



Gilroy Catholic College

2024

Year 8 Assessment Handbook

Faith | Service | Community | Respect | Justice | Compassion | Forgiveness

GILROY CATHOLIC COLLEGE 2024

TEACHING STAFF RESPONSIBLE FOR KLA

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| Religion | Ms N Simonian |
| English | Mr I Murphy |
| Creative & Performing Arts Music Visual Arts | Mr J Smolen |
| HSIE - History & Geography | Mrs Wooldridge |
| Languages Japanese French | Mrs L Combes |
| Mathematics | Mrs V Verdi |
| Personal Development, Health and Physical Education | Mr R Brunt |
| Science | Mrs Z Bianchi |
| Technology | Mrs M Powell |

PROCEDURE FOR MEASURING STUDENT ACHIEVEMENT ON THE A-E SCALE FOR STAGE 4

Students are required to complete a variety of class-based activities and the ONE formal assessment task throughout each semester.

All formal assessment tasks include set criteria that are written to parallel the Common Grade Scale, measuring specific syllabus outcomes. The class teacher then marks these tasks individually. All teachers of the specific grade then meet to ensure there is a consistent application of the criteria across all classes. The group select a sample from each of the grade levels that reflect the stated criteria for the task. These are kept and referred to from year to year.

Common Grade Scale

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| 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 a few areas of the content and has achieved very limited competence in some of the processes and skills. |

All class-based tasks are also marked in relation to the Course Performance Descriptors (refer to specific subject descriptors that appear after the assessment schedule) created by each faculty (using Stage 5 descriptors as a guide). Each teacher collects and records a grade for each class-based task that is commensurate with the created course descriptors. Each teacher then submits a grade for the collection of tasks completed in class. Teachers maintain samples for each grade for later reference. If inconsistencies arise between the formal task result and the teacher grade the Leader of Learning (LOL) will ask to see samples to ensure consistency with the Board of Studies samples.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers weigh up the evidence of achievement and other information collected for a student **up to that point in time**. This information is derived from learning activities, observations and other methods of assessment that are collected over time and in different situations. Grades are not awarded solely based on formal assessment tasks.

Once this process is completed the LOL gives each student an overall grade for the semester. The teacher of a student may query the grade and ask for it to be changed. At this point they will have to prove that the student has met the standard set on the ARC website. Samples will be used to ascertain if a student's grade should change.

MARKING, RECORDING AND REPORTING STUDENT ACHIEVEMENT IN ASSESSMENT TASKS

The allocation of marking is distributed equitably across Year 8 within each course. Year 8 Assessment tasks will be returned within an appropriate time period and include the provision of meaningful feedback to students. Leaders of Learning are responsible to ensure that marks are recorded on the school network in Iris Markbooks, these marks may be entered by class teachers.

Students will receive a report at the conclusion of each semester at the College. Academic Reports are printed then distributed to Year 8 students at the conclusion of Term 2 and Term 4. Electronic copies of reports are maintained on the school network in Iris Academic Reports.

ASSESSMENT SCHEDULES

Gilroy Catholic College follows the principles of effective Assessment guided by NESA. Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. Within this framework students complete assessment in three ways; Assessment for Learning, Assessment as Learning and Assessment of Learning. Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for learning is focused on using evidence of students' knowledge and skills to guide teaching and support student learning. It involves setting clear goals, providing effective feedback, and encouraging self-assessment and peer assessment.

Assessment as learning empowers students to assess their own learning progress. They take responsibility for monitoring their understanding, setting goals, and using feedback and self-assessment to guide their next steps. Peer assessment and reflection are also important in this approach.

Assessment of learning involves evaluating student achievement against predetermined standards. It often occurs at specific points, such as the end of a unit, and may involve grading or ranking students. The quality of feedback and the validity and reliability of assessment tasks are crucial in this approach.

Teachers use these approaches individually or together, and they can be used formally or informally. The choice depends on the specific goals of assessment and the desired outcomes. Assessment serves to inform teaching, guide student learning, and provide evidence of achievement to various stakeholders. All three forms of assessment are conducted throughout the year through both formal assessments noted in this schedule and informally in lessons.

