

*Exceed Your  
Expectations*



# Corinda State High School

## Reporting Standards for Senior Subjects

### DATE

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# ENGLISH

## A

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The student, in responding to and creating texts, demonstrates discerning application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates discerning organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve consistently controlled relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates discerning use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## B

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The student, in responding to and creating texts, demonstrates effective application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates effective organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve control over relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates effective use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## C

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The student, in responding to and creating texts, demonstrates suitable application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates suitable organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish and maintain relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates suitable use of textual features for purpose, audience and context through: combination of a range of mostly grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

### D

The student, in responding to and creating texts, demonstrates a superficial application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and some use made of ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and some use made of aesthetic features and stylistic devices.

The student demonstrates inconsistency in organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish relationships with audiences in a variety of cultural contexts and social situations; selection of subject matter and organisation and sequencing of subject matter to support perspectives, including some use of mode-appropriate cohesive devices to connect parts of texts.

The student demonstrates inconsistency in use of textual features for purpose, audience and context through: grammar, language structures and language choices, including some aesthetic and stylistic, and use of mode-appropriate features.

### E

The student, in responding to and creating texts, demonstrates fragmented application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; and analysis of the ways attitudes, values and beliefs underpin texts.

The student demonstrates fragmented organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer; selection and sequencing of subject matter; and some connections between parts of texts. The student demonstrates fragmented use of textual features through: grammar, language structures and language choices, and mode-appropriate features.

# ENGLISH AS AN ADDITIONAL LANGUAGE

## A

The student, in responding to and creating texts, demonstrates discerning application of knowledge of the relationship between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates discerning organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve consistently controlled relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates discerning use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## B

The student, in responding to and creating texts, demonstrates effective application of knowledge of the relationship between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates effective organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve control over relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates effective use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## C

The student, in responding to and creating texts, demonstrates suitable application of knowledge of the relationship between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates suitable organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish and maintain relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use made of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates suitable use of textual features for purpose, audience and context through: combination of a range of mostly grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

### D

The student, in responding to and creating texts, demonstrates a superficial application of knowledge of the relationship between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and some use made of ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and some use made of aesthetic features and stylistic devices.

The student demonstrates inconsistency in organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish relationships with audiences in a variety of cultural contexts and social situations; selection of subject matter and organisation and sequencing of subject matter to support perspectives, including some use of mode-appropriate cohesive devices to connect parts of texts.

The student demonstrates inconsistency in the use of textual features for purpose, audience and context through: grammar, language structures and language choices, including some aesthetic and stylistic, and use of mode-appropriate features.

### E

The student, in responding to and creating texts, demonstrates fragmented application of knowledge of the relationship between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; and analysis of the ways attitudes, values and beliefs underpin texts.

The student demonstrates fragmented organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer; selection and sequencing of subject matter; and some connections between parts of texts. The student demonstrates fragmented use of textual features through: grammar, language structures and language choices, and mode-appropriate features.

## LITERATURE

### A

The student, in responding to and creating texts, demonstrates discerning application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts;

analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates discerning organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve consistently controlled relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates discerning use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## ***B***

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The student, in responding to and creating texts, demonstrates effective application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates effective organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve control over relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates effective use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## ***C***

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The student, in responding to and creating texts, demonstrates suitable application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates suitable organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish and maintain relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use made of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates suitable use of textual features for purpose, audience and context through: combination of a range of mostly grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

### D

The student, in responding to and creating texts, demonstrates a superficial application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and some use made of ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and some use made of aesthetic features and stylistic devices.

The student demonstrates inconsistency in organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish relationships with audiences in a variety of cultural contexts and social situations; selection of subject matter and organisation and sequencing of subject matter to support perspectives, including some use of mode-appropriate cohesive devices to connect parts of texts.

The student demonstrates inconsistency in use of textual features for purpose, audience and context through: grammar, language structures and language choices, including some aesthetic and stylistic, and use of mode-appropriate features.

### E

The student, in responding to and creating texts, demonstrates fragmented application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; and analysis of the ways attitudes, values and beliefs underpin texts.

The student demonstrates fragmented organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer; selection and sequencing of subject matter; and some connections between parts of texts. The student demonstrates fragmented use of textual features through: grammar, language structures and language choices, and mode-appropriate features.

## ESSENTIAL ENGLISH

### A

The student, in responding to and creating texts, demonstrates discerning application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates discerning organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve consistently controlled relationships with audiences in a variety of cultural contexts and



social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates discerning use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## ***B***

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The student, in responding to and creating texts, demonstrates effective application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates effective organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to achieve control over relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates effective use of textual features for purpose, audience and context through: combination of a range of grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## ***C***

---

The student, in responding to and creating texts, demonstrates suitable application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and use made of the ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and use made of aesthetic features and stylistic devices to achieve particular effects.

