

Burwood Girls  
High School

# Year 10

## Assessment Booklet

### 2021

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# YEAR 10 ASSESSMENT POLICY AND PROCEDURES 2021

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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.

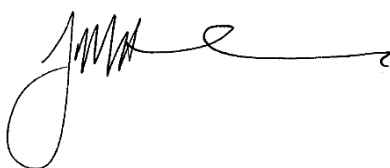
Your Year Advisers and the Careers Adviser are available to assist you if you have any concerns or problems regarding your achievement in Stage 5. They are also there to help you decide on the career path you wish to take.

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**



Julia Alvarado  
**Deputy Principal**



Aeny Silva-Atiya  
**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 deserved on the basis of 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
<b>A</b>	Indicates <b>excellent</b> 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>B</b>	Indicates <b>high</b> 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.
<b>C</b>	Indicates <b>substantial</b> 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.
<b>D</b>	Indicates <b>satisfactory</b> 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.
<b>E</b>	Indicates <b>elementary</b> 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, NESA requires the principal to have sufficient evidence that you have:

- (a) Followed the course developed or endorsed by NESA; *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 NESA*", 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](http://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 2021 Higher School Certificate examinations. The examinations in which scientific calculators are permitted are listed in the equipment checklist.

[http://www.boardofstudies.nsw.edu.au/hsc\\_exams/calculators.html](http://www.boardofstudies.nsw.edu.au/hsc_exams/calculators.html)

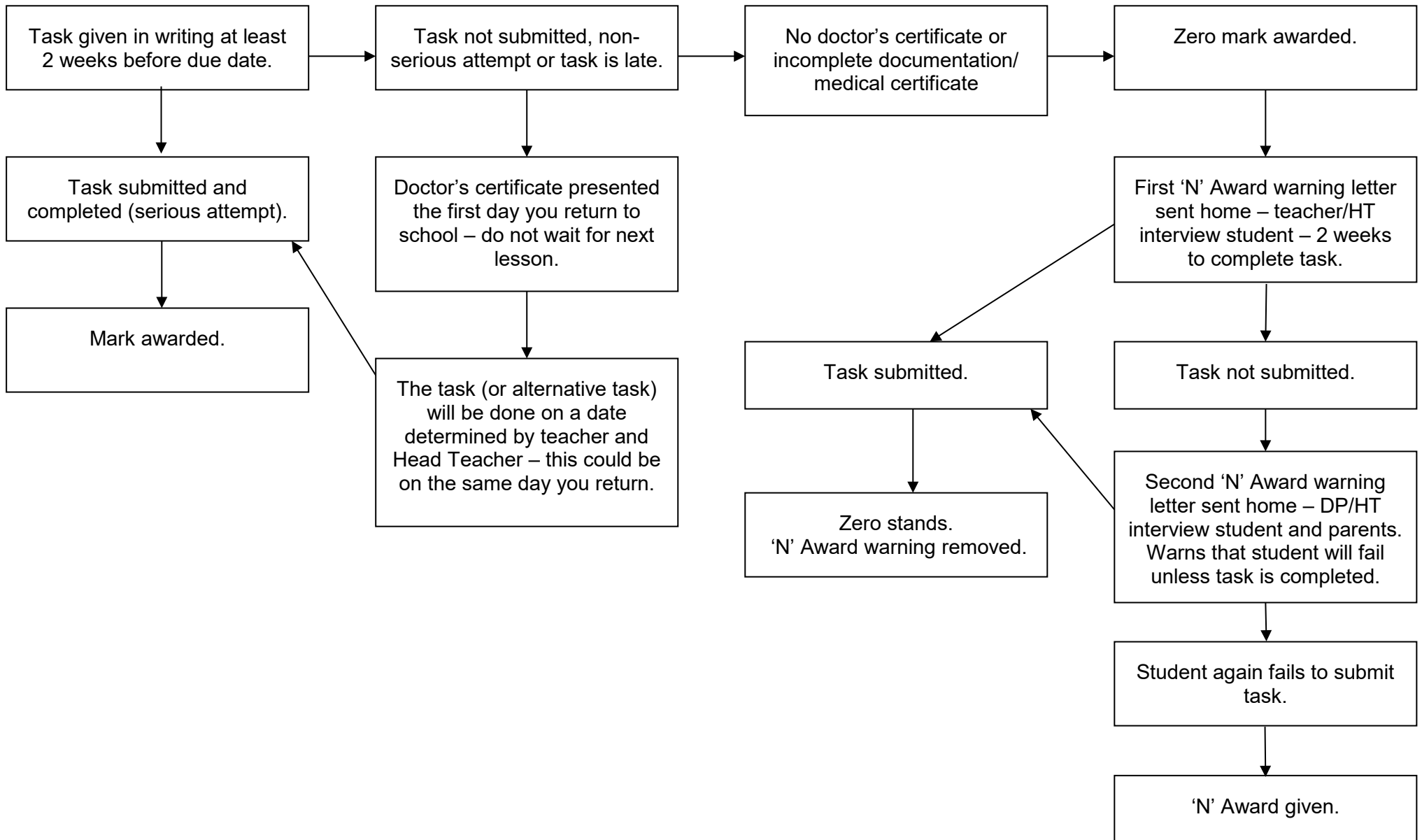
A full list of the equipment required for each subject in the HSC Exams can be found at this link: [exam equipment list](#).

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







BURWOOD GIRLS HIGH SCHOOL

ILLNESS, ACCIDENT OR  
MISADVENTURE APPLICATION

Example

STUDENT'S NAME: \_\_\_\_\_

ERN NUMBER: \_\_\_\_\_ YEAR: \_\_\_\_\_ ROLL CALL: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TEACHER'S NAME: \_\_\_\_\_

NATURE OF ASSESSMENT: \_\_\_\_\_

(Examination, Topic or Unit Test, Assignment, Research Activity, Practical Exercise, Practical Test, Field Work, other.)

DATE OF ORIGINAL TASK: \_\_\_\_\_

DATE TASK WILL BE COMPLETED (HT or HT Admin to re-schedule task): \_\_\_\_\_

NATURE OF ABSENCE: \_\_\_\_\_

(State sufficient details to support your case for consideration to sit for task or substitute task or to gain an extension.)

\_\_\_\_\_  
\_\_\_\_\_

MEDICAL CERTIFICATE FROM: \_\_\_\_\_ (Name of doctor)

OR NATURE OF OTHER VERIFICATION (eg. funeral notice from newspaper etc.)

\_\_\_\_\_  
\_\_\_\_\_

STUDENT'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER'S COMMENT: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

HEAD TEACHER'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

ASSESSMENT COMMITTEE'S RECOMMENDATION (if needed):

\_\_\_\_\_  
\_\_\_\_\_

STUDENT **MUST** RETURN THE **COMPLETED** FORM TO THE DEPUTY PRINCIPAL **WITHIN 2 DAYS.**

DEPUTY PRINCIPAL'S SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**OFFICE USE ONLY:**

Copy of form to HT: \_\_\_\_\_ Copy of medical certificate to office for attendance: \_\_\_\_\_

Entered on Sentral and spreadsheet: \_\_\_\_\_

**Sample letter: Official Warning of 'N' Determination  
(NSW Record of School Achievement course)**

**Example**

Letterhead

Dear .....

**Re: OFFICIAL WARNING – Non-completion of a NSW Record of School Achievement Course.**

I am writing to advise that your daughter ..... is in danger of not meeting the Course Completion Criteria for the NSW Record of School Achievement in

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves.

Please regard this letter as the ..... **official warning** we have issued concerning .....  
A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

**Course Completion Criteria**

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. Students who receive an 'N' determination in a mandatory course are not eligible for the award of the NSW Record of School Achievement.

..... ☐ is a mandatory course ☐ is **not** a mandatory course

To date, ..... has not satisfactorily met ..... of the Course Completion Criteria\*.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for ..... to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved.

Task Name/ Course Requirement/ Course Outcome	Date Task Initially Due (if applicable)	Action Required by Student	Date to be Completed By (if applicable)

**\*Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

.../2

Comments:

Please discuss this matter with ..... and contact the school if further information or clarification is needed.

Yours sincerely,

.....  
Class Teacher / Head Teacher

.....  
Principal

Date .....

---

***Please detach this section and return to school***

**Requirements for the satisfactory completion of a NSW Record of School Achievement Course**

- I have received the letter dated ..... indicating that .....  
is in danger of not having satisfactorily completed .....
- I am aware that this course may not appear on her NSW Record of School Achievement with 'Not complete' indicated.
- I am also aware that the 'N' determination may make her ineligible for the award of the NSW Record of School Achievement.

Parent/Guardian's signature: ..... Date: .....

Student's signature: ..... Date: .....

# Subject Information

# Child Studies

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

(NESA ENDORSED COURSE)

(TAS 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

Time		Topic or Component	Type of Task
Term	Week		
1	10	Learning and Play	Toy construction, oral/ multimedia presentation
3	7	Working with Children	Written job application.

### 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 2021

### (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	10
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	6
3.	Interacting (15%) Composing (15%)	Presentation	3	8
4.	Accessing & Responding (30%)	In-class task	4	4

- 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 2021

### (HSIE FACULTY)

#### Course Content

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

1. **Law, Society and Political Involvement**
2. **The Economic and Business Environment**
3. **Investing**
4. **Towards Independence**
5. **Travel**

#### 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	Date Due/Work Completed	
			Term	Week
1.	<b>Law, Society and Political Involvement</b>	Media File	1	9
2.	<b>The Economic and Business Environment</b>	Individual economic analysis report	2	9
3.	<b>All topics studied- Law, Society and Political Involvement, The Economic and Business Environment, Investing and Towards Independence.</b>	Yearly Topic Test	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 2021

### (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			
1	9	<b>Compose Yourself</b> (Composition/Performance)	In pairs, students compose and perform a dance that includes a verbal reflection based on their compositional process.	5.1.2 5.1.3 5.2.1 5.2.2
2	9	<b>Dance on Film</b> (Performance, Composition and Appreciation)	In groups, students will create a dance on film through the application of filming techniques to help communicate an idea.	5.2.1 5.2.2 5.3.1
3	5	<b>Australian Dance</b> (Appreciation)	Students will complete a written analysis of a performance by an Australian Dance Company.	5.3.1 5.3.2 5.3.3
4	4	<b>The Dancer's Body</b> (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

## 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.

# Drama

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

### (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	
	<b>Melodrama</b>  Class Production / logbook	<b>Independent Project</b>  Individual Project	<b>7 Stages of Grieving</b>  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	<b>Weightings</b>
Making 40	10	25	5	<b>40</b>
Performing 30	15		15	<b>30</b>
Critically Studying 30	5	15	10	<b>30</b>
<b>Weightings</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## 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 2020 (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		
1	8	Design Portfolio – 3D design	Document the design of 3D models and the joint construction of a prototype model using 3D printing - ePortfolio
2	9	3D Design Challenge	Design and print components for construction of an integrated design project. Fabrication and testing of project model.
4	4	Sustainable Design Challenge.	Design and construct a solar powered vehicle using a combination of materials and construction techniques
4	4	Engineering Report	Documentation of findings, measurements, calculations drawings, problems and solutions, evaluation

### 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 2021 (ENGLISH FACULTY)

	Task 1	Task 2	Task 3	Task 4	
	Macbeth: The Flawed Hero	Close Study of Texts – 19 <sup>th</sup> and 20 <sup>th</sup> Century Classics	Genre: Crime Fiction	Epic Shorts	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	Term 4 Week 4/5	
	Persuasive Speaking Task  Students will respond to a seen proposition with a persuasive speech which will be delivered to their class.	Essay  Students respond to an unseen essay question, which will be completed under exam conditions in the hall.	Unseen text analysis  Students respond to short answer questions on unseen visual and written texts.	Short Film  Students submit their group production	
<b>Text Requirements</b>	Shakespearean Drama	Prose Fiction	Short Stories	Film	
<b>Outcomes</b>	EN5-1A EN5-2A EN5-3B EN5-4B EN5-4C EN5-7D EN5-7D	EN5-1A EN5-3B EN5-4C EN5-6C EN5-7D EN5-8D	EN5-1A EN5-3B EN5-4B EN5-4C	EN5-1A EN5-2A EN5-6C	<b>Weighting</b>
<i>Knowledge and understanding of course content</i>	15	15	10	10	<b>50</b>
<i>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</i>	10	10	15	15	<b>50</b>
<b>Task Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

## 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 2021 (SCHOOL BASED ELECTIVE COURSE)

(ENGLISH FACULTY)

	Task 1	Task 2	Task 3	Task 4	
	Conceptual exploration of Identity	The Sapphires: Film Study	Australian Perspectives	Migration Through the Lens	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 7	
	<i>Persuasive and creative writing task</i>  Students are to respond a stimulus and compose two short texts	<i>Film Study: Short Answer Test</i>  Students respond in a listening task to short answer questions	<i>Speaking task on poetry and short stories</i>  Students respond in a formal speech to peers	<i>Extended Response</i>  Students write an essay about the concept of Migration	
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		15			
Speaking			15		
Reading	10		10		
Writing	10			15	
Viewing/Representing	5	10		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 2021

(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 2021

### (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	10
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	6
3.	Interacting (15%) Composing (15%)	Presentation	3	8
4.	Accessing & Responding (30%)	In-class task	4	4

- 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

# Futures Learning

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021 (SCHOOL BASED ELECTIVE COURSE)

### (TEACHING AND LEARNING)

**In this subject, assessment will be based on:**

- 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

There will be **no formal assessments** as per other subjects.

You will **co-design** your success criteria with the teacher.

Your progress and level of achievement will be **assessed continually throughout the course** through various informal tasks. These tasks will be determined by the class along with the teacher and **may** include:

1. Creating a 1-minute video on a social issue to be entered in the Videos for Change competition.
2. Completing self and peer assessments.
3. Mentoring Year 8 High Potential and Gifted Education (HPGE) Program Students.
4. Constructing a class blog to document, reflect on and evaluate learning experiences.
5. Participating in team and individual challenges in class that develop various soft skills e.g. Collaboration, Creativity, Critical Thinking, Problem-solving.
6. Developing a Passion Project individually or in small groups that will be showcased in school and/or to the wider community.
7. School Improvement Project - focus to be determined by the class e.g. Cooler Classrooms, High Potential Opportunities Project (HPOP).



# Geography

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

(HSIE FACULTY)

### Course Content

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

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

### 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	Date Due/Work Completed	
			Term	Week
1.	Environmental change and management	Research Report	3	10
2.	Human wellbeing and development	Knowledge and Skills Test	4	3

## Stage 5 Course Performance Descriptors – Geography

### Areas for Assessment

#### Communication

#### Geographical tools and skills

#### Geographical knowledge

#### Grade A

*A student at this grade typically:*

- displays sophisticated skills to select, gather and organise complex geographical information and uses an extensive range of written, oral and graphic forms to communicate it effectively.
- exhibits extensive skills to select and proficiently apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
- demonstrates an extensive sense of place of Australian environments and an extensive understanding of the geographical processes that form and transform them.
- explains and analyses different perspectives of geographical issues at a range of scales.
- demonstrates extensive knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
- displays extensive knowledge of civics and analyses links between civics and informed and active citizenship in relation to geographical issues at a range of scales.

#### Grade B

*A student at this grade typically:*

- displays high level skills to select, gather, organise and communicate complex geographical information in a broad range of written, oral and graphic forms.
- exhibits high level skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
- demonstrates a thorough sense of place of Australian environments and a thorough understanding of the geographical processes that form and transform them.
- explains different perspectives of geographical issues at a range of scales.
- demonstrates thorough knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
- displays thorough knowledge of civics and explains links between civics and informed and active citizenship in relation to geographical issues.

#### Grade C

*A student at this grade typically:*

- displays sound skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.
- exhibits sound skills to select and apply geographical tools appropriate to the spatial and ecological dimensions of Australia.
- demonstrates a sound sense of place of Australian environments and adequate understanding of the geographical processes that form and transform them.
- describes different perspectives of geographical issues.
- demonstrates sound knowledge and understanding of Australian environments and communities, the interactions of people with the environment and the factors that shape communities.
- displays broad knowledge of civics and describes links between civics and informed and active citizenship.

#### Grade D

*A student at this grade typically:*

- displays basic skills to select, gather, organise and communicate geographical information using a range of written, oral and graphic forms.
- exhibits some skills to select and apply geographical tools appropriate to a range of spatial and ecological dimensions of Australia.
- demonstrates a basic sense of place of Australian environments and some understanding of the geographical processes that form and transform them.
- outlines different perspectives of Australian geographical issues.
- demonstrates basic knowledge and understanding of Australian environments and communities, a range of interactions of people with the environment and a range of factors that shape communities.
- displays some knowledge of civics and identifies links between civics and citizenship.

#### Grade E

*A student at this grade typically:*

- displays very limited skills to select, gather, organise and communicate geographical information using a limited range of written, oral and graphic forms.
- exhibits very limited skills to select and apply geographical tools to some spatial and ecological dimensions of Australia.
- demonstrates some sense of place of Australian environments and identifies some geographical processes that form and transform them.
- recognises some different perspectives of geographical issues.
- demonstrates elementary knowledge and understanding of Australian environments and communities, some interactions of people with the environment and some factors that shape communities.
- identifies some aspects of civics and recognises some links between civics and citizenship.

# History

## NSW RECORD OF ACHIEVEMENT COURSE 2021

(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 (Depth Study 4) - Changing Rights and Freedoms 1945 to the present
- The Globalising World (Depth Study 5) - 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	Date Due/Work Completed	
			Term	Week
1.	Holocaust	FSD worksheet	1	6
2.	Holocaust	Source Analysis In-class	1	6
3.	Changing Rights and Freedoms	Research extended response Hand-in	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.

# Hospitality Stage 5 (100 Indicative hours)

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

### (TAS FACULTY)

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities, and will assist students to move to various education and training sectors and employment.

#### Method of Assessment

This is a competency based course. Students in this course work to develop competencies, skills and knowledge described by each unit of competency as listed below. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Throughout the year, students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. If a student is deemed competent in all units, they will be eligible for (SIT10216) Certificate I in Hospitality

Competency based assessment is largely activity based and practical. However, competency also implies that an individual displays an understanding of the knowledge which underpins the practical performance.

Students have the opportunity to attempt a task three times in order to fulfil the requirements of a competency. Students may need to arrange a suitable time outside of normal class time to complete additional assessment tasks.

Competency based assessment is ongoing however there will also be an assessment schedule which contributes to their Record of Achievement (RoSA) and provides students with the opportunity to obtain nationally recognised vocational qualifications.

It is important that students are prepared for their weekly competency assessment and are vigilant in their attendance so that students can meet the requirements.

#### Units of Competency Assessed Throughout Year 10

##### Year 10 Units

##### Core

SITXWHS001	Participate in safe work practices
BSBWOR203	Work effectively with others
SITXCCS001	Provide customer information and assistance

##### Electives

SITXFSA001	Use hygienic practices for food safety*
SITHCCC003	Prepare and present sandwiches
SITHCCC002	Prepare and present simple dishes
SITHFAB005	Prepare and serve espresso coffee

Students may apply for Recognition of Prior Learning and/or credit transfer provided suitable evidence is submitted.



Ultimo 90072 Education Public Schools Hospitality Assessment Schedule Stage 5 - 2021 QUALIFICATION: SIT10216 Certificate I in Hospitality (Release 1) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)							NESA Course Code: 89486  LMBR UI CODE: 10 SIT1021618948 6B
Term	Unit Code	Units Of Competency	AQF CORE ELECTIVE	NESA STATUS	INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	Record of School Achievement (ROSA) Requirements
1	SITXFS A001 SITXW HS001	Use hygienic practices for food safety Participate in safe work practices	E C	E C	1 0 1 5	<b>Cluster A: Getting Ready For Work</b> Role play, written questioning, direct observation of practical work	Stage 5 Board Endorsed Course 100 hrs x 1 Year  No mandatory work placement
2-3	SITXCC S001 SITHCC C002	Provide customer information and assistance Prepare and present simple dishes*	C E	C E	1 5 2 0	<b>Cluster B: The Short Order Cook</b> Scenario, written questioning, direct observation of practical work	
3-4	BSBWO R203 SITHCC C003	Work effectively with others Prepare and present sandwiches	C E	C E	1 5 1 0	<b>Cluster C: The Sandwich Shop</b> Scenario, written questioning, student reflection, direct observation of practical work	
4	SITHFA B005	Prepare and serve espresso coffee	E	E	1 5	<b>Cluster D: The Coffee Shop</b> Café simulation – role play or service period, written questioning, direct observation of practical work	
*Unit of Competency TBC, pending confirmation from ESIS to access deep fryer.			Total Hours		1 0 0	NOTE: person with THREE years' industry experience must be involved in assessment.	

# Indonesian

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

### (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	10
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	4
3.	Interacting (15%) Accessing & Responding (15%)	Presentation	3	8
4.	Accessing & Responding (15%) Composing (15%)	In-class task	4	4

- 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 Digital Literacy (VET)

Assessment Task	Topic Covered	Indicative Assessment Date	Weighting
Skills Assessment 1	Operate a personal computer Operate word-processing applications Use, communicate and search securely on the internet	Term 1, Week 9	25%
Topic Theory Test 1	Operate a personal computer Operate word-processing applications Use, communicate and search securely on the internet	Term 2, Week 7	25%
Skills Assessment 2	Use digital devices Use digital literacy skills to access the internet Operate spread sheet applications	Term 3, Week 9	25%
Topic Theory Test 2	Use digital devices Use digital literacy skills to access the internet Operate spread sheet applications	Term 4, Week 6	25%

# International Studies

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021 (NESA ENDORSED 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 Media**
3. **Culture and Sport**
4. **Culture in Film and Literature**

### Course Assessment

Task No.	Unit/Area of Learning	Task Description	Date Due/Work Completed	
			Term	Week
1.	<b>Culture and Travel</b>	Individual report on the effect of culture on travel and cultural issues.	1	9
2.	<b>Culture and Sport</b>	Investigation of the cultural influence on a sport or the culture of a sport.	3	3
3.	<b>Culture in Film and Literature</b>	Short film - group task production on a socio-cultural perspective in society.	4	4

### 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.

# Italian

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

### (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	10
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	6
3.	Interacting (15%) Composing (15%)	Presentation	3	8
4.	Accessing & Responding (30%)	In-class task	4	4

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

## Stage 5 Course Performance Descriptors – Italian

### Grade A

*A student at this grade typically:*

- demonstrates a very high level of competence in communicating in Italian
- 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 Italian
- 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 Italian
- 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 Italian
- 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 Italian
- 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

# Japanese

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

### (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	10
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	6
3.	Interacting (15%) Composing (15%)	Presentation	3	8
4.	Accessing & Responding (30%)	In-class task	4	4

- 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 2021 (SCHOOL BASED ELECTIVE COURSE)

(HSIE FACULTY)

### Course Content

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

- Photojournalism – core topic
- Television Current Affairs – core topic
- The Spin – How the truth is manipulated.
- Ethical Advertising
- Documentary – My Australian Story

### Course Assessment

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

### Assessment schedule for Year 10 Journalism:

Students will be completing three assessments.

	Unit/Area of Learning	Task Description	Date Due	
			Term	Week
1.	Photojournalism	Feature article, hand in task	1	9
2.	Current Affairs	Group video project	2	10
3.	Truth in Media	Investigation report	3	9

### 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 2021

### (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	10
2.	Accessing & Responding (10%) Composing (10%)	In-class task	2	6
3.	Interacting (15%) Composing (15%)	Presentation	3	8
4.	Accessing & Responding (30%)	In-class task	4	4

- 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 2021

### (CONTENT ENDORSED 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	<b>Events</b> School Assemblies  <b>Research Presentation</b> Equipment
2	BASIC VISION OPERATIONS - Roles & Responsibilities - Equipment	<b>Events</b> School Assemblies Year Assemblies
3	BASIC LIGHTING OPERATIONS - Roles & Responsibilities - Equipment	<b>Events</b> Drama Performances Big Night Out  <b>Research Presentation</b> Production Case Study and Concert
4	WORKING BACKSTAGE - Roles & Responsibilities - Equipment	<b>Events</b> Year 7 Celebration of Learning Dance Showcase A Little Night Music BGHS Musical

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

# Mathematics 5.2

## 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"><li>• Financial mathematics</li><li>• Measurement</li></ul>	Common exam across all classes in the course. Written Test
2	10	<ul style="list-style-type: none"><li>• Algebraic expressions and indices</li><li>• Probability</li><li>• Single variable and bivariate statistics</li></ul>	Common exam across all classes in the course. Written Test
3	10	<ul style="list-style-type: none"><li>• Linear relationships</li><li>• Properties of geometrical figures</li><li>• Right-angled triangles</li></ul>	Common exam across all classes in the course. Written Test
4	10	<ul style="list-style-type: none"><li>• Equations, formulae and inequalities</li><li>• Quadratic expressions and equations and non-linear relationships</li></ul>	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"> <li>• Indices and surds</li> <li>• Quadratic expressions</li> </ul>	Common exam across all classes in the course. Written Test
2	10	<ul style="list-style-type: none"> <li>• Probability</li> <li>• Single variable and bivariate statistics</li> <li>• Expressions, equations and linear relationships</li> </ul>	Common exam across all classes in the course. Written Test
3	10	<ul style="list-style-type: none"> <li>• Geometrical figures and circle geometry</li> <li>• Trigonometry</li> <li>• Measurement</li> </ul>	Common exam across all classes in the course. Written Test
4	10	<ul style="list-style-type: none"> <li>• Non-linear relationships, fractions and their graphs</li> <li>• Logarithms and polynomials</li> </ul>	Common exam across all classes in the course. Written Test

# Mathematics Accelerated 2 unit

## PRELIMINARY COURSE 2020

### (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	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## 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 2021

### (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:** Australian Music (mandatory) and at least two topics selected from syllabus by teacher and class – Art Music of the 20th & 21st Centuries, Music of a Culture, Jazz, Music for Small Ensembles

Time		Topic or Component	Type of Task
Term	Week		
1	7&8	Musicology Task - Australian Music 10%	Musicology Listening Analysis from Mandatory Topic repertoire
1	9&10	Performance – Australian Music 10%	ONE piece, connected to Mandatory topic – Australian Music
2	6	Composition or arrangement and performance 20% - Art Music of the 20 <sup>th</sup> and 21 <sup>st</sup> Centuries	Submitted composition with composition diary
3	3	Performance 15% / Aural skills 15% - Music of a Culture / Jazz	Performance – 1piece from the topics Aural skills - In class , listening test
4	2	Performance 15% / Aural skills 15% - Music for Small Ensembles	Performance – 1piece from the topics Aural skills - In class , listening test

## 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.

# PD/H/PE

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

### (PDHPE FACULTY)

#### Semester One

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
1	Healthy Lifestyle	<b>Group Task:</b> Board Game	Term 1, Week 8	<b>Health, Wellbeing and Relationships</b> PD5.2 <b>Healthy, Safe and Active Lifestyles</b> PD5.6, PD5.8
2	SEPEP/ Invasion Games	<b>Individual Task:</b> Offensive, Defensive and Team Play Skills <b>Individual and Group Task:</b> Journal and application of roles	Term 2, Week 7	<b>Movement Skill and Performance</b> PD5.4, PD5.5 <b>Healthy, Safe and Active Lifestyles</b> PD5.7, PD5.10

#### Semester Two

TASK NO.	UNIT	Description	Timing	Outcomes Assessed
1	Rights and Responsibilities / Mental Health	<b>Individual Task:</b>	Term 3, Week 9	5.2, 5.3, 5.6, 5.9, 5.10, 5.11
2	Initiatives and Games	<b>Individual Task:</b> Ongoing participation and achievement of challenges	Term 4, Week 4-10	5.4, 5.5, 5.7, 5.11
3	Mental Health	<b>Pair Task:</b> Product design and prototype	Term 4, Week 5	5.1, 5.7, 5.9

## 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 2021 (SCHOOL BASED ELECTIVE COURSE)

(HSIE FACULTY)

**In this subject assessment will be based on these outcomes.**

A student;

1. Describes philosophical concepts to show an understanding of philosophical theories and perspectives
2. Explains the ways in which knowledge and ethics are constructed and the questions this leads to
3. References research from a range of sources to identify relevant and useful information
4. Uses relevant vocabulary and concepts to communicate philosophical ideas effectively
5. Uses appropriate written, oral, visual and digital forms to communicate philosophical ideas in a nuanced manner.

Assessment will be both

i) Informal – class work, class tasks, homework, group work, etc.

AND

ii) Formal tasks which will include the following:

	Unit/Area of Learning	Task Description	Date Due	
			Term	Week
1.	Philosophy of Religion	Topic Test	1	9
2.	Aesthetics	Research Report	3	1
3.	All Topics	Exam	3	9

### 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 2021

### (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	8	Black and White Photography	<ul style="list-style-type: none"><li>• Written response</li></ul>
1	11	Black and White series of photographs	<ul style="list-style-type: none"><li>• Black and White photography series and PDM journal documentation</li></ul>
3	5	Short Film	<ul style="list-style-type: none"><li>• Research notes, final film and PDM journal documentation</li></ul>
3	11	Colour photography Critical and Historical Study	<ul style="list-style-type: none"><li>• Written response</li></ul>
4	5	Colour photography Making	<ul style="list-style-type: none"><li>• Colour photography series and PDM journal documentation</li></ul>

## 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 2021 (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	Issues and inclusion in sport  Lacrosse  Area of study: Physical Activity and Sport in Society	<ul style="list-style-type: none"> <li>• Individual Research, Scaffold and Magazine Article</li> <li>• Ongoing practical application of skills, strategies and game play</li> </ul> <b>Outcomes : PASS 5.3, 5.4, 5.5, 5.10</b>
Term 2 Part A Week 5 Part B Week 8 Part C Week 10	Aussie Aussie Aussie, Oi, Oi, Oi  Area of study: Physical Activity and Sport in Society	<ul style="list-style-type: none"> <li>• Plan, create, promote, implement and evaluate a mini Olympics event for Year 7.</li> </ul> <b>Outcomes : PASS 5.3, 5.4, 5.10</b>
Term 3 Weeks 7	Higher, Better, Faster, Stronger  Gaelic Football  Area of study: Technology Participation and Performance	<ul style="list-style-type: none"> <li>• Pair Task Analysis of technology within the Olympic Games. Design and present a multimedia documentary.</li> </ul> Ongoing Practical application of skills, strategies and game play <b>Outcomes : PASS 5.6, 5.7, 5.8, 5.9, 5.10</b>
Term 4 Week 4	It's more than a game  Area of study: Physical Activity and Sport in Society	<ul style="list-style-type: none"> <li>• Small groups. Research, design and create a multimedia presentation on a new recreational facility for the Sydney region.</li> </ul> <b>Outcomes : PASS 5.4, 5.5, 5.7, 5.9, 5.10</b>

## **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 2021

### (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	4	Student Research Project (SRP) - planning investigation	Research Project Plan
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.