Throughout the year you will complete **ONE formal assessment per semester** for each subject. (The only exception to this is in the area of TAS where you will complete **THREE formal assessments throughout the year** because you will complete three rotations in this subject). In addition to these

assessments you will complete numerous in-class tasks that will be used to assess your overall performance. **Everything that you do in class counts towards your final grade!** The outcomes that are not assessed in *formal tasks* will be assessed in your in-class tasks. The *formal assessments* have no greater weighting than your class work; they are simply used to prepare you for future years.

If you are absent on the day of the task you will have to provide evidence of your absence to your classroom teacher. Once they have sighted your documentation (doctor's certificate and/or note from parents) they will allow the student to submit or complete the task without penalty. If this does not occur the student will be penalised in the work profile that will appear on the report. Students will also have to attend an afternoon Study Session until the task is completed.

If the task is more than three days late the task will be marked but will not be considered towards the student's final grade.

YEAR 8 SEMESTER ONE ASSESSMENT SCHEDULE

| Subject | Task | Date | | Outcomes |
|----------|----------------------|-------------------|--|--|
| Religion | Feature Article | Term 1 Week 9 | 27/03/2024 | C4.7 C4.9 C4.10 |
| English | Essay Style Response | Term 1 Week 11 | 10/4/2024 | EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECA-01 EN4-ECB-01 |
| Music | Arrangement | Term 1 Week 10 | Composition/Arrangement Task 04/04/2024 8MUS1, 8MUS3, 8MUS5, 8MUS7, 8MUS9 | 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 |
| | Listening | Term 2 Week 3 | Listening Task 15/05/2024 8MUS1, 8MUS3, 8MUS5, 8MUS7, 8MUS9 | |
| | Performance | Term 2 Week 5 | Performance Task 28/05/2024 8MUS1, 8MUS3, 8MUS5, 8MUS7, 8MUS9 | |

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| Visual Arts | Making/Critical and Historical Studies | Term 2 Week 1 | 03/05/2024 8VAR 2, 4, 6, 8, 10 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 |
| HSIE - History | Guided Research booklet (hand-in) + In-class Writing Task | Term 1 Week 8 | Day 5 Fri 22 Mar 2024 | HT4.7, HT4.8, HT4.10 |
| Maths | In-class Test | Term 2 Week 5 | 23/05/2024 8MAT 1 - 8MAT 8 | MA4-DAT-C-01, MA4-DAT-C-02, MA4-ALG-C-01, MA4-VOL-C-01, MAO-WM-01 |
| PDHPE | Cultural Games | Term 1 Ongoing | Starting in individual classes from 11/03/2024 | PD4.4, PD4.5, PD4.11 |
| Science | Theory test | Term 2 Week 6 | 8SCI (2,5,6,8) -4/6/24 8SCI (1,3,4,7) -5/6/24 | SC4-7WS SC4-9WS SC4-11PW SC4-17CW |
| Technology | Design Folio and Project for Rotation One Unit | Term 2 Week 5 | 8TAS5 28/5/24 8TAS1, 8TAS2, 8TAS3, 8TAS4, 8TAS9, 8TAS10 29/5/24 8TAS6, 8TAS7, 8TAS8 31/5/24 | Food and Agriculture <u>8TAS4, 8TAS6, 8TAS8,</u> <u>8TAS9, 8TAS10</u> TE4-1DP, TE4-2DP, TE4-3DP, TE4-5AG, TE4-6FO Material Technologies <u>8TAS1, 8TAS2, 8TAS3,</u> <u>8TAS5, 8TAS7</u> TE4-1DP, TE4-2DP, TE4-3DP, TE4-9M, |

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| Languages | Understanding Texts (Listening) Students listen to a series of short texts and identify English meanings | Term 1 Week 9 | Understanding Texts Monday Week 9 (25/03/24) in-class, all classes | ML4-UND-01 (20%) |
| | Creating Texts (Writing) Students create a series of Instagram posts detailing their family and pets | Term 2 Week 6 | Creating Texts Friday Week 6 (07/06/24) hand-in on Google Classroom | ML4-CRT-01 (30%) |

YEAR 8 SEMESTER TWO ASSESSMENT SCHEDULE

| Subject | Task | Date | | Outcomes |
|-------------|---|---|--|--|
| Religion | Social Media Written Task Human Dignity | Term 3 Week 8 | 09/09/2024 | C4.4, C4.6, C4.11, C4.12 |
| English | Group Film and Individual Reflection | Term 3 Week 7 | 04/09/2024 | EN4-RVL-01 EN4-URA-01 EN4-URB-01 EN4-ECB-01 |
| Music | Arrangement Listening Performance | Term 3 Week 10 Term 4 Week 3 Term 4 Week 5 | <p style="text-align: center;">Composition/Arrangement Task 24/09/2024 8MUS2, 8MUS4, 8MUS6, 8MUS8, 8MUS10</p> <p style="text-align: center;">Listening Task 30/10/2024 8MUS2, 8MUS4, 8MUS6, 8MUS8, 8MUS10</p> <p style="text-align: center;">Performance Task 12/11/2024 8MUS2, 8MUS4, 8MUS6, 8MUS8, 8MUS10</p> | 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 |
| Visual Arts | Making/Critical and Historical Studies: Analysis | Term 3 Week 10 | 25/09/2024 8VAR1,3,5,7,9 | 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10 |
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| HSIE Geography | Guided Research booklet (hand-in) + In-class Writing Task - Tourism | Term 3 Week 8 | Week 8 Day 5 Fri 13 Sept 2024 | GE4-2, GE4-3, GE4-7, GE4-8 |
| Maths | In-class test | Term 4 Week 2 | 21/10/2024 | MA4-PYT-C-01, MA4-LIN-C-01, MA4-GEO-C-01,MA4-ARE-C-01, MAO-WM-01 |
| PDHPE | Positive and Negative Risk Inquiry | Term 3 Week 9 | Starting in individual classes from 20/09/2024 | PD4.6, PD4.7, PD4.9, PD4.10 |
| Science | Theory Test | Term 4 Week 3 | 8SCI (1,2,7,8) - 28/10/24 8SCI(5,6)- 29/10/24 8SCI(2,4)- 30/10/24 | C4-4WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW |
| Technology | Design Folio and Project for Rotation Two Unit | Term 4 Week 2 | 8TAS5, 22/10/24 8TAS1, 8TAS2, 8TAS3, 8TAS4, 8TAS9, 8TAS10 23/10/24 8TAS6, 8TAS7, 8TAS8, 25/10/24 | Food and Agriculture <u>8TAS1, 8TAS2, 8TAS3,</u> <u>8TAS5, 8TAS7</u> TE4-1DP, TE4-2DP, TE4-3DP,, TE4-5AG, TE4-6FO Material Technologies <u>8TAS4, 8TAS6, 8TAS8,</u> <u>8TAS9, 8TAS10</u> TE4-1DP, TE4-2DP, TE4-3DP, TE4-9M, |
| Japanese | Interacting (Speaking) Students compose and record a short self-introduction in spoken Japanese Understanding Texts (Reading) Students read a series of short | Term 3 Week 8 Term 4 | Interacting Friday Week 8 (13/09/24) hand-in on Google Classroom Understanding Texts | ML4-INT-01 (30%) ML4-UND-01 (20%) |

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| | texts and identify English meanings | Week 4 | Monday Week 4 (04/11/23) in-class, all classes | |
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RELIGION: REPORT DESCRIPTORS (STAGE 4)

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| A | <p>The student has an extensive understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions.</p> <p>The student meaningfully reflects upon the Christian story through effectively gathering, analysing and synthesising information about religion; and communicates this understanding insightfully in a variety of contexts.</p> |
| B | <p>The student has a thorough understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions.</p> <p>The student thoughtfully reflects upon the Christian story through appropriate gathering, analysing and synthesising information about religion; and communicates this understanding thoughtfully in a variety of contexts.</p> |
| C | <p>The student has a sound understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions.</p> <p>The student adequately reflects upon the Christian story through gathering, analysing and synthesising information about religion; and communicates this understanding in a variety of contexts.</p> |
| D | <p>The student has a basic understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions.</p> <p>The student attempts to reflect upon the Christian story through gathering, information about religion; and communicates this understanding in a limited manner.</p> |
| E | <p>The student has an elementary understanding and knowledge of the teaching and practices in Catholicism, Christian Churches and selected aspects of other religious traditions.</p> <p>The student identifies limited elements of the Christian story.</p> |

ENGLISH: REPORT DESCRIPTORS (STAGE 4)

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| A | A student responds at a very high level to a range of imaginative, factual and critical texts, making connections between and among texts. A student uses and describes, language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. They use a range of processes for responding to and composing texts, and think critically and interpretively about information, ideas and arguments. A student makes informed language choices, displaying a clear personal style to shape meaning with accuracy, clarity and coherence. |
| B | A student responds at a high level to a challenging range of imaginative, factual and critical texts, making connections between and among texts. A student uses and describes, suitable language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. They use a variety of processes for responding to and composing texts, and think critically and interpretively about information and ideas. A student makes informed language choices, displaying an increasing personal style, to shape meaning with accuracy, clarity and coherence. |
| C | A student responds to a range of imaginative, factual and critical texts. They correctly use and describe, language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. The student uses processes for responding to and composing texts, and thinks interpretively about information and ideas. A student makes informed language choices, displaying an emerging personal style, to shape meaning with accuracy, clarity and coherence. |
| D | A student performing at this grade, typically responds to some imaginative, factual and critical texts, and may identify some connections between and among texts. A student uses and describes, language forms and features, and structures of texts appropriate to different purposes, audiences and contexts. A student uses processes for responding to and composing texts, and thinks about information and ideas. A student makes language choices, composing texts to shape meaning. |
| E | A student demonstrates some ability to respond to a limited range of texts. With support, a student may identify some connections between texts and identify language forms and features, and structures of texts, appropriate to a limited range of purposes, audiences and contexts. A student uses elementary processes for responding to and composing texts, and thinking about information and ideas. A student, with support makes limited language choices, composing basic texts. |

MATHEMATICS: REPORT DESCRIPTORS (STAGE 4)

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| A | The student selects efficient strategies and uses them accurately to solve unfamiliar, multi-step problems. In addition, the student uses formal definitions and appropriate mathematical language and notations in written, oral and/ or graphical form to solve problems. |
| B | The student uses appropriate strategies to solve familiar, multi-step problems and uses mathematical language and notations in written, oral and/or graphical form to solve problems. The student often requires guidance to determine the most efficient method. |
| C | The student uses appropriate strategies, often with the assistance of given diagrams and formulae to solve simple familiar problems. In addition, the student uses some appropriate mathematical arguments to solve problems. |
| D | The student uses standard procedures to solve simple familiar problems. In addition, the student, with guidance, uses some mathematical arguments to solve problems. |
| E | The student, with guidance, uses standard procedures to solve simple familiar problems and can identify simple mathematical relationships. |

SCIENCE: REPORT DESCRIPTORS (STAGE 4)

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| A | The student conducts scientific research, tests scientific theories, conducts first-hand investigations and effectively analyses the impact these have on scientific discovery. Students effectively analyse scientific phenomena and the interactions between living and non-living things to effectively communicate accurate scientific findings and insights. |
| B | The student conducts scientific research, tests scientific theories, conducts first-hand investigations and analyses the impact these have on scientific discovery. Students analyse scientific phenomena and the interactions between living and non-living things to communicate accurate scientific findings. |
| C | The student completes scientific research, describes scientific theories, completes first-hand investigations and explains the impact they have on scientific discovery. Students describe scientific phenomena and the interactions between living and non-living things to communicate scientific findings. |
| D | The student completes scientific research, describes scientific theories, and completes first-hand investigations. Students identify scientific phenomena and the interactions between living and non-living things. |
| E | The student completes scientific research, describes scientific theories, and completes first-hand investigations with support. Students identify scientific phenomena and the interactions between living and non-living things with support. |

PDHPE: REPORT DESCRIPTORS (STAGE 4)

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| A | The student has an extensive knowledge and understanding of the skills needed to enhance their interactions and interpersonal relationships in ways that promote positive health for themselves and others. They recognise issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. Through perseverance and constant application, the student improves their capacity to move with skill and confidence in a variety of challenging contexts demonstrating creativity through composing, performing and appraising movement. |
| B | The student has a thorough knowledge and understanding of the skills needed to enhance their interactions and interpersonal relationships in ways that promote positive health for themselves and others. They explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The student improves their capacity to proficiently move with skill in a range of challenging contexts when composing, performing and appraising movement. |
| C | The student has knowledge and understanding of various skills needed to enhance their interactions and interpersonal relationships in ways that promote positive health for themselves and others. They investigate issues that are likely to impact on health and wellbeing now and in the future. The student improves their capacity to transfer skills from one context to another when composing, performing and appraising movement. |
| D | The student has a basic knowledge and understanding of skills that are needed to enhance their interactions and relationships in order to promote positive health for themselves and others. They describe issues that are likely to impact on health and wellbeing now and attempt to identify those that may arise in the future. The student demonstrates movement skills and concepts to improve performance in a choice of movement situations. |
| E | The student has an elementary knowledge and understanding of some of the skills needed to enhance their interactions and relationships in order to promote positive health. They identify issues that may impact on the health of themselves and perhaps others. The student demonstrates some movement skills and concepts to improve performance in predictable movement situations. |

GEOGRAPHY: REPORT DESCRIPTORS (STAGE 4)

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| A | The student demonstrates excellent levels of skill when selecting, gathering and organising geographical information, and when selecting and applying geographical tools. In addition, the student demonstrates an extensive sense of place about global environments and the processes that form and transform them. They also have extensive knowledge of factors that shape global communities and an understanding of civics for informed citizenship. |
| B | The student demonstrates high levels of skill when selecting, gathering and organising geographical information, and when selecting and applying geographical tools. In addition, the student demonstrates a thorough sense of place about global environments and the processes that form and transform them. They also have thorough knowledge of factors that shape global communities and an understanding of civics for informed citizenship. |
| C | The student demonstrates sound levels of skill when selecting, gathering and organising geographical information, and when selecting and applying geographical tools. In addition, the student demonstrates a sound sense of place about global environments and the processes that form and transform them. They also have sound knowledge of factors that shape global communities and an understanding of civics for informed citizenship. |
| D | The student demonstrates basic levels of skill when selecting, gathering and organising geographical information, and when selecting and applying geographical tools. In addition, the student demonstrates a basic sense of place about global environments and the processes that form and transform them. They also have basic knowledge of factors that shape global communities and some understanding of civics for informed citizenship. |
| E | The student demonstrates limited levels of skill when selecting, gathering and organising geographical information, and when selecting and applying geographical tools. In addition, the student demonstrates a limited sense of place about global environments and the processes that form and transform them. They also have limited knowledge of factors that shape global communities and a limited understanding of civics for informed citizenship. |

TECHNOLOGY: REPORT DESCRIPTORS (STAGE 4)

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| A | The student demonstrates a very high level of proficiency in applying all steps of the design process to develop quality solutions to a pre-determined need. The student uses a broad range of methods to communicate design ideas and solutions effectively, showing extensive knowledge and skill in the production of a quality product and consistently applies safe work practices. |
| B | The student demonstrates a high level of proficiency in applying all steps of the design process to develop quality solutions to a pre-determined need. The student uses a range of methods to communicate design ideas and solutions effectively, showing thorough knowledge and skill in the production of a quality project and applies safe work practices. |
| C | The student demonstrates a sound level of proficiency in applying all steps of the design process to develop quality solutions to a pre-determined need. The student uses suitable methods to communicate design ideas and solutions, showing sound knowledge and skill in the production of a project and applies safe work practices. |
| D | The student demonstrates a basic level of proficiency in applying most steps in the design process, developing solutions to a pre-determined need. The student uses basic methods to communicate design ideas and solutions, showing basic knowledge and skill in the production of a project and may require support to apply safe work practices and complete practical work. |
| E | The student demonstrates a limited level of proficiency in applying some steps of the design process to develop design solutions to a pre-determined need. The student uses simple methods to communicate design ideas and solutions, showing elementary knowledge and skill, requiring prompting and direction to apply safe work practices and complete practical work. |

JAPANESE: REPORT DESCRIPTORS (STAGE 4)

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| A | The student uses complex structures and vocabulary to communicate orally and in writing, across a range of contexts, purposes and audiences. The student expresses a range of ideas with few inaccuracies and demonstrates an excellent understanding and ability to analyse unfamiliar written and spoken texts. |
| B | The student uses a variety of structures and vocabulary to communicate orally and in writing, across a range of contexts, purposes and audiences. The student expresses a range of ideas with few inaccuracies and demonstrates substantial understanding and ability to analyse unfamiliar written and spoken texts. |
| C | The student uses a variety of simple structures and vocabulary to communicate orally and in writing. There is some use of registers for different contexts, purposes and audiences. The student expresses a range of ideas with inaccuracies and demonstrates a basic level of understanding and ability to analyse unfamiliar written and spoken texts. |
| D | The student uses simple structures and a limited range of vocabulary to communicate orally and in writing, with some awareness of register in different social contexts. The student expresses a limited range of ideas and demonstrates a superficial understanding and ability to analyse unfamiliar written and spoken texts. |
| E | The student uses simple words and formulaic expressions to communicate orally and in writing. The student expresses a very limited range of ideas and recognises some elements of unfamiliar written and spoken texts. |

MUSIC: REPORT DESCRIPTORS (STAGE 4)

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| A | The student demonstrates a very high level of work, clearly communicating an understanding of a variety of musical styles and making perceptive connections across a range of music. The student can explain how musical concepts are used and manipulated in relation to performing, composing and listening and can experiment, improvise, listen and aurally observe with discrimination and understanding how composers have used the concepts of music. |
| B | The student demonstrates a high level of work, communicating an understanding of a variety of musical styles and making connections across a range of music. The student can describe how musical concepts are used and manipulated in relation to performing, composing and listening, and can experiment, improvise, listen and aurally observe with some understanding how composers have used the concepts of music. |
| C | The student demonstrates work at a satisfactory level. With assistance they are able to demonstrate a basic understanding of musical styles and genres. With guidance the student can describe the use of musical concepts in performing, composing and listening activities, experimenting with musical ideas to form basic compositions, listen and aurally observe, with limited understanding, how composers have used the concepts of music. |
| D | The student is working towards the outcomes for the stage. With teacher direction attempt made to participate in some musical activities. An elementary understanding in performing, composing and listening activities. Consolidation of the knowledge, understanding and skills that underpin the learning for this stage is required to progress. |
| E | The student is yet to attain some of the outcomes for the stage. Engagement with performing, composing and listening is limited thus providing partial evidence of their understanding of musical concepts. A greater engagement with the knowledge, understanding and skills of the course is required to progress. |

VISUAL ARTS: REPORT DESCRIPTORS (STAGE 4)

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| A | The student demonstrates excellence in the making of artworks; investigating many different materials, techniques and procedures. The student understands how Art Theory can be used to develop meaning in the representation of their ideas. They confidently interpret and discuss artworks as they construct perceptive explanations about the art-making practice of others as well as their own. |
| B | The student demonstrates a high level of work in the making of artworks; exploring several materials, techniques and procedures. The student recognises how Art Theory can be used to represent their ideas and interests, explaining and making judgements about artworks with an understanding about the art-making practice of others as well as their own. |
| C | The student demonstrates work at a satisfactory level with teacher support; making artworks that explore some materials, techniques and procedures. The student uses some Art Theory to represent straightforward ideas and with teacher support describes and makes basic judgements about artworks with a simple understanding of the art-making practice of others as well as their own. |
| D | The student is working towards the outcomes for the stage, showing some evidence of engaging with materials to create artworks. With much teacher support, the student employs a limited use of Art Theory to represent simplistic ideas about the meaning of artworks. Consolidation of the knowledge, understanding and skills that underpin the learning for this stage is required to progress. |
| E | The student is yet to attain some of the outcomes for the stage; engagement with materials and techniques is limited thus providing partial evidence of the students understanding of the making and studying of artworks. A greater engagement with the knowledge, understanding and skills of the course is required to progress. |