The student demonstrates suitable organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish and maintain relationships with audiences in a variety of cultural contexts and social situations; selection, synthesis, organisation and sequencing of subject matter to support perspectives, including use made of mode-appropriate cohesive devices to emphasise ideas and connect parts of texts.

The student demonstrates suitable use of textual features for purpose, audience and context through: combination of a range of mostly grammatically accurate/appropriate language structures and language choices, including aesthetic and stylistic, to achieve particular purposes; and use of mode-appropriate features to achieve particular purposes.

## D

The student, in responding to and creating texts, demonstrates a superficial application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; analysis and some use made of ways cultural assumptions, attitudes, values and beliefs underpin texts and invite audiences to take up positions; and analysis and some use made of aesthetic features and stylistic devices.

The student demonstrates inconsistency in organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer to establish relationships with audiences in a variety of cultural contexts and social situations; selection of subject matter and organisation and sequencing of subject matter to support perspectives, including some use of mode-appropriate cohesive devices to connect parts of texts.

The student demonstrates inconsistency in use of textual features for purpose, audience and context through: grammar, language structures and language choices, including some aesthetic and stylistic, and use of mode-appropriate features.

## E

The student, in responding to and creating texts, demonstrates fragmented application of knowledge of the relationships between text, context, audience and purpose through: analysis and creation of perspectives and representations of concepts, identities, times and places in texts; and analysis of the ways attitudes, values and beliefs underpin texts.

The student demonstrates fragmented organisation and development of texts for purpose, audience and context through: use of genres and the role of writer/speaker/signer/designer; selection and sequencing of subject matter; and some connections between parts of texts. The student demonstrates fragmented use of textual features through: grammar, language structures and language choices, and mode-appropriate features.

# HEALTH

## A

The student demonstrates accurate recognition and discerning description of a range of relevant information about health-related topics and issues, and succinct comprehension and perceptive use of relevant health approaches and frameworks, in a range of contexts.

The student demonstrates insightful analysis, interpretation and critique of a range of valid information about health-related topics and issues to distinguish determinants that influence health, and displays effective organisation of information to achieve a particular purpose.

The student shows discerning investigation and insightful synthesis of information to develop sophisticated action strategies to influence health issues. They justify recommendations that mediate, advocate and enable health promotion through critical evaluation and insightful reflection on implemented action strategies. Decision-making about, and accurate use of mode-appropriate features, language and conventions for particular purposes is discerning.

## B

The student demonstrates recognition and purposeful description of a range of information about health-related topics and issues, and considered comprehension and effective use of appropriate health approaches and frameworks, in a range of contexts.

The student demonstrates purposeful analysis, interpretation and critique of a range of information about health-related topics and issues to distinguish determinants that influence health, and displays effective organisation of information to achieve a particular purpose.

The student shows purposeful investigation and considered synthesis of information to develop feasible action strategies to influence health issues. They justify recommendations that mediate, advocate and enable health promotion through considered evaluation and purposeful reflection on implemented action strategies. Decision-making about, and accurate use of mode-appropriate features, language and conventions for particular purposes is purposeful.

## C

The student demonstrates recognition and appropriate description of information about health-related topics and issues, and appropriate comprehension and use of health approaches and frameworks, in a range of contexts.

The student demonstrates appropriate analysis, interpretation and critique of information about health-related topics and issues to distinguish determinants that influence health, and displays appropriate organisation of information to achieve a purpose.

The student investigates and synthesises information to develop action strategies to influence health issues. They justify recommendations that mediate, advocate and enable health promotion through feasible evaluation and reflection on implemented action strategies. Decision-making about, and use of some mode-appropriate features, language and conventions for particular purposes is appropriate.

## D

The student demonstrates variable recognition and superficial description of some information about health-related topics and issues, and superficial comprehension and use of aspects of health approaches and frameworks, in a range of contexts.

The student demonstrates superficial analysis, interpretation and explanation of aspects of information about health-related topics and issues to distinguish some determinants, and organises aspects of information.

The student investigates information to develop superficial and/or partial strategies and make recommendations that relate to health promotion. Decision-making and use of mode-appropriate features, language and conventions is variable.

## E

The student demonstrates elements of recognition, description and comprehension of health information.

The student provides elements of explanation and organisation of aspects of information and some determinants that influence health.

The student provides elements of description of action strategies that influence health, and makes variable and/or inappropriate use of features, language and conventions.

## PHYSICAL EDUCATION

### A

The student demonstrates accurate recognition and discerning explanation of concepts and principles about physical activities, and accomplished and proficient demonstration of specialised movement sequences and movement strategies in authentic performance environments.

The student demonstrates accomplished and proficient application of body and movement concepts in specialised movement sequences and movement strategies in authentic performance environments, and insightful analysis and discerning synthesis of relevant data to devise strategies about physical activities.