# Sports Coaching (VET)

<div>  <div> <b>ULTIMO 90072</b>  <b>SPORT COACHING – CERTIFICATE III BOARD ENDORSED COURSE ASSESSMENT</b>  <b>Education</b> Preliminary Year 2021 - HSC 2022            QUALIFICATION: SIS30519 Certificate III in Sport Coaching            Training Package: SIS Sport, Fitness and Recreation (Version 4)         </div> </div>							<b>NESA Course:</b> 50418 <b>LMBR UI Code:</b> (11 or 12) <b>SIS30519150418</b>
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements
Term 1-2	<b>5 Preliminary UOC's</b>						240 Indicative hours over 2 years  Minimum 35 hrs mandatory work placement
	HLTWHS001 SISXIND006	Participate in workplace health and safety Conduct sport, fitness and recreation events	C E - E	C E	15 30	<b>Cluster A: Tournament Time</b> Direct Observation, Product Based Method and Questioning.	
Term 2-3	SISSSCO003 BSBRSK401	Meet participant coaching needs Identify risk and apply risk management procedures	C C	C C	30 25	<b>Cluster B: Playing it Safe</b> Direct Observation, Product Based Method and Questioning.	
Term 3	HLTAID003	Provide First Aid – Royal Life Saving Australia First Aid Course	C	C	20	<b>Cluster F:</b> Students receive a First Aid Certificate on completion of this course. Online and Practical examination.	
Term 4	<b>5 HSC UOCs</b>						
	SISSSOF002	Continuously improve officiating	E- E	E	15	<b>Cluster C:</b> (Complete 2	



		skills and knowledge				of the 3 elective options) Continuously improve officiating skills and knowledge Instruct strength and conditioning techniques	
	SISXCAI009	Instruct strength and conditioning techniques	E-E	E	25		
	SISXDIS001	Facilitate inclusion for people with a disability	E-E	E	20		
Term 5-6	SISSSCO002 SISSSCO005	Work in community coaching role Continuously improve coaching skills and knowledge	C C	C C	30 30	<b>Cluster D:</b> Online Quiz and Student Developed Quiz (Product Based) Portfolio, Direct Observation and Questioning	
Term 7	SISSSCO012	Coach sports participants up to an intermediate level	E-A	E	30	<b>Cluster E:</b> Direct Observation, Product Based Method and Questioning.	

# Textiles Technology

## NSW RECORD OF SCHOOL ACHIEVEMENT COURSE 2021

(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	6	Textile and Society	Cultural Assignment and Portfolio
4	1	Project work Properties and Performance	Practical 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 2021

### (CREATIVE ARTS FACULTY)

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

Time		Topic or Component	Type of Task
Term	Week		
1	9	Studying	<ul style="list-style-type: none"> <li>• In-class Essay</li> </ul>
2	3	Artmaking Artmaking	<ul style="list-style-type: none"> <li>• Drawing, Painting, Photography – Collection of Works based on a site</li> <li>• Diary Documentation</li> </ul>
3	7	Artmaking	<ul style="list-style-type: none"> <li>• Mural Unit</li> <li>• Diary Documentation</li> </ul>
3	7	Art Critical and Historical Study	<ul style="list-style-type: none"> <li>• Assignment</li> </ul>
4	4	Artmaking	<ul style="list-style-type: none"> <li>• Sculpture unit planning and documentation</li> </ul>
4	9	Artmaking	<ul style="list-style-type: none"> <li>• Sculpture Artwork</li> </ul>

## 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 2021

### (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	8	Critical & Historical interpretations	<b>Ethical Fashion</b> <ul style="list-style-type: none"> <li>• In class - research Task</li> </ul>
2	5	Making	<b>Business Card + Letterhead</b> <ul style="list-style-type: none"> <li>• Print, Space, Time design + Print and Journal</li> </ul>
3	5	Critical & Historical interpretations	<b>Architectural Studies</b> <ul style="list-style-type: none"> <li>• Research Task</li> </ul>
3	10	Making	<b>Unconventional Wearable Design</b> <ul style="list-style-type: none"> <li>• Progress Wearable Object Design and VD Journal</li> </ul>
4	9	Making	<b>Designing for Natural Hazards: Architecture</b> <ul style="list-style-type: none"> <li>• Sculpture + Journal</li> </ul>

## 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.