <i>(if applicable)</i>	Action required by student	Date for completion

Add/delete rows as required

Action by parent/guardian

To support *Student first name* in meeting the course requirements, we request that you discuss this matter with him/her, and encourage and support him/her to carry out the required actions. If you have any questions about this matter, please contact *Insert contact details*.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

 Class Teacher/Head Teacher

 Principal

-----"-----"-----"-----"-----"-----"-----"-----"-----"-----"-----

Acknowledgement of Official Warning

I have received the letter dated *Insert date* advising me that *Insert name* is in danger of not meeting the course completion requirements for *Insert course name*, and am aware that this is the *first/second/third* official warning.

I am aware that any course not satisfactorily completed will not be listed on the student’s Record of Achievement and may affect the student’s eligibility for the Higher School Certificate.

Parent/Guardian’s signature: _____ Date: _____

Student’s signature: _____ Date: _____

Subject Information

Child Studies

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(PDHPE FACULTY)

In this subject, assessment will be based on:

- Knowledge of Child Studies
- Skills to implement student's knowledge about Child Studies
- Research and analysis of qualifications to work with children
- Design and construction of resources relating to Child Studies

Term	Unit of Work	Type of Assessment Task
Term 1 Week 8	Growing on and on continued	<ul style="list-style-type: none"> • In groups- students will design and facilitate a 15-minute practical activity for their class to participate in, based on an area of growth and development for children 0-8 years of age. • Outcomes: 5.1, 5.2, 5.5, 5.8, 5.11.
Term 2 Week 7	The World is My Playground	<ul style="list-style-type: none"> • Individual will research, design create a toy or educational resource. • A multimedia presentation will accompany an oral presentation of the toy discussing the areas of learning and skills developed plus examine the safety requirements. • Outcomes: 5.2, 5.4, 5.5, 5.8.
Term 3 Weeks 8	Spots and Dots	<ul style="list-style-type: none"> • Theory Exam • Outcomes: 5.2, 5.8, 5.9, 5.11.
Term 4 Week 5	Working with Children	<ul style="list-style-type: none"> • Individuals research potential working with children's employment opportunity and create a CV and cover letter in response to an advertised childcare position. <p>Outcomes- 5.7, 5.8, 5.9, 5.10</p>

Stage 5 Course Performance Descriptors – Child Studies

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

- 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.

Chinese

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(LANGUAGES FACULTY)

Not running in 2024

In all Stage 5 Languages subjects, assessment will be based on individual student performance in:

- Interacting
- Accessing & Responding
- Composing

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Interacting (10%) Accessing & Responding (10%)	Presentation	1	9
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	4
3.	Interacting (15%) Composing (15%)	Presentation	3	7
4.	Accessing & Responding (30%)	In-class task	4	3

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.

Stage 5 Course Performance Descriptors – Chinese

Grade A

A student at this grade typically:

- demonstrates a very high level of competence in communicating in Chinese
- confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts
- applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas
- demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade B

A student at this grade typically:

- demonstrates a high level of competence in communicating in Chinese
- manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts
- applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas
- demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade C

A student at this grade typically:

- demonstrates an adequate level of competence in communicating in Chinese
- uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts
- demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts
- uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences
- demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts
- demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade D

A student at this grade typically:

- demonstrates a limited level of competence in communicating in Chinese
- uses basic communication skills to convey information in short exchanges in familiar contexts
- accesses and responds to information in simple texts in a limited way
- uses basic knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates basic understanding of some elements of grammar and uses this to express ideas
- demonstrates basic understanding of language and culture

Grade E

A student at this grade typically:

- demonstrates a very limited level of competence in communicating in Chinese
- uses communication skills to convey information in some familiar contexts
- identifies and provides a very limited response to elementary information
- uses elementary knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates elementary understanding of some elements of grammar
- demonstrates elementary understanding language and/or culture

Commerce

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(HSIE FACULTY)

Course Content

The Year 10 course has four topics to be studied over two semesters.

1. Law, Society and Political Involvement
2. The Economic and Business Environment
3. Law in Action
4. Towards Independence

Course Assessment

- Knowledge and understanding of the commercial, legal and government environment.
- Observation and evaluation of government, commercial and legal concepts.
- Ability to gather and evaluate information from a variety of sources.
- Presentation and communication of information.
- Progressive assessment of all course work including case studies and homework tasks.

Assessment schedule for Year 10 Commerce:

Note: Informal assessment such as class activities and quizzes will complement and inform these assessments.

Task No.	Unit/Area of Learning	Task Description	Weighting	Date Due/Work Completed	
				Term	Week
1.	Law in Action	Media Case File	30%	1	10
2.	The Economic and Business Environment	Topic Test	30%	2	10
3.	Law, Society and Political Involvement	Group Presentation	40%	4	1

Stage 5 Course Performance Descriptors – Commerce

Areas for Assessment

Knowledge of commerce - knowledge and understanding of consumer, financial, business, legal and employment matters.

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

Grade A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of a range of consumer, financial, business, legal and employment concepts and issues.
- analyses the rights and responsibilities of consumers in an extensive range of commercial and legal contexts.
- independently applies outstanding decision-making and problem-solving skills in a range of commercial and legal contexts.
- capably researches and evaluates complex commercial and legal information using a wide variety of sources.
- displays effective skills to communicate complex commercial and legal ideas and concepts using an extensive range of oral and written forms.
- demonstrates highly developed planning and organising skills when working independently and/or collaboratively.

Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.
- discusses the rights and responsibilities of consumers in a broad range of commercial and legal contexts.
- applies well-developed decision-making and problem-solving skills in commercial and legal contexts.
- competently researches and assesses commercial and legal information using a variety of sources.
- displays proficient skills to communicate commercial and legal ideas and concepts using a wide range of oral and written forms.
- demonstrates well-developed planning and organising skills when working independently and/or collaboratively.

Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of consumer, financial, business, legal and employment concepts and issues.
- explains the rights and responsibilities of consumers in a range of commercial and legal contexts.
- applies decision-making and problem-solving skills in commercial and legal contexts.
- undertakes research, and interprets commercial and legal information using a variety of sources.
- displays sound skills to communicate commercial and legal ideas and concepts using a range of oral and written forms.
- demonstrates competent planning and organising skills when working independently and/or collaboratively.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of some consumer, financial, business, legal and employment concepts and issues.
- describes some rights and responsibilities of consumers in commercial and legal contexts.
- applies some decision-making and problem-solving skills in some commercial and legal contexts.
- undertakes some research and interpretation of basic commercial and legal information using a limited range of sources.
- displays limited skills to communicate simple commercial and legal ideas and concepts using a range of oral and written forms.
- demonstrates some planning and organising skills when working independently and/or collaboratively.

Grade E

A student at this grade typically:

- **demonstrates elementary knowledge and understanding of aspects of consumer, financial,** business, legal and employment concepts and issues.
- identifies some rights and responsibilities of consumers in some commercial and legal contexts.
- with guidance applies simple decision-making and problem-solving skills in commercial and legal contexts.
- undertakes limited research and recalls some basic commercial and legal information.
- communicates simple commercial and legal ideas and concepts using a limited range of oral and written forms.
- demonstrates very limited planning and organising skills when working independently and/or collaboratively.

Dance

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(PDHPE FACULTY)

In this subject, assessment will be based on:

- Performance tasks based on individual and/or group work
- Composition work in which you will be required to compose or create the shape and structure of an individual or a group dance
- Written assignments including e-journals, self and peer reflections, and written analysis of personal and professional work
- ICT skills will be developed and enhanced through digital and film tasks.

Time		Topic or Component	Type of Task	Outcomes Assessed
Term	Week			
4	6	Triple Threat (Performance and Appreciation)	In two groups, students are to work together to create their own Musical Theatre sequence that involves dancing, singing and acting. Groups will perform to the class and must consider costumes and props.	5.1.1 5.2.2 5.3.1
2	9	Australian Dance (Appreciation)	Students will individually complete a written analysis of a performance by an Australian Dance Company.	5.3.1 5.3.2 5.3.3
3	10	The Dancer's Body (Performance)	Individually, students research an area of the human body and present an informative multimedia presentation to the class. Students will also perform a technical movement sequence.	5.1.1 5.1.2 5.4.1
1	9	Compose Yourself (Composition/Performance)	In small groups, students will compose and construct a dance on film through the application of filming techniques and composition tools to help communicate an idea.	5.1.2 5.1.3 5.2.1 5.2.2 5.3.1

Stage 5 Course Performance Descriptors – Dance

Areas for Assessment

Performing, Composing, Appreciation

Grade A

A student at this grade typically:

- clearly and perceptively communicates an appreciation of dance as an artform through their very high level of engagement in the interrelated practices of performing, composing and appreciating dance.
- capably performs dances with an accomplished dance technique and a sustained application of safe dance practice and performance quality.
- effectively manipulates the elements of dance to interpret a wide variety of dance styles with a high level of competence
- consistently structures complex movement to create dance compositions that communicate ideas.
- critically analyses their own and others' dances, through the elements of dance.
- critically discusses the characteristics of dance styles, performance quality and interpretation.
- insightfully applies their knowledge of the practical and theoretical aspects of dance and makes perceptive connections between the making and performing of the movement and the appreciation of its meaning.

Grade B

A student at this grade typically:

- clearly communicates an appreciation of dance as an artform through their high level of engagement in the interrelated practices of performing, composing and appreciating dance.
- performs dances with a proficient dance technique and a proficient application of safe dance practice and performance quality.
- combines and applies the elements of dance to competently interpret a variety of dance styles.
- structures appropriate movement to create dance compositions that communicate ideas.
- analyses their own and others' dances, through the elements of dance.
- discusses the characteristics of dance styles, performance quality and interpretation.
- perceptively engages in the practical and theoretical aspects of dance and makes informed connections between the making and performing of the movement and the appreciation of its meaning.

Grade C

A student at this grade typically:

- demonstrates an appreciation of dance as an artform through their active engagement in the interrelated practices of performing, composing and appreciating dance.
- performs dances with a sound dance technique and the application of safe dance practice and performance quality.
- applies the elements of dance as they perform a variety of dance styles.
- manipulates the elements of dance as they structure movement to create dance compositions that communicate ideas.
- discusses their own and others' dances, through the elements of dance.
- describes the characteristics of dance styles, performance quality and interpretation.
- engages in the practical and theoretical aspects of dance and makes connections between the making and performing of the movement and the appreciation of its meaning.

Grade D

A student at this grade typically:

- demonstrates some appreciation of dance as an artform through their engagement in the interrelated practices of performing, composing and appreciating dance.
- performs dances with a basic dance technique and the application of safe dance practice and performance quality.
- applies aspects of the elements of dance as they perform dance styles.
- uses some elements of dance to structure movement to create basic dance compositions that communicate ideas.
- describes their own and others' dances, through the elements of dance.
- identifies characteristics of dance styles, performance quality and interpretation.
- participates in the practical and theoretical aspects of dance and makes some connections between the making and performing of the movement and the appreciation of its meaning.

Grade E

A student at this grade typically:

- demonstrates elementary appreciation of dance as an artform through limited engagement in the practices of performing, composing and appreciating dance.
- performs dances with an elementary dance technique and with some evidence of safe dance practice and performance quality.
- with guidance, applies aspects of the elements of dance to perform a limited range of dance styles.
- with guidance, uses the elements of dance to create simple dance compositions that communicate ideas.
- describes their own and others' dances, through some aspects of the elements of dance.
- identifies some characteristics of dance styles, performance quality and interpretation.
- with teacher support, participates in the practical and theoretical aspects of dance and makes elementary connections between the making and performing of the movement and the appreciation of its meaning.

Design and Technology

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(CREATIVE ARTS FACULTY)

In this subject, assessment will be based on:

- Practical experiences and project-based learning that cover the core content areas:
 - A Holistic Approach
 - Design Processes
 - Activity of Designers
- Design folios
- Case studies / research

Weighting:

60% Practical Design Experiences

40% Design Theory

Task Number	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1	Semester 1 Design and Technology Theory Task	Independent Case Study Research and In-Class Essay (20%)	1	10
2	Transforming Textiles - Information and Communication Technologies: Graphics, Marketing, Multimedia	Design Project and Folio (30%)	2	4
3	Semester 2 Design and Technology Theory Task	End of Year Exam (20%)	3	10
4	Plant Stands - Material Technologies: Timber	Design Project and Folio (30%)	4	2

Stage 5 Course Performance Descriptors – Design and Technology

Areas for Assessment

Design Projects and Design and Production Folios Case studies

Grade A

A student at this grade typically:

- integrates extensive knowledge and understanding of design in critically analysing concepts and processes, and is able to apply learning in new contexts
- demonstrates a very high level of skill in applying, justifying and managing complex design processes to develop creative design ideas and solutions
- evaluates the impacts of past, current and emerging technologies on the individual, society and environments
- evaluates designed solutions, independently considering a comprehensive range of factors affecting the work and responsibilities of designers
- independently develops and critically evaluates innovative, enterprising and creative design ideas and solutions
- selects and uses a very high level of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences
- applies risk-management practices when selecting and safely using a wide range of technologies to produce high-quality designed solutions.

Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of design in analysing concepts and processes, and is able to apply learning to most situations
- demonstrates a high level of skill in applying, justifying and managing design processes to develop design ideas and solutions
- analyses the impacts of past, current and emerging technologies on the individual, society and environments
- evaluates designed solutions, considering a variety of factors affecting the work and responsibilities of designers
- confidently develops and evaluates innovative, enterprising and creative design ideas and solutions
- selects and uses a high level of appropriate techniques to effectively communicate design ideas and solutions to a range of audiences
- applies risk-management practices when selecting and safely using a range of technologies to produce high-quality designed solutions.

Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of design in analysing concepts and processes, and is able to apply learning in a range of contexts
- demonstrates an adequate level of skill in managing design processes and developing design ideas and solutions
- explains the impact of past, current and emerging technologies on the individual, society and environments
- evaluates designed solutions, taking into account factors affecting the work and responsibilities of designers
- develops and explains innovative, enterprising and creative design ideas and solutions
- uses a range of techniques to adequately communicate design ideas and solutions to different audiences
- applies risk-management practices when selecting and safely using technologies to produce designed solutions of sound quality.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of design in describing concepts and processes
- demonstrates a limited level of skill in managing design processes and developing design ideas and/or solutions
- describes the impacts of past, current and emerging technologies on the individual, society and environments
- evaluates designed solutions, choosing appropriate factors that affect the work and responsibilities of designers
- develops and describes basic design ideas and solutions that could be innovative, enterprising and/or creative
- uses a limited range of techniques to communicate design ideas and/or solutions
- uses basic risk management when selecting and using a limited range of technologies to produce designed solutions of basic quality.

Grade E

A student at this grade typically:

- demonstrates elementary knowledge and understanding of design when identifying concepts and processes
- demonstrates a very limited level of skill in managing design processes or developing design ideas
- demonstrates an elementary understanding of the impact of technologies on the individual, society and/or environments
- identifies factors that affect the work and responsibilities of designers
- develops elementary design ideas and solutions
- uses a very limited range of techniques to communicate design ideas or solutions
- uses elementary risk management when using technology.

Drama

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(ENGLISH FACULTY)

In this subject, assessment will be based on:

- knowledge, understanding and skills, individually and collaboratively, through **making** drama that explores a range of imagined and created situations in a collaborative drama and theatre environment
- knowledge, understanding and skills, individually and collaboratively, through **performing** devised and scripted drama using a variety of performance techniques, dramatic forms and theatrical conventions to engage an audience
- knowledge, understanding and skills, individually and collaboratively, through **appreciating** the meaning and function of drama and theatre in reflecting the personal, social, cultural, aesthetic and political aspects of the human experience

	Task 1	Task 2	Task 3	
	Melodrama	Independent Project	7 Stages of Grieving	
	Class Production / logbook	Individual Project	Scripted scenes / logbook	
	Term 2, Week 1	Term 3, Week 1	Term 4, Week 1	
Outcomes	5.1.1, 5.1.3, 5.1.4, 5.2.1, 5.2.3, 5.3.3	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.3.3	5.1.1, 5.1.2, 5.1.4, 5.2.1, 5.2.2, 5.3.1, 5.3.2	Weightings
Making 40	10	25	5	40
Performing 30	15		15	30
Critically Studying 30	5	15	10	30
Weightings	30	40	30	100

Stage 5 Course Performance Descriptors – Drama

Areas for Assessment

Making

Performing

Appreciating

Grade A

A student at this grade typically:

- communicates a sophisticated understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.
- perceptively develops and refines their work, individually and collaboratively, using a range of dramatic forms, structures, devices, acting and performance techniques to create dynamic and engaging works with an intended meaning for an audience.
- demonstrates excellence in improvisation, playbuilding, the enactment and interpretation of scripts, texts and other dramatic forms and performance styles.
- selects and manipulates performance spaces, technologies and elements of production to communicate different dramatic intentions.
- researches and critically assesses the contemporary and historical contexts of drama.
- evaluates the contribution of groups and individuals, using appropriate drama terminology.
- analyses and synthesises drama with a sophisticated awareness of the unique relationship between performer and audience.

Grade B

A student at this grade typically:

- demonstrates a thorough understanding of the elements of drama in the integrated practices of making, performing and appreciating drama within playbuilding and other dramatic contexts.
- capably develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create effective and engaging works with an intended meaning for an audience.
- competently improvises, playbuilds, enacts and interprets scripts, texts and other dramatic forms and performance styles.
- confidently uses performance spaces, technologies and elements of production to communicate dramatic intentions.
- researches and analyses the contemporary and historical contexts of drama.
- assesses the contributions of groups and individuals using appropriate drama terminology.
- analyses drama with an awareness of the relationship between performer and audience.

Grade C

A student at this grade typically:

- demonstrates a sound understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and other dramatic contexts.
- develops their work, individually and collaboratively, using dramatic forms, structures, devices, acting and performance techniques to create engaging works with an intended meaning for an audience.
- improvises, playbuilds, and enacts scripts, texts and other dramatic forms and performance styles.
- uses performance spaces, technologies and elements of production to communicate a dramatic intention.
- researches and describes the contemporary and historical contexts of drama.
- describes the contribution of groups and individuals using drama terminology.
- describes the relationship between performer and audience.

Grade D

A student at this grade typically:

- demonstrates a basic understanding of the elements of drama through the practices of making, performing and appreciating drama within the context of playbuilding and some other dramatic contexts.
- develops their work using basic dramatic forms and performance techniques to create drama for an audience.
- demonstrates limited skills in improvisation, playbuilding and other dramatic forms.
- uses aspects of performance spaces, technologies and elements of production.
- conducts basic research and describes some contexts of drama.
- recognises the contribution of groups and individuals, using limited drama terminology.
- recognises the relationship between performer and audience.

Grade E

A student at this grade typically:

- participates, with teacher support, in the practices of making, performing and appreciating drama.
- has an elementary understanding of some elements of drama and performance skills required to create drama for an audience.
- demonstrates very limited skills in improvisation, playbuilding and other dramatic forms.
- uses some aspects of performance spaces and elements of production.
- with guidance, conducts basic research.
- recognises the contribution of some groups and individuals.
- recognises aspects of the relationship between performer and audience.

Engineering Challenges

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (SCHOOL BASED ELECTIVE COURSE)

(SCIENCE FACULTY)

In this subject, assessment will be based on:

- Your ability to generate and communicates creative design ideas and solutions to problems.
- Your ability to use materials, instruments and equipment to construct projects safely.
- Your ability to use digital technology to simulate, analyse, design, record and report on projects.
- Your ability to construct and interpret code to control a range of electronic functions.

Date Due/Work Completed		Unit/Area of Learning	Task Description
Term	Week		
2	4	Design Portfolio – Robotic Arm Challenge using 2D designed components	Document the design of a robotic arm and the construction of a prototype model. Supply code to control movement function using microprocessor control.
3	7	Independent Design Challenge.	Design and construct a modular design solution using a combination of materials and construction techniques
3	9	Engineering Report	Documentation of findings, measurements, calculations drawings, problems and solutions, evaluation
4	8	Sustainable Design Challenge	Construction of a solar powered robotic vehicle. Supply code to control movement function. Program performance to comply with competition criteria.

Stage 5 Course Performance Descriptors – Engineering Challenges

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

- 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.

English

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (ENGLISH FACULTY)

	Task 1	Task 2	Task 3	
	<i>Conflict in Literature</i> – Reading to Write	<i>Transforming Austen</i> Values reflected in texts from the 19 th Century	<i>Macbeth:</i> The flawed Hero	
	Term 1 Week 9/10	Term 2 Week 9/10	Term 3 Week 9/10	
	Unseen text analysis Students respond to short answer questions on unseen visual and written texts Creative Writing	Essay Students will respond to an unseen proposition or question with an essay response	Persuasive Multimodal Task Students will respond to a proposition with a persuasive multimodal presentation which will be delivered to their class	
Text Requirements	Short Stories and Poetry	Prose Fiction	Shakespearean Drama	
Outcomes	EN5-1A EN5-3B EN5-4B EN5-4C	EN5-1A EN5-3B EN5-4B EN5-4C	EN5-1A EN5-2A EN5-3B EN5-4B EN5-4C EN5-7D	Weighting
<i>Knowledge and understanding of course content</i>	20	15	15	50
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	20	15	15	50
Task Weighting	40	30	30	100

Stage 5 Course Performance Descriptors – English

Areas for Assessment

Reading, listening, viewing

Writing, speaking, representing

Communicating and context

Analysing language

Interpretive, imaginative and critical thinking

Expressing views

Grade A

A student at this grade typically:

- through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts
- perceptively investigates the context and perspective of texts and the relationships between and among them
- constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts
- responds imaginatively and critically in a highly effective way to verbal and visual imagery
- displays a distinct personal style, composes with confidence, spoken, written, visual, multimodal and digital texts, for a wide variety of purposes, audiences and contexts
- is able to generalise confidently from engaging with texts to present a wide variety of views of the world
- consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts
- with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations
- independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Grade B

A student at this grade typically:

- through close and wide study, responds to demanding, imaginative, factual and critical texts
- investigates with some insight the context and perspective of texts and the relationships between and among them
- closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms, and features and structures of those texts
- responds imaginatively and critically in an effective way to verbal and visual imagery
- displays a developing personal style, composes with confidence, spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
- is able to generalise from engaging with texts to present a range of views of the world
- clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
- with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations
- independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

Grade C

A student at this grade typically:

- through close and wide study, responds to a range of imaginative, factual and critical texts
- investigates the context and perspective of texts and the relationships between and among them
- analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts
- responds imaginatively to verbal and visual imagery
- displays a developing personal style, composes spoken, written, visual, multimodal and digital texts for a variety of purposes, audiences and contexts
- is able to generalise from engaging with texts to present differing views of the world
- demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts
- conforms to, or challenges, an audience's preconceptions and expectations
- with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning.

Grade D

A student at this grade typically:

- demonstrates some ability to respond to a range of texts
- discusses the context and perspective of texts and the relationships between and among them
- discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
- responds to verbal and visual imagery
- composes spoken, written, visual, multimodal and digital texts for different purposes, audiences and contexts
- is able to generalise at times from engaging with texts to present some differing views of the world
- with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts
- is able to identify and discuss some obvious preconceptions and expectations of an audience
- with guidance, is able to reflect on their individual and collaborative skills for learning.

Grade E

A student at this grade typically:

- demonstrates some evidence of the ability to respond to a limited range of texts
- with teacher support, discusses the context and perspective of texts and the relationships between and among them
- with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts
- responds in a rudimentary way to verbal and visual imagery
- with teacher support, composes spoken, written, visual, multimodal and digital texts for a limited range of purposes, audiences and contexts
- is able to generalise at times from engaging with texts to present a limited view of the world
- with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts
- is able to identify some obvious expectations of an audience
- with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning.

English EAL/D Elective

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (SCHOOL BASED ELECTIVE COURSE)

(ENGLISH FACULTY)

	Task 1	Task 2	Task 3	Task 4	
	Australiana Sites, cultures and Wildlife	The Sapphires: Film Study	Creative Writing	Perspectives	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 7	
	<i>Persuasive Speech and Brochure Presentation</i>	<i>Film Study: Short Answer Test</i>	<i>Creative writing</i>	<i>Listening Task</i>	
Outcomes	EN5-1A EN5-2A EN5-3B EN5-4B EN5-5C EN5-9E	EN5-1A EN5-2A EN5-4B EN5-6C EN5-7D	EN5-1A EN5-2A EN5-3B EN5-5C EN5-6C EN5-8D	EN5-2A EN5-3B EN5-7D	
Listening		10		10	
Speaking	15				
Reading				15	
Writing	10	15	15		
Viewing/ Representing			10		
Weighting	25	25	25	25	100

Stage 5 Course Performance Descriptors – EALD Elective Course

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

- 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.

Food Technology

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(TAS FACULTY)

In this subject, assessment will be based on:

- Research and Designing
- Researching
- Communication
- Knowledge
- Management and Using Resources

Time		Topic or Component	Type of Task
Term	Week		
1	10	Food Service and Catering	Newspaper Report
3	3 and 4	Special Occasions	Birthday Cake and Design Folio

Stage 5 Course Performance Descriptors – 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 A

A student at this grade typically:

- 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 or tasks 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.

Grade B

A student at this grade typically:

- 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 or tasks 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.

Grade C

A student at this grade typically:

- 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 or tasks 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.

Grade D

A student at this grade typically:

- 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 or tasks 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.

Grade E

A student at this grade typically:

- 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 or tasks 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

French

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(LANGUAGES FACULTY)

In all Stage 5 Languages subjects, assessment will be based on individual student performance in:

- Interacting
- Accessing & Responding
- Composing

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Interacting (10%) Accessing & Responding (10%)	Presentation	1	9
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	4
3.	Interacting (15%) Composing (15%)	Presentation	3	7
4.	Accessing & Responding (30%)	In-class task	4	3

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.

Stage 5 Course Performance Descriptors – French

Grade A

A student at this grade typically:

- demonstrates a very high level of competence in communicating in French
- confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts
- applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas
- demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade B

A student at this grade typically:

- demonstrates a high level of competence in communicating in French
- manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts
- applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas
- demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade C

A student at this grade typically:

- demonstrates an adequate level of competence in communicating in French
- uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts
- demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts
- uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences
- demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts
- demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade D

A student at this grade typically:

- demonstrates a limited level of competence in communicating in French
- uses basic communication skills to convey information in short exchanges in familiar contexts
- accesses and responds to information in simple texts in a limited way
- uses basic knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates basic understanding of some elements of grammar and uses this to express ideas
- demonstrates basic understanding of language and culture

Grade E

A student at this grade typically:

- demonstrates a very limited level of competence in communicating in French
- uses communication skills to convey information in some familiar contexts
- identifies and provides a very limited response to elementary information
- uses elementary knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates elementary understanding of some elements of grammar
- demonstrates elementary understanding language and/or culture

Critical Thinking (Futures Learning)

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (DOE APPROVED COURSE)

(PDHPE FACULTY)

In this subject, assessment will be based on:

- Your ability to utilise critical thinking skills across various contexts.
- Your ability to apply 21st Century Skills across content areas
- Your ability to engage with real-world data and community resources beyond school walls to solve meaningful problems
- Your ability to use reflective practise (peer and self-assessment) tools to self-direct learning and provide continual, constructive feedback.
- Your ability to use digital technologies to simulate, analyse, design, record and report on projects
- Your ability to generate and communicate creative design ideas and solutions to problems

Time		Topic	Type of Task	Outcomes Assessed
Term	Week			
1	10	Option 6 – Solving problems of today and tomorrow	(Individual Task) Story Book Videos for Change (TBC)	CT5-1 CT5-2 CT5-3 CT5-5 CT5-7
2	4-9	Option 8- Blind justice: You've been selected for jury duty	(Pair Task) Case Studies, Jury Discussion and Verdict	CT5-1 CT5-2 CT5-3 CT5-5 CT5-7
3	9	Option 7 – Recreating the human mind: The future of artificial intelligence (AI)	(Individual Task) Presentation	CT5-3 CT5-4 CT5-5 CT5-6 CT5-6 CT5-7
4	6	School Developed Unit	Individual student passion project	CT5-1 CT5-2 CT5-3 CT5-4 CT5-5 CT5-6 CT5-6 CT5-7

Geography (Australian)

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(HSIE FACULTY)

Course Content

The Year 10 course has TWO topics to be studied over two semesters.

1. **Human wellbeing and development**
2. **Environmental change and management**

Course Assessment

Assessment is broken into both geographical knowledge and interpretation, and geographical skills.

Assessment schedule for Year 10 Geography:

Task No.	Unit/Area of Learning	Task Description	Weighting	Date Due/Work Completed	
				Term	Week
1.	Human wellbeing and development	Written response- Hand in	25%	3	9
2.	Environmental change and management	Skills Test	25%	4	4

Stage 5 Course Performance Descriptors – Australian Geography

Areas of Skills

Geographical knowledge Geographical concepts, tools, and skills Communication

Grade A

A student at this grade typically:

- demonstrates an extensive knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates extensive knowledge and understanding of the interactions and connections between people, places and environments
- explains and analyses different perspectives of geographical issues across a range of scales
- displays extensive knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues across a range of scales
- exhibits extensive skills to select and proficiently apply geographical concepts and tools appropriate and relevant to the investigation
- displays sophisticated skills to select, acquire and process complex geographical information and uses an extensive range of strategies to communicate effectively.

Grade B

A student at this grade typically:

- demonstrates a thorough knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates thorough knowledge and understanding of the interactions and connections between people, places and environments
- explains different perspectives of geographical issues across a range of scales
- displays thorough knowledge and understanding of human wellbeing and the management of places and environments for their sustainability in relation to geographical issues
- exhibits high level skills to select and apply geographical concepts and tools appropriate and relevant to the investigation
- displays high level skills to select, acquire, process and communicate complex geographical information using a broad range of strategies.

Grade C

A student at this grade typically:

- demonstrates a sound knowledge and understanding of places and environments, and the geographical processes that form and transform them
- demonstrates sound knowledge and understanding of the interactions and connections between people, places and environments
- describes different perspectives of geographical issues
- displays broad knowledge and understanding of human wellbeing and the management of places and environments for their sustainability
- exhibits sound skills to select and apply geographical concepts and tools appropriate to the investigation
- displays sound skills to select, acquire, process and communicate geographical information using a range of strategies.

Grade D

A student at this grade typically:

- demonstrates a basic knowledge of places and environments and some understanding of the geographical processes that form and transform them
- demonstrates basic knowledge and understanding of the interactions and connections between people, places and environments
- outlines different perspectives of geographical issues
- displays some knowledge of human wellbeing and the management of places and environments for their sustainability
- exhibits some skills to select and apply geographical concepts and tools appropriate to the investigation
- displays basic skills to select, acquire, process and communicate geographical information using a range of strategies.

Grade E

A student at this grade typically:

- demonstrates some knowledge of places and environments and identifies some geographical processes that form and transform them
- demonstrates elementary knowledge and understanding of some interactions and connections between people, places and environments
- recognises some different perspectives of geographical issues
- identifies some aspects of human wellbeing and the management of places and environments
- exhibits elementary skills to select and apply geographical concepts and tools to the investigation
- displays elementary skills to select, acquire, process and communicate geographical information using a limited range of strategies.

History (Australian)

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(HSIE FACULTY)

Course Content

The Year 10 Mandatory History course, **The Modern World and Australia**, has three topics to be studied over two semesters.

- School Developed Depth Study- The Holocaust
- Core Study (Core 4)- Changing Rights and Freedoms 1945 to the present
- Pop Culture

Course Assessment

- Ongoing class assessment of skills and content-based tasks, including ICT.
- There are no final exams.

Assessment schedule for Year 10 History:

Task No.	Unit/Area of Learning	Task Description	Weighting	Date Due/Work Completed	
				Term	Week
1.	Holocaust	Field Study Worksheet and Source Analysis Task	25%	1	9
2.	Changing Rights and Freedoms	Research extended response Hand-in	25%	2	3

Stage 5 Course Performance Descriptors – Australian History

Areas for Assessment

Historical knowledge

Research and historical inquiry skills

Communication

Grade A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- draws historical conclusions based on an understanding of chronology, continuity and change
- evaluates a range of sources for their usefulness and synthesises evidence from them to support an historical inquiry
- analyses and assesses the importance of the causes and effects of historical events and developments
- analyses and accounts for different perspectives and interpretations of the past
- communicates an understanding of the past by constructing sustained explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, with a sophisticated use of relevant historical terms and concepts.

Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- explains historical events based on an understanding of chronology, continuity and change
- selects and analyses a range of sources and draws conclusions about their usefulness for an historical inquiry
- explains and analyses causes and effects of historical events and developments
- explains and compares different perspectives and interpretations of the past
- communicates an understanding of the past by constructing explanations and arguments for different audiences, in appropriate oral, written, visual and digital forms, using a range of relevant historical terms and concepts.

Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- sequences historical events and describes significant patterns of continuity and change
- selects and organise sources to locate relevant information to support an historical inquiry
- explains causes and effects of historical events and developments
- explains different perspectives and interpretations of the past
- communicates an understanding of the past through explanations and arguments in appropriate oral, written, visual and digital forms, using relevant historical terms and concepts.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of significant historical forces and factors that shaped the modern world and Australia
- demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- sequences some historical events and identifies factors contributing to continuity and change
- selects and organises relevant information from sources and summarises the main ideas to answer historical questions
- describes some causes and effects of historical events and developments
- identifies different perspectives and interpretations of the past
- communicates an understanding of the past by describing historical events and issues in appropriate oral, written, visual and digital forms, using some historical terms and concepts.

Grade E

A student at this grade typically:

- 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.

Indonesian

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(LANGUAGES FACULTY)

In all Stage 5 Languages subjects, assessment will be based on individual student performance in:

- Interacting
- Accessing & Responding
- Composing

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Interacting (10%) Accessing & Responding (10%)	Presentation	1	9
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	4
3.	Interacting (15%) Accessing & Responding (15%)	Presentation	3	7
4.	Accessing & Responding (15%) Composing (15%)	In-class task	4	3

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.

Stage 5 Course Performance Descriptors – Indonesian

Grade A

A student at this grade typically:

- demonstrates a very high level of competence in communicating in [language]
- confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts
- applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas
- demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade B

A student at this grade typically:

- demonstrates a high level of competence in communicating in [language]
- manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts
- applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas
- demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade C

A student at this grade typically:

- demonstrates an adequate level of competence in communicating in [language]
- uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts
- demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts
- uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences
- demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts
- demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade D

A student at this grade typically:

- demonstrates a limited level of competence in communicating in [language]
- uses basic communication skills to convey information in short exchanges in familiar contexts
- accesses and responds to information in simple texts in a limited way
- uses basic knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates basic understanding of some elements of grammar and uses this to express ideas
- demonstrates basic understanding of language and culture

Grade E

A student at this grade typically:

- demonstrates a very limited level of competence in communicating in [language]
- uses communication skills to convey information in some familiar contexts
- identifies and provides a very limited response to elementary information
- uses elementary knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates elementary understanding of some elements of grammar
- demonstrates elementary understanding language and/or culture

Information and Software Technology

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(INFORMATION TECHNOLOGY FACULTY)

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Database Design Produce searchable database using <i>MS Access</i> to create searches and forms.	Database Theory and Practical Test	1	10
2.	Multimedia Students learn to design, produce and evaluate a multimedia product for a given purpose	Skills Test	2	9
3.	Networking Internet Security (Networking – Cyber Security) Students learns about Networked Devices and Security	Online Activities	3	9
4.	Excel and Data Analysis Students learns skill around the use of Excel as a data analytics and visualisation tool.	Skills Test	4	5

Stage 5 Course Performance Descriptors – Information & 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 A

A student at this grade typically:

- demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
- perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies.
- is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations.
- independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

Grade B

A student at this grade typically:

- demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
- analyses the effects on individuals and society of a range of past, current and emerging information technologies.
- confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations.
- justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks.
- describes the effects on individuals and society of a range of past, current and emerging information technologies.
- applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations.
- applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks.
- outlines the effects on individuals and society of a limited range of past, current and emerging information technologies.
- applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations.
- recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information.
- communicates, using appropriate documentation, ideas and solutions to an audience.

Grade E

A student at this grade typically:

- 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.

International Studies

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (DOE APPROVED COURSE)

(HSIE FACULTY)

Course Content

The Year 10 course has four topics to be studied over two semesters.

1. Culture and Travel
2. Culture and Beliefs
3. Culture in Film and Literature
4. TBC

Course Assessment

- Ongoing class assessment of skills and content-based tasks, including ICT.
- There are no final exams.

Task No.	Unit/Area of Learning	Task Description	Weighting	Date Due/Work Completed	
				Term	Week
1.	Culture and Travel	Individual report on the effect of culture on travel and cultural issues.	35%	1	10
2.	Culture and Beliefs	Investigation and group presentation of a focus study on a belief system.	35%	3	1
3.	Culture in Film and Literature	Scaffolded short film or literature review.	30%	4	2

Stage 5 Course Performance Descriptors – International Studies

The general performance descriptors describe performance at each of five grade levels.

- 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.

Japanese

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(LANGUAGES FACULTY)

In all Stage 5 Languages subjects, assessment will be based on individual student performance in:

- Interacting
- Accessing & Responding
- Composing

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Interacting (10%) Accessing & Responding (10%)	Presentation	1	9
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	4
3.	Interacting (15%) Composing (15%)	Presentation	3	7
4.	Accessing & Responding (30%)	In-class task	4	3

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.

Stage 5 Course Performance Descriptors – Japanese

Grade A

A student at this grade typically:

- demonstrates a very high level of competence in communicating in Japanese
- confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts
- applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas
- demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade B

A student at this grade typically:

- demonstrates a high level of competence in communicating in Japanese
- manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts
- applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas
- demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade C

A student at this grade typically:

- demonstrates an adequate level of competence in communicating in Japanese
- uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts
- demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts
- uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences
- demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts
- demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade D

A student at this grade typically:

- demonstrates a limited level of competence in communicating in Japanese
- uses basic communication skills to convey information in short exchanges in familiar contexts
- accesses and responds to information in simple texts in a limited way
- uses basic knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates basic understanding of some elements of grammar and uses this to express ideas
- demonstrates basic understanding of language and culture

Grade E

A student at this grade typically:

- demonstrates a very limited level of competence in communicating in Japanese
- uses communication skills to convey information in some familiar contexts
- identifies and provides a very limited response to elementary information
- uses elementary knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates elementary understanding of some elements of grammar
- demonstrates elementary understanding language and/or culture

Journalism

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (SCHOOL BASED ELECTIVE COURSE)

(ENGLISH FACULTY)

Course Content

The Year 10 course has four topics to be studied over two semesters.

- Introduction to Media Ethics
- The Changing Nature of Television News
- The News in Pictures
- The Long Form: News Media Documentaries

Course Assessment:

The year 10 Journalism Course will consist of:

- Three summative assessment tasks
- One major work to be completed throughout the year

Assessment schedule for Year 10 Journalism:

	Unit/Area of Learning	Task Description	Weighting	Date Due	
				Term	Week
1.	Introduction to Media Ethics	In class examination	10%	1	8
2.	The Changing Nature of Television News	Television News Article	30%	2	8
3.	The News in Pictures	Visual Analysis Task	10%	3	8
4.	Major Work	Create a Panel Style Television Show	50%	4	3

Stage 5 Course Performance Descriptors – Journalism

A The student has 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.

Korean

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(LANGUAGES FACULTY)

In all Stage 5 Languages subjects, assessment will be based on individual student performance in:

- Interacting
- Accessing & Responding
- Composing

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	Interacting (10%) Accessing & Responding (10%)	Presentation	1	9
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	4
3.	Interacting (15%) Composing (15%)	Presentation	3	7
4.	Accessing & Responding (30%)	In-class task	4	3

- Semester 1 assessment tasks are worth 40%.
- Semester 2 assessment tasks are worth 60% of the RoSA.

Stage 5 Course Performance Descriptors – Korean

Grade A

A student at this grade typically:

- demonstrates a very high level of competence in communicating in Korean
- confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts
- applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas
- demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade B

A student at this grade typically:

- demonstrates a high level of competence in communicating in Korean
- manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts
- applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas
- demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade C

A student at this grade typically:

- demonstrates an adequate level of competence in communicating in Korean
- uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts
- demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts
- uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences
- demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts
- demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade D

A student at this grade typically:

- demonstrates a limited level of competence in communicating in Korean
- uses basic communication skills to convey information in short exchanges in familiar contexts
- accesses and responds to information in simple texts in a limited way
- uses basic knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates basic understanding of some elements of grammar and uses this to express ideas
- demonstrates basic understanding of language and culture

Grade E

A student at this grade typically:

- demonstrates a very limited level of competence in communicating in Korean
- uses communication skills to convey information in some familiar contexts
- identifies and provides a very limited response to elementary information
- uses elementary knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates elementary understanding of some elements of grammar
- demonstrates elementary understanding language and/or culture

Live Productions

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(SCHOOL BASED ELECTIVE COURSE)

(CREATIVE ARTS FACULTY)

In this subject assessment will be based on:

- Knowledge
- Skills

Term	Topic or Component	Task
1	SAFE WORK PRACTICES & BASIC AUDIO OPERATIONS - Roles & Responsibilities - Equipment Operation	Practical Practical Audio Operation Theory and Research Production Equipment Production Personnel
2	BASIC LIGHTING OPERATIONS - Roles & Responsibilities - Equipment Operation	Practical Vision Practical Research Emerging Technologies
3	BASIC VISION OPERATIONS - Roles & Responsibilities - Equipment Operation	Practical Lighting Practical Research Presentation Production Case Study
4	WORKING BACKSTAGE - Roles & Responsibilities - Equipment Operation	Practical Class Production

Outcome 1: Works well to complete a practical task within a given time frame

Outcome 2: Demonstrates knowledge and understanding of production concepts and equipment

Outcome 3: Ensures a safe workplace for themselves and others

Stage 5 Course Performance Descriptors – Live Production

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

- A** The student demonstrates superior communication skills and is able to critically evaluate a wide range of written, audio visual texts and new media. The student demonstrates superior skills in the use of manipulation of digital technologies. The student also has expertise in the recognition of a wide range of political, social and cultural concepts.
- B** The student demonstrates high level ability to communicate and critically evaluate a wide range of written, audio visual texts and new media. The student also demonstrates high level skills in the use of manipulation of digital technologies. The student also has high level ability to recognise a wide range of political, social and cultural concepts.
- C** The student has a sound ability to communicate and can evaluate a range of written, audio visual texts and new media. The student demonstrates sound skills in the use of digital technologies. The student also has the ability to recognise social and cultural concepts.
- D** The student has a basic ability to communicate and attempts to access some written, audio visual texts and new media. The student can construct a basic text using digital technologies. The student can also attempt to recognise some social and cultural concepts.
- E** The student has an elementary ability to communicate and interpret written, audio visual texts and new media. The student has a limited ability to construct texts using digital technologies. The student also has an elementary ability to recognise social and cultural concepts.

Mathematics 5.1

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(MATHEMATICS FACULTY)

In this subject, assessment will be based on the outcomes for the stage of development of the individual students (ie. 4, 5.1, 5.2 or 5.3) in the following topic areas (Strands):

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Working mathematically is included in each task

Time		Topic or Component	Type of Task
Term	Week		
1	10	<ul style="list-style-type: none">• Financial mathematics• Measurement	Common exam across all classes in the course. Written Test
2	10	<ul style="list-style-type: none">• Algebraic expressions and indices• Probability	Common exam across all classes in the course. Written Test
3	10	<ul style="list-style-type: none">• Single variable and bivariate statistics• Linear relationships• Properties of geometrical figures	Common exam across all classes in the course. Written Test
4	10	<ul style="list-style-type: none">• Right-angled triangles• Equations, formulae and inequalities• Quadratic expressions and equations and non-linear relationships	Common exam across all classes in the course. Written Test

Mathematics 5.2

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(MATHEMATICS FACULTY)

In this subject, assessment will be based on the outcomes for the stage of development of the individual students (ie. 4, 5.1, 5.2 or 5.3) in the following topic areas (Strands):

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Working mathematically is included in each task

Time		Topic or Component	Type of Task
Term	Week		
1	10	<ul style="list-style-type: none">• Financial mathematics• Measurement	Common exam across all classes in the course. Written Test
2	10	<ul style="list-style-type: none">• Algebraic expressions and indices• Probability• Single variable and bivariate statistics	Common exam across all classes in the course. Written Test
3	10	<ul style="list-style-type: none">• Linear relationships• Properties of geometrical figures• Right-angled triangles	Common exam across all classes in the course. Written Test
4	10	<ul style="list-style-type: none">• Equations, formulae and inequalities• Quadratic expressions and equations and non-linear relationships	Common exam across all classes in the course. Written Test

Mathematics 5.3

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2020

(MATHEMATICS FACULTY)

In this subject, assessment will be based on the outcomes for the stage of development of the individual students (ie. 4, 5.1, 5.2 or 5.3) in the following topic areas (Strands):

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Working mathematically is included in each task

Time		Topic or Component	Type of Task
Term	Week		
1	10	<ul style="list-style-type: none">• Indices and surds• Quadratic expressions	Common exam across all classes in the course. Written Test
2	10	<ul style="list-style-type: none">• Probability• Single variable and bivariate statistics• Expressions, equations and linear relationships	Common exam across all classes in the course. Written Test
3	10	<ul style="list-style-type: none">• Geometrical figures and circle geometry• Trigonometry• Measurement	Common exam across all classes in the course. Written Test
4	10	<ul style="list-style-type: none">• Non-linear relationships, fractions and their graphs• Logarithms and polynomials	Common exam across all classes in the course. Written Test

Mathematics Accelerated - Preliminary Advanced

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

PRELIMINARY COURSE 2024

(MATHEMATICS FACULTY)

Students will be assessed based on outcomes from the Stage 6 Preliminary Mathematics Extension course as shown below

Component	Task 1	Task 2	Task 3	Weighting
	Written Test	Investigation Task	Preliminary Examination	
	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8,9	
Outcomes	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-7 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weightings	30	30	40	100

Mathematics Accelerated – Preliminary Extension

Preliminary Course 2024

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(MATHEMATICS FACULTY)

Component	Task 1	Task 2	Task 3	Weighting
	Investigation Task	Written Test	Preliminary Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8,9	
Outcomes	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-3 ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weightings	30	30	40	100

Stage 5 Course Performance Descriptors – Mathematics

Areas for Assessment

Knowledge, skills and understanding

Students:

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 A10

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.

A student at this grade typically:

- 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

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.

A student at this grade typically:

- performs operations with surds and indices in numerical and algebraic contexts; analyses and describes graphs of physical phenomena; uses analytical methods to solve complex linear, quadratic, simple cubic, and simultaneous equations, including simultaneous equations where one equation is non-linear
- uses trigonometry to solve practical problems involving non-right-angled triangles; constructs geometrical arguments and formal proofs of geometrical relationships
- uses the mean and standard deviation to make comparisons between data sets; evaluates the use of data to inform decision-making processes.

Grade B8

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.

A student at this grade typically:

- 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

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.

A student at this grade typically:

- 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

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.

A student at this grade typically:

- 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

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 at this grade typically:

- 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

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 at this grade typically:

- 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

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 at this grade typically:

- 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

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 at this grade typically:

- solves simple financial mathematics problems involving earning money; simplifies simple algebraic expressions involving positive integral indices
- uses given diagrams and formulae to solve simple problems involving area and surface area; uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees; constructs simple scale drawings
- determines the mean and range for a set of data.

Music

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(CREATIVE ARTS FACULTY)

In this subject, assessment will be based on the study of Music through three key learning areas of concepts, learning experiences and genres:

- **CONCEPTS:** Pitch, Duration, Dynamics and Expressive Techniques, Structure, Texture, Tone Colour
- **LEARNING EXPERIENCES:** Performance, Composition, Musicology and Aural Skills
- **GENRES/Units of Study-** in 2023 - Music of the 19th Century - focus on Ballet and opera, Popular Music. NB: Australian Music is the Mandatory Topic and will be covered throughout year 10.

Time		Topic or Component	Type of Task
Term	Week		
1	7	Composition – 10%	Write a melody to a harmonic line and orchestrate for an ensemble of at least 4 instruments using flat.io software
1	8	Musicology Task – Australian Music 10%	Musicology Listening test following study of Port Essington by Sculthorpe (Mandatory Topic repertoire)
1	9&10	Performance – Small ensemble 1 or 2, including sight singing. 10%	ONE piece, connected to either topic Music for Small Ensembles 1 or 2.
2	6	Composition or arrangement and performance 20% - Art Music of the 20 th and 21 st Centuries	Submitted composition with composition diary
3	3	Performance 15% Art Music of the 20th and 21st Centuries. Aural skills 5%	Performance – solo of 1 piece from the topic Sight Singing of a simple melody at end of performance
4	2	Musicology Task 15% Aural skills 15%	Musicology Listening – based on yr10 topics. Aural skills test - In class

Stage 5 Course Performance Descriptors – Music

Areas for Assessment

Performing Composing Listening Grade A

A student at this grade typically:

- clearly and perceptively communicates an understanding of music as an artform in a comprehensive range of styles, periods and genres and is able to make connections across a range of repertoire.
- confidently engages in a range of sophisticated musical experiences demonstrating a perceptive understanding of the concepts of music within a broad range of repertoire.
- confidently performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
- explores, improvises, and constructs coherent and stylistic musical works.
- explores the capabilities of a range of instruments and understands how musical concepts can be manipulated for a range of effects.
- confidently notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.

- analyses and critically discusses style and interpretation, demonstrating a clear awareness of the social, cultural and historical contexts of the music studied.

Grade B

A student at this grade typically:

- clearly communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of repertoire.
- confidently engages in a range of musical experiences, demonstrating understanding of the concepts of music within a range of repertoire.
- performs a range of repertoire as a solo performer, and/or takes prominent roles within group performances.
- explores, improvises, and constructs coherent musical works.
- explores the capabilities of a range of instruments and how musical concepts can be manipulated for a range of effects.
- notates their own work, choosing notational forms and conventions appropriate to the style, period or genre being explored.
- critically discusses style and interpretation, demonstrating an awareness of the social, cultural and historical contexts of the music studied.

Grade C

A student at this grade typically:

- communicates an understanding of music as an artform in a range of styles, periods and genres and makes connections across a range of music.
- engages in a range of musical experiences demonstrating a sound understanding of the concepts of music.
- performs a range of repertoire in solo and group situations.
- explores, improvises, and constructs musical compositions.
- explores the capabilities of some instruments and how musical concepts can be manipulated for various effects.
- notates their own work, demonstrating understanding of notational conventions.
- discusses style and interpretation, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

Grade D

A student at this grade typically:

- demonstrates a basic understanding of music as an artform in a range of styles, periods and genres and with guidance, makes some connections across a range of music.
- engages in a range of musical experiences demonstrating a basic understanding of the concepts of music.
- engages in group music-making and may perform some solo repertoire.
- with support, explores, improvises, and constructs basic musical compositions.
- with guidance, explores the capabilities of some instruments to create effects.
- with support, notates their own work demonstrating some understanding of notational conventions.
- describes aspects of style, demonstrating some awareness of the social, cultural and historical contexts of the music studied.

Grade E

A student at this grade typically:

- 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.

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(PDHPE FACULTY)

Semester One

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
1	YOLO (You Only Live Once): Healthy Lifestyle	Group Task: Board Game	Term 1, Week 9	Health, Wellbeing and Relationships PD5.2 Healthy, Safe and Active Lifestyles PD5.6, PD5.8
2	SEPEP/ Invasion Games	Individual Task: Offensive, Defensive and Team Play Skills Individual and Group Task: Journal and application of roles	Term, 2- Continuous/Week 10	Movement Skill and Performance PD5.4, PD5.5, PD5.10 Healthy, Safe and Active Lifestyles PD5.7,

Semester Two

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
1	Health 360	Pair Task: Resource Box	Term 3, Week 10	Health, Wellbeing and Relationships PD5.1, PD5.9 Healthy, Safe and Active Lifestyles PD5.6, PD5.7, PD5.8
2	Rights & Responsibilities	Individual Task: Multimedia Presentation	Term 4 Week 8	Health, Wellbeing and Relationships PD5.3 Healthy, Safe and Active Lifestyles PD5.9, PD5.10

Stage 5 Course Performance Descriptors – PDHPE

Areas for Assessment

Health, Wellbeing and Relationships

Movement Skill and Performance

Healthy, Safe and Active Lifestyles

Grade A

A student at this grade typically:

- applies and assesses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations
- demonstrates sophisticated skills to inquire into and evaluate health information and support services in the community
- uses extensive knowledge and understanding of contextual factors to demonstrate and evaluate interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- plans, refines and applies highly developed creative movement skills across a range of physical activity contexts
- applies and justifies sophisticated solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses extensive knowledge and understanding of contextual factors to plan, enact and critique strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

Grade B

A student at this grade typically:

- applies and discusses strategies and skills that assist them and others to respond positively to challenges and effectively manage complex situations
- demonstrates high level skills to inquire into and evaluate health information and support services in the community
- uses thorough knowledge and understanding of contextual factors to demonstrate and assess interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- plans, refines and applies proficient movement skills across a range of physical activity contexts
- applies and discusses well developed solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses thorough knowledge and understanding of contextual factors to plan, enact and assess strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

Grade C

A student at this grade typically:

- applies and explains strategies and skills that assist them and others to respond positively to challenges and manage situations
- demonstrates adequate skills to inquire into and evaluate health information and support services in the community
- uses sound knowledge and understanding of contextual factors to demonstrate and explain interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- plans, refines and applies adequate movement skills in physical activity contexts
- applies and justifies solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses sound knowledge and understanding of contextual factors to plan, enact and explain strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

Grade D

A student at this grade typically:

- describes strategies and/or skills that assist them and others to respond positively to challenges and manage situations
- demonstrates limited skills to inquire into and/or outlines health information and support services in the community
- uses basic knowledge and understanding of contextual factors to demonstrate and describe interpersonal skills for interacting effectively with others to build and maintain respectful relationships
- demonstrates limited movement skills in physical activity contexts
- applies and/or describes solutions to movement challenges to enhance their health and participation in a lifetime of physical activity
- uses basic knowledge and understanding of contextual factors to plan and/or enact strategies to strengthen health, safety, wellbeing and participation in physical activity for themselves and others.

Grade E

A student at this grade typically:

- 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.

Philosophy

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (DOE APPROVED COURSE)

(HSIE FACULTY)

Course Content

The Year 10 course has four topics to be studied over two semesters.

- Environmental/Technological Ethics
- Aesthetics
- Personal Interest Project- Philosophy of Science
- Personal Philosophy

Course Assessment

- Ongoing class assessment of skills and content-based tasks, including ICT.
- There are no final exams.

Assessment schedule for Year 10 Philosophy:

	Unit/Area of Learning	Task Description	Weighting	Date Due	
				Term	Week
1.	Environmental/Technological Ethics	SDG Advocacy Task	30%	1	9
2.	Aesthetics	Research Report	40%	2	8
3.	Philosophy of Science	Presentation	30%	3	7

Stage 5 Course Performance Descriptors – Philosophy

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

- 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.

Photographic and Digital Media

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(CREATIVE ARTS FACULTY)

In this subject, assessment will be based on:

Weighting: 60% Artmaking in Photographic and Digital Media
40% Art Critical and Historical Study

Time		Topic or Component	Type of Task
Term	Week		
1	7	Black and White Photography	<ul style="list-style-type: none">• Written response
2	5	Black and White series of photographs	<ul style="list-style-type: none">• Black and White photography series and PDM journal documentation
3	2	Short Filmmakers Critical and Historical Study	<ul style="list-style-type: none">• Written response
3	10	Short Film	<ul style="list-style-type: none">• Research notes, final film and PDM journal documentation

Stage 5 Course Performance Descriptors – Photographic & Digital Media

Areas for Assessment

Making

Critical and historical interpretations

Grade A

A student at this grade typically:

- 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.

Grade B

A student at this grade typically:

- 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.

Grade C

A student at this grade typically:

- 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.

Grade D

A student at this grade typically:

- 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.

Grade E

A student at this grade typically:

- 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.

Physical Activity and Sports Studies

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024 (NESA ENDORSED COURSE)

(PDHPE FACULTY)

- Research and analysis of issues relating to sport.
- Analysis of the impact of cultural and social perspectives on physical activity and sport.
- Evaluating and performing effective planning and instructional strategies to facilitate physical activity amongst younger peer groups at Burwood Girls High School.
- Designing a local recreational facility to improve community health.
- Works collaboratively with others to enhance participation, enjoyment and performance.
- Increase of personal performance of movement skills with increasing proficiency.

Term	Unit of Work	Type of Assessment Task
Term 1 Week 9	<p><u>Theoretical Unit:</u> Issues in sport</p> <p><u>Practical Unit:</u> Ultimate Frisbee</p>	<ul style="list-style-type: none"> • Individual Research, Scaffold and Magazine Article • Ongoing practical application of skills, strategies, and game play during Ultimate Frisbee <p>Outcomes Assessed: 5.3, 5.4, 5.5,5.10</p>
Term 2 Week 9	<p><u>Theoretical Unit:</u> Fuel for the Body</p> <p><u>Practical Unit:</u> Athletics</p>	<ul style="list-style-type: none"> • In pairs, designs a new school menu that adheres to the Australian Dietary Guidelines. Prepares one of the meals from the menu and evaluates the importance of good nutrition and regular physical activity. • Ongoing practical application of skills, strategies, and game play during Athletics and Tennis. <p>Outcomes Assessed: 5.1, 5.2, 5.8</p>

<p>Term 3 Weeks 7</p>	<p><u>Theoretical Unit:</u> Inclusion In Sport</p> <p><u>Practical Unit:</u> Inclusive Games</p>	<ul style="list-style-type: none"> • In groups, create a game for a specific group with a focus on increasing participation, enjoyment, and performance. • Ongoing Practical application of skills, strategies, and game play for a range of inclusive games. <p>Outcomes Assessed: 5.3, 5.4, 5.5, 5.6, 5.7</p>
<p>Term 4 Week 4</p>	<p><u>Theoretical Unit:</u> Higher, Better, Faster, Stronger</p> <p><u>Practical Unit:</u> Gaelic Football</p>	<ul style="list-style-type: none"> • In pairs, students create and present a documentary film on the historical evolution of technology for their chosen sport. • Ongoing Practical application of skills, strategies, and game play for Gaelic Football. <p>Outcomes: 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>

Stage 5 Course Performance Descriptors – Physical Activity and Sport Studies

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

- 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.

Science

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(SCIENCE FACULTY)

In this subject, assessment will be based on:

- Knowledge and understanding
- Skills
 - planning and conducting investigations
 - communicating information and understanding
 - scientific thinking and problem solving

Time		Topic or Component	Type of Task
Term	Week		
1	8	Student Research Project (SRP) - conducting investigation, writing Final Report	Research Project Final Report
2	9	Literacy Skills - identifying and extracting information from textual and web resources about DNA/Biotechnology	Common Task/Written Report
3	9	Mid-Course Exam - Knowledge and understanding - Scientific thinking	Common Theory Exam
4	8	- Sustainable Energy Design - Technology/research/modelling	Group Presentation

Stage 5 Course Performance Descriptors – Science

Areas for Assessment

Knowing and understanding

Questioning and predicting

Planning and conducting investigations

Processing and analysing data and information

Problem-solving

Communicating

Grade A

A student at this grade typically:

- applies extensive knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science
- identifies and proposes valid scientific hypotheses, asks questions and makes evidence based predictions
- creates, plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations both individually and collaboratively
- uses critical thinking skills to evaluate trends, patterns and relationships to draw evidence-based scientific conclusions
- effectively gathers, selects, organises and processes first-hand and secondary sourced data and information to evaluate issues and inform creative solutions using appropriate digital technologies
- communicates comprehensive understanding of scientific ideas, and related evidence for a particular purpose and audience using scientific units, language conventions and text types.

Grade B

A student at this grade typically:

- applies thorough knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science
- identifies and proposes coherent hypotheses, asks questions and makes logical predictions
- plans and organises appropriate, risk-assessed, safe, and ethical first-hand scientific investigations
- uses critical thinking skills to explain trends, patterns and relationships to draw scientific conclusions
- systematically gathers, selects, organises and processes first-hand and secondary sourced data and information to explain issues and inform problem-solving using appropriate digital technologies
- communicates well-developed understanding of scientific ideas to an audience using scientific units and language conventions.

Grade C

A student at this grade typically:

- demonstrates sound knowledge and understanding of scientific models, theories and laws, and about the nature, use and influence of science
- identifies and proposes related hypotheses, asks questions and make predictions
- plans and performs safe, ethical first-hand scientific investigations
- explains trends, patterns and relationships to draw scientific conclusions
- gathers and selects first-hand and secondary sourced data and information to identify issues and participate in problem-solving using appropriate digital technologies
- communicates sound understanding of scientific ideas to an audience.

Grade D

A student at this grade typically:

- demonstrates basic knowledge and understanding of scientific models, theories and laws, and about the use and influence of science
- asks questions and makes some predictions
- performs safe, ethical first-hand scientific investigations
- describes trends, patterns and draws some conclusions
- uses first-hand and secondary sourced data and information, and appropriate digital technologies, to assist in the problem-solving process
- communicates basic scientific understanding to an audience.

Grade E

A student at this grade typically:

- 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.

Textiles Technology

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(TAS FACULTY)

In this subject, assessment will be based on:

- Design
- Evaluation
- Construction
- Investigating
- Management of Resources
- Recall
- Communication
- Analysis
- Interpreting

Time		Topic or Component	Type of Task
Term	Week		
2	8	Project Work Properties and Performance	Practical Item Submission
4	2	Textiles and Society	Cultural Assignment and Portfolio

Stage 5 Course Performance Descriptors – Textiles Technology

Areas for Assessment

Properties and performance

Textiles and society

Designing and communicating

Using textiles

Producing and evaluating textiles

Grade A

A student at this grade typically:

- 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.

Grade B

A student at this grade typically:

- 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.

Grade C

A student at this grade typically:

- 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.

Grade D

A student at this grade typically:

- 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.

Grade E

A student at this grade typically:

- 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.

Visual Arts

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(CREATIVE ARTS FACULTY)

In this subject, assessment will be based on:

Weighting:

- 60% Artmaking
- 40% Art Critical and Historical Study

Time		Topic or Component	Type of Task
Term	Week		
1	9	Ephemeral Artist Practice: Critical and Historical studies	In-class Essay
1	10	Ephemeral Artmaking	Video/Photographic documentation of Site-specific Ephemeral artwork Art Diary Documentation
2	7	Exploring a Site: Critical and Historical studies	In-class Essay
3	4	Exploring a Site Artmaking: Folding Book	Practical: Completed artwork Visual Arts Diary documentation
4	2	Mural Artmaking	In progress Mural making

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment

Artmaking

Critical and Historical Studies

Grade A

A student at this grade typically:

- makes sophisticated artworks with a perceptive understanding of how the four frames and conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates highly developed technical accomplishment and refinement in making and resolving sophisticated artworks in 2D, 3D and/or 4D forms. They experiment, work with autonomy, and reflect on their actions, judgements and artistic intentions to make informed choices about their artworks.
- synthesises their understanding of practice, the conceptual framework and the frames to confidently interpret, explain and make judgements about art.
- demonstrates a perceptive understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

Grade B

A student at this grade typically:

- makes accomplished artworks with a clear understanding of how the four frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates well-developed technical accomplishment and refinement to make artworks in 2D, 3D and/or 4D forms. They experiment and reflect on their actions, judgements and artistic intentions to make artworks.
- interprets, explains and makes judgements about art applying an understanding of practice, the conceptual framework and the frames.
- demonstrates a clear understanding of the function of and relationships between the agencies of the conceptual framework, and how the frames can be used to represent a point of view.

Grade C

A student at this grade typically:

- makes a variety of artworks with an understanding of how the frames and agencies of the conceptual framework can be used to develop meaning and represent ideas and interests in the world.
- demonstrates sound technical accomplishment in making artworks in 2D, 3D and/or 4D forms that represent their actions, judgements and artistic intentions.
- interprets, explains and makes judgements about art by engaging with aspects of practice, the conceptual framework and some of the frames.
- demonstrates understanding of the function of and relationships between some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

Grade D

A student at this grade typically:

- makes artworks, and identifies how some of the frames and agencies of the conceptual framework can be used to explore ideas and interests in the world.
- represents their artistic intentions in 2D, 3D and/or 4D artworks, demonstrating some technical accomplishment.
- makes limited interpretations and judgements about art involving a foundational understanding of practice and the conceptual framework, and some of the frames.
- recognises the function of, and relationships between, some agencies of the conceptual framework, and how some of the frames can be used to represent a point of view.

Grade E

A student at this grade typically:

- 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.

Visual Design

NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2024

(CREATIVE ARTS FACULTY)

In this subject, assessment will be based on:

- Making – Visual Design Artworks and the Visual Design journal
- Critical & Historical interpretations – of Visual Design Artwork

Weighting: Making 60%

Critical and Historical interpretations 40%

Time		Topic or Component	Type of Task
Term	Week		
1	4	Critical & Historical interpretations	Set Design Extended Response
2	2	Making	Set Design Contribution to BGHS 2024 Play Set Design and VD Journal
3	2	Making	Jewellery Design Object Design and VD Journal
3	5	Critical & Historical interpretations	Period Inspired Wearable Extended Response

Stage 5 Course Performance Descriptors – Visual Design

Areas for Assessment

Making

Critical and historical interpretations

Grade A

A student at this grade typically:

- 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.

Grade B

A student at this grade typically:

- 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.

Grade C

A student at this grade typically:

- 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.

Grade D

A student at this grade typically:

- 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.

Grade E

A student at this grade typically:

- 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.