

Stage 5 Course Performance Descriptors – English

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some evidence of the ability to respond to a limited range of texts. with teacher support, discusses the context and perspective of texts and the relationships between and among them. with teacher support, discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds in a rudimentary way to verbal and visual imagery. with teacher support, composes written, oral and visual texts using various technologies for a limited range of purposes, audiences and contexts. is able to generalise at times from engaging with texts to present a limited view of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates some ability to respond to a range of texts. discusses the context and perspective of texts and the relationships between and among them. discusses texts by selecting, identifying and explaining some language forms and features and structures of those texts. responds to verbal and visual imagery. composes written, oral and visual texts using various technologies for different purposes, audiences and contexts. is able to generalise at times from engaging with texts to present some differing views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a range of imaginative, factual and critical texts. investigates the context and perspective of texts and the relationships between and among them. analyses and discusses texts by selecting, identifying and explaining appropriate language forms and features and structures of those texts. responds imaginatively to verbal and visual imagery. displays a developing personal style, composes written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present differing views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to demanding, imaginative, factual and critical texts. investigates with some insight the context and perspective of texts and the relationships between and among them. closely and critically analyses and evaluates texts of increasing complexity by selecting, describing and explaining appropriate language forms and features and structures of those texts. responds imaginatively and critically in an effective way to verbal and visual imagery. displays a developing personal style, composes with confidence written, oral and visual texts using various technologies for a variety of purposes, audiences and contexts. is able to generalise from engaging with texts to present a range of views of the world. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> through close and wide study, responds to a comprehensive range of demanding, imaginative, factual and critical texts. perceptively investigates the context and perspective of texts and the relationships between and among them. constructively and critically analyses and evaluates complex texts by selecting, describing and explaining significant language forms and features and structures of those texts. responds imaginatively and critically in a highly effective way to verbal and visual imagery. displays a distinct personal style, composes with confidence written, oral and visual texts, using various technologies for a wide variety of purposes, audiences and contexts. is able to generalise confidently from engaging with texts to present a wide variety of views of the world.

Continued next page

Grade E	Grade D	Grade C	Grade B	Grade A
<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>	<i>A student performing at this grade typically:</i>
<ul style="list-style-type: none"> with teacher support, is developing an understanding of the processes of composition, as they are able to interpret ideas and apply these to new contexts. is able to identify some obvious expectations of an audience. with teacher support, is able to reflect on some aspects of their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> with guidance, is developing a personal style and an understanding of the processes of composition as they are able to make some obvious inferences and interpretations, extend their imaginations in making meaning and apply ideas to new contexts. is able to identify and discuss some obvious preconceptions and expectations of an audience. with guidance, is able to reflect on their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> demonstrates an understanding of the processes of composition as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. conforms to or challenges an audience's preconceptions and expectations. with increasing independence, reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> clearly demonstrates an understanding of the processes of composition, as they are able to make some inferences and interpretations, extend their imaginations in composing texts and adapt ideas into new and different contexts. with increasing confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. independently reflects on and uses, assesses and adapts their individual and collaborative skills for learning. 	<ul style="list-style-type: none"> consistently demonstrates an understanding of the processes of composition, as they are able to infer logically, interpret clearly, extend their imaginations in composing texts and adapt ideas into new and different contexts. with confidence, is able to conform to, or challenge, an audience's preconceptions and expectations. independently reflects on and confidently uses, assesses and adapts their individual and collaborative skills for learning.

Stage 5 Course Performance Descriptors – Australian Geography

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

Stage 5 Course Performance Descriptors – Australian History

Areas for Assessment

Historical knowledge
 Changing rights and freedoms
 Research and historical inquiry skills
 Communication

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of some significant events in 20th century Australian history and, with teacher support, describes some impacts of these events on Australian life. demonstrates elementary knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia. recounts some historical events in chronological order. recognises different perspectives within historical accounts, with guidance. locates limited information from sources to answer historical questions, with guidance. communicates their understanding of history by creating basic accounts of events and issues, in a range of limited forms. uses simple historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of some significant developments in 20th century Australian history and explains their impact on Australian life. demonstrates basic knowledge and understanding of some changing rights and freedoms of Aboriginal peoples and other groups in Australia. sequences some events and identifies factors contributing to continuity and change. recalls different perspectives and interpretations of the past. locates, selects and organises relevant information from sources and summarises the main ideas to answer historical questions. communicates their understanding of history by describing historical events and issues, in a range of oral, written and other forms. uses a limited range of historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of significant developments in 20th century Australian history and makes a simple evaluation of their impact on Australian life. demonstrates sound knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. sequences events and explains factors contributing to continuity and change. describes different perspectives and interpretations of the past. locates, selects and organises relevant information from a number of sources to undertake historical inquiry. communicates their understanding of history by creating explanations and arguments about historical events and issues, in a range of oral, written and other forms. uses appropriate historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life. demonstrates thorough knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. sequences events and explains factors contributing to continuity, change and causation. explains different perspectives and interpretations of the past. selects and interprets a range of sources and draws conclusions about their usefulness in an historical inquiry. communicates their understanding of history by constructing explanations and coherent arguments about historical events and issues for different audiences, in a variety of oral, written and other forms. appropriately uses a range of historical terms and concepts. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of significant developments in 20th century Australian history and evaluates their impact on Australian life. demonstrates extensive knowledge and understanding of the changing rights and freedoms of Aboriginal peoples and other groups in Australia. draws historical conclusions based on an understanding of continuity, change and causation. assesses different perspectives and interpretations of the past. evaluates a range of sources and synthesises information from them that is relevant to an historical inquiry. communicates their understanding of historical events and issues by constructing sustained arguments for different audiences, using a variety of oral, written and other forms. displays a sophisticated use of historical terms and concepts.

Stage 5 Course Performance Descriptors – Mathematics

Grade E2	Grade D3	Grade D4	Grade C5	Grade C6
<p>A student performing at this grade uses, with guidance, standard procedures to solve simple familiar problems; identifies simple mathematical relationships.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> uses given diagrams, graphs and formulae to solve simple problems involving perimeter, area and volume, and coordinate geometry simplifies and substitutes into simple algebraic expressions and solves simple linear equations determines properties of triangles and quadrilaterals uses a calculator to find approximations of trigonometric ratios of given angles measured in degrees constructs frequency tables for ungrouped data. 	<p>A student performing at this grade uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language; may identify the strength/weakness of a particular strategy.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> solves simple consumer arithmetic problems involving earning and spending money and, given the formula, calculates simple interest completes a table of values to graph simple linear relationships applies geometrical properties to solve simple numerical problems expresses trigonometric ratios for angles in right-angled triangles in terms of an unknown side and a given side simplifies arithmetic and simple algebraic expressions involving positive integral indices. 	<p>A student performing at this grade selects and uses standard procedures to solve simple familiar problems; communicates mathematical ideas using some mathematical language, notations and diagrams; explains and verifies simple mathematical relationships.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> uses diagrams to solve simple coordinate geometry problems graphs simple linear and non-linear relationships by constructing a table of values and using an appropriate scale calculates probabilities for simple events using the formula finds the perimeter and area of simple composite figures and, given diagrams, uses trigonometry to find sides and angles in right-angled triangles constructs tables and graphs for grouped data. 	<p>A student performing at this grade uses appropriate strategies, often with the assistance of given diagrams and formulae, to solve simple familiar problems; explains mathematical ideas using mathematical language, notations and diagrams; uses some mathematical arguments to reach conclusions.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> uses given formulae to find midpoint, distance and gradient and uses given graphs to solve simple linear simultaneous equations draws and interprets simple graphs of physical phenomena calculates compound interest using repetition of the formula for simple interest applies results related to the angle sum for polygons to solve simple numerical problems solves simple word problems in trigonometry. 	<p>A student performing at this grade uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language, notations and diagrams; uses some appropriate mathematical arguments to reach and justify conclusions.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> simplifies algebraic expressions involving fractions and indices expands and factorises simple algebraic expressions and solves simple quadratic equations uses formulae to calculate the volume of pyramids, cones and spheres, and the surface area of cylinders uses simple deductive reasoning in solving numerical problems in different geometrical contexts, and applies tests for proving that triangles are congruent determines the upper and lower quartiles of a set of scores and uses a calculator to find the standard deviation of a set of scores.

Grade B7	Grade B8	Grade A9	Grade A10
<p>A student performing at this grade selects and uses appropriate strategies to solve familiar multi-step problems; uses appropriate mathematical language and notations in written, oral and/or graphical form; uses appropriate mathematical arguments to reach and justify conclusions; often requires guidance to determine the most efficient methods.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • applies compound interest and depreciation formulae to consumer situations, and calculates the result of successive discounts • draws and interprets graphs including simple parabolas and hyperbolas • calculates surface area and volume of simple composite solids, and solves trigonometry problems involving bearings and angles measured in degrees and minutes • solves linear inequalities and simple simultaneous linear equations using an analytical method • analyses data using the interquartile range and standard deviation. 	<p>A student performing at this grade selects and uses appropriate strategies to solve familiar and some unfamiliar multi-step problems; uses formal definitions when explaining solutions; uses some deductive reasoning in presenting mathematical arguments; may require some guidance to determine the most efficient methods.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • solves simple probability problems involving two-stage events • calculates surface area of pyramids, cones and spheres • constructs geometrical arguments to prove a general geometrical result, giving reasons • graphs simple regions, draws and interprets a variety of graphs, and applies coordinate geometry techniques to solve problems • expands binomial products and factorises quadratic expressions. 	<p>A student performing at this grade selects and uses efficient strategies to solve unfamiliar multi-step problems; uses formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting mathematical arguments and formal proofs.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • performs operations with both surds and indices in numerical and algebraic contexts • uses trigonometry to solve practical problems involving non-right-angled triangles • analyses and describes graphs of physical phenomena • constructs geometrical arguments and formal proofs of geometrical relationships • uses analytical methods to solve linear, quadratic and simultaneous equations, including simultaneous equations involving a first degree equation and a second degree equation. 	<p>A student performing at this grade consistently selects efficient strategies and uses them accurately to solve unfamiliar multi-step problems; uses and interprets formal definitions and generalisations when explaining solutions; uses deductive reasoning in presenting clear and concise mathematical arguments and formal proofs; synthesises mathematical techniques, results and ideas across the course.</p> <p><i>The student typically:</i></p> <ul style="list-style-type: none"> • interprets and solves probability problems involving compound events • solves problems involving surface area of pyramids, cones and spheres, and applies similarity relationships for area and volume • uses analytical and graphical techniques to solve problems involving quadratic equations, simultaneous equations or inequalities • manipulates algebraic expressions, equations and inequalities, with consideration given to restrictions on the values of variables • applies relevant theorems and properties to deduce further geometrical relationships involving triangles and quadrilaterals.

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

Areas for Assessment	Self and relationships Movement skill and performance	Individual and community health Lifelong physical activity		
Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows elementary knowledge, skills and understanding in relation to Stage 5 content. • identifies actions that enhance well-being and their capacity to respond positively to challenges. • identifies some factors and behaviours that contribute to positive, safe and inclusive relationships. • recognises some of the various influences on health decision-making and predicts some consequences. • identifies some appropriate strategies, information, products and services to promote health and safety. • identifies some influences and barriers to engaging in physical activity and selects strategies to enhance participation and enjoyment. • demonstrates some movement skills and concepts to improve performance in predictable movement situations. • identifies some elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows basic knowledge, skills and understanding in relation to Stage 5 content. • describes actions that enhance well-being and their capacity to respond positively to challenges. • describes factors and behaviours that contribute to positive, safe and inclusive relationships. • describes the influences on and consequences of health decision-making and displays a basic understanding of the links between them. • describes appropriate strategies and accesses information, products and services to promote health and safety. • describes influences and barriers to engaging in physical activity and identifies strategies to enhance participation and enjoyment. • demonstrates movement skills and concepts to improve performance in a choice of movement situations. • displays a basic understanding of the elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows sound knowledge, skills and understanding in relation to Stage 5 content. • explains actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. • explains factors and behaviours that contribute to positive, safe and inclusive relationships. • explains the influences on and consequences of health decision-making and displays a sound understanding of the links between them. • explains appropriate strategies and accesses information, products and services to promote health and safety. • explains influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. • demonstrates sound movement skills in a range of contexts and the capacity to transfer skills to a variety of movement situations. • displays a sound understanding of the elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows thorough knowledge, skills and understanding in relation to Stage 5 content. • analyses actions that enhance well-being and formulates plans that promote their capacity to respond positively to challenges. • analyses factors and behaviours that contribute to positive, safe and inclusive relationships. • analyses the influences on and consequences of health decision-making and displays a thorough understanding of the links between them. • analyses strategies and accesses and prioritises information, products and services to promote health and safety. • analyses influences and barriers to engaging in physical activity and applies strategies to enhance participation and enjoyment. • demonstrates proficient movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. • displays a thorough understanding of the elements and features of composition when composing, performing and appraising movement. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> • shows extensive knowledge, skills and understanding in relation to Stage 5 content. • evaluates actions that enhance well-being and evaluates plans that promote their capacity to respond positively to challenges. • evaluates factors and behaviours that contribute to positive, safe and inclusive relationships. • evaluates the influences on and consequences of health decision-making and displays an extensive understanding of the links between them. • evaluates strategies and accesses and appraises information, products and services to promote health and safety. • evaluates influences and barriers to engaging in physical activity and applies effective strategies to enhance participation and enjoyment. • demonstrates highly developed movement skills in a range of contexts and the capacity to transfer skills to a variety of challenging movement situations. • displays an extensive understanding of the elements and features of composition when creatively composing, performing and appraising movement.

Stage 5 Course Performance Descriptors – Science

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> recalls some examples of the impact of scientific research on science, society, technology and the environment. identifies some scientific models, theories and laws, and recalls some processes that can be used to test them. identifies some systems and structures of the living and non-living world. with guidance, individually and in teams, plans and undertakes elementary first-hand investigations and draws simple conclusions from selected data. with guidance, locates information from provided resources to identify simple trends, patterns and relationships. with guidance, communicates information to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> outlines some impacts of scientific research on science, society, technology and the environment. recalls scientific models, theories and laws to outline scientific phenomena, and identifies the processes that are used to test them. recalls some interactions within systems and structures of the living and non-living world. individually and in teams, develops elementary plans, and undertakes first-hand investigations and, with guidance, draws relevant conclusions from selected data. locates and extracts information from provided resources to outline trends, patterns and relationships. communicates their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> describes the impact of scientific research on science, society, technology and the environment. relates models, theories and laws to scientific phenomena, and outlines the processes that are used to test and validate them. outlines interactions within and between systems and structures of the living and non-living world. independently and in teams, uses identified strategies and problem-solving skills to plan and conduct first-hand investigations and draw relevant conclusions from the data collected. independently locates and summarises information from a variety of sources to describe trends, patterns and relationships. selects a suitable way to communicate their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> explains the impact of scientific research on science, society, technology and the environment. describes scientific phenomena using models, theories and laws, and outlines the processes that are used to test and validate them. describes interactions within and between systems and structures of the living and non-living world. independently and in teams, selects strategies and problem-solving skills to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. independently locates and processes information from a variety of sources to explain trends, patterns and relationships. selects suitable ways to communicate their scientific understanding to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> evaluates the impact of scientific research on science, society, technology and the environment. explains scientific phenomena using models, theories and laws, and describes the processes that are used to test and validate them. explains interactions within and between systems and structures of the living and non-living world. engages, independently and in teams, in creative problem-solving processes to plan and conduct first-hand investigations, gather and process data, and draw valid conclusions. independently locates and processes information from a wide variety of sources to explain trends, patterns and relationships. communicates their scientific findings, understanding and viewpoints in a variety of ways to an audience.

Stage 5 Course Performance Descriptors – Agricultural Technology

Areas for Assessment

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

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

Stage 5 Course Performance Descriptors – Drama

Areas for Assessment

Making Performing Appreciating

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

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

Stage 5 Course Performance Descriptors – Industrial Technology

Areas for Assessment

OHS and risk management,
Designing, communicating and evaluating,

Properties and applications of materials,
Producing quality projects

Industrial Technology and society

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates elementary knowledge of some technologies in their field of study, and recognises some social, cultural and environmental impacts of these technologies. with guidance, displays very limited technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects. identifies some properties of materials that make them suitable for specific applications, and identifies some aspects of products and commercial products. produces elementary sketches related to practical projects, and uses simple terms to describe production processes. with assistance, applies elementary skills and design principles to the production or modification of projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates basic knowledge of technologies in their field of study, and outlines social, cultural and environmental impacts of these technologies. displays basic technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects, identifying and managing some risks, and applying safe work practices. outlines properties of materials that make them suitable for specific applications, and identifies functional, aesthetic, environmental and economic aspects of products and commercial products. produces simple drawings for practical projects, and uses general terms to describe production processes to an audience. applies basic skills and design principles to the development and production or modification of projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates sound knowledge of traditional, current, new and emerging technologies in their field of study, and explains the social, cultural and environmental impacts of these technologies. displays technical skills in identifying and using appropriate materials and hand and machine tools, to produce practical projects of sound quality, identifying and managing risks and applying safe work practices. describes the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. produces competent drawings to illustrate practical projects, and uses accurate technical terms to describe production processes to a range of audiences. applies skills and design principles to the development and production or modification of projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates thorough knowledge of traditional, current, new and emerging technologies in their field of study, and analyses the social, cultural and environmental impacts of these technologies. displays high-level technical skills in identifying and using appropriate materials and hand and machine tools to produce high quality practical projects, assessing and managing risks and applying safe work practices. analyses the suitability of materials for specific applications, and the functional, aesthetic, environmental and economic aspects of projects and commercial products. uses a range of media to illustrate practical projects, and uses technical terminology to discuss production processes with a range of audiences. consistently applies skills and design principles to the development and production of new projects. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates extensive knowledge of traditional, current, new and emerging technologies in their field of study, and evaluates the social, cultural and environmental impacts of these technologies. displays advanced technical skills in identifying and using appropriate materials and hand and machine tools to produce practical projects of excellent quality, independently assessing and managing risks and consistently applying safe work practices. evaluates the suitability of materials for specific applications and the functional, aesthetic, environmental and economic aspects of projects and commercial products. independently selects and uses a range of media to illustrate practical projects, and confidently uses technical terminology to discuss production processes with a range of audiences. independently and consistently applies skills and design principles to the development and production of new projects.

Stage 5 Course Performance Descriptors – Information and Software Technology

Grade E	Grade D	Grade C	Grade B	Grade A
<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates elementary knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of simple tasks. with guidance identifies effects on individuals and society of some past, current and emerging information technologies. applies elementary problem-solving or decision-making processes when designing, and producing solutions for some familiar situations. with guidance, recognises responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. with support, communicates, using limited documentation, ideas and solutions to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates basic knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a limited range of tasks. outlines the effects on individuals and society of a limited range of past, current and emerging information technologies. applies basic problem-solving and decision-making processes when designing, producing and evaluating solutions for familiar situations. recalls responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. communicates, using appropriate documentation, ideas and solutions to an audience. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates sound knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. describes the effects on individuals and society of a range of past, current and emerging information technologies. applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of situations applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates thorough knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. analyses the effects on individuals and society of a range of past, current and emerging information technologies. confidently applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a range of challenging situations. justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. coherently communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences. 	<p><i>A student performing at this grade typically:</i></p> <ul style="list-style-type: none"> demonstrates extensive knowledge and understanding of, and skills in, selecting and using suitable software and hardware for a range of tasks. perceptively analyses the effects on individuals and society of a range of past, current and emerging information technologies. is a critical thinker who insightfully and creatively applies problem-solving and decision-making processes when designing, producing and evaluating solutions for a wide range of challenging situations. independently justifies and applies responsible and ethical practice in the use of information and software technology when acquiring and manipulating data and information. independently and logically communicates, using appropriate documentation, complex ideas and solutions to a variety of audiences.

Stage 5 Course Performance Descriptors – Visual Arts

Areas for Assessment

Artmaking Critical and Historical Studies

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