The student demonstrates critical evaluation of the effectiveness of strategies about and in physical activities; discerning justification of strategies using primary data and secondary data; discerning decision-making about and accurate use of language, conventions and mode-appropriate features, for particular purposes and contexts.

### B

The student demonstrates recognition and effective explanation of concepts and principles about physical activities, and effective demonstration of specialised movement sequences and movement strategies in authentic performance environments.

The student demonstrates effective application of body and movement concepts in specialised movement sequences and movement strategies in authentic performance environments, and purposeful analysis and considered synthesis of relevant data to devise strategies about physical activities.

The student demonstrates considered evaluation of the effectiveness of strategies about and in physical activities; considered justification of strategies using primary data and secondary data; purposeful decision-making about and accurate use of language, conventions and mode-appropriate features, for particular purposes and contexts.

### C

The student demonstrates recognition and appropriate explanation of concepts and principles about physical activities, and competent demonstration of specialised movement sequences and movement strategies in authentic performance environments.

The student demonstrates competent application of body and movement concepts in specialised movement sequences and movement strategies in authentic performance environments, and appropriate analysis and synthesis of relevant data to devise strategies about physical activities.

The student demonstrates feasible evaluation of the effectiveness of strategies about and in physical activities; feasible justification of strategies using primary data and secondary data; appropriate decision-making about and use of language, conventions and mode-appropriate features, for particular purposes and contexts.

## D

The student demonstrates variable recognition and superficial explanation of aspects of concepts and principles about physical activities, and variable or inaccurate demonstration of movement sequences and a movement strategy.

The student demonstrates variable or inaccurate application of body and movement concepts in some specialised movement sequences or movement strategies in authentic performance environments, and superficial analysis and synthesis of data to devise strategies about physical activities.

The student demonstrates superficial evaluation of the effectiveness of strategies about and in physical activities; superficial justification of aspects of strategies using data; variable decision-making about and use of language, conventions and mode-appropriate features.

## E

The student demonstrates elements of recognition and superficial explanation of information about physical activities, and variable or inaccurate demonstration of isolated specialised movement sequences or movement strategies.

The student demonstrates variable or inaccurate application of body and movement concepts in specialised movement sequences or movement strategies, and explanation of data to devise strategies about physical activities.

The student demonstrates elements of description of strategies about and in physical activities, and makes variable and/or inappropriate use of language, conventions and features.

# SPORT AND RECREATION

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Acquiring
- Dimension 2: Applying
- Dimension 3: Evaluating.
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Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.

# ACCOUNTING

## A

The student demonstrates a thorough comprehension of accounting concepts, principles and processes. There is detailed and thorough application of accounting principles and processes to calculate, record, process and report financial data.

The student provides insightful analysis and discerning interpretation of financial data and information.

The student demonstrates perceptive evaluation of accounting practices to make justified decisions and propose convincing recommendations to accounting contexts. Insightful synthesis is used to generate explicit and thorough solutions to solve accounting problems. Responses are created that communicate meaning using sophisticated language, with concise and logical sequencing and organisation of ideas and accomplished control of genre.

### B

The student demonstrates a detailed comprehension of accounting concepts, principles and processes. There is effective application of accounting principles and processes to calculate, record, process and report financial data.

The student provides informed analysis and considered interpretation of financial data and information.

The student demonstrates effective evaluation of accounting practices to make informed decisions and propose valid recommendations to accounting contexts. Informed synthesis is used to generate relevant and effective solutions to solve accounting problems. Responses are created that communicate meaning using purposeful language, with logical sequencing and organisation of ideas and considerable control of genre.

### C

The student demonstrates an adequate comprehension of accounting concepts, principles and processes. There is routine application of accounting principles and processes to calculate, record, process and report financial data.

The student provides appropriate analysis and interpretation of financial data and information. The student demonstrates routine evaluation of accounting practices to make plausible decisions and propose recommendations to accounting contexts. Appropriate synthesis is used to generate adequate solutions to solve accounting problems. Responses are created that communicate meaning using suitable language, with essential sequencing and organisation of ideas and sufficient control of genre.

### D

The student demonstrates a rudimentary comprehension of accounting concepts, principles and processes. There is inconsistent application of accounting principles and processes to calculate, record, process and report financial data.

The student provides inconsistent analysis and superficial interpretation of financial data and information.

The student demonstrates rudimentary evaluation of accounting practices with inconsistent decisions and/or narrow recommendations. Partial synthesis is used to generate narrow and inconsistent solutions to solve accounting problems. Responses are created that communicate meaning using rudimentary language, with inappropriate sequencing and organisation of ideas and partial control of genre.

### E

The student demonstrates a fragmented comprehension of accounting concepts, principles or processes. There is partial application of accounting principles and processes to inaccurately and inappropriately calculate, record, process or report financial data.

The student provides partial interpretation of financial data and information.

The student provides inaccurate and irrelevant decisions or recommendations relating to accounting practices. cursory synthesis is used to generate inaccurate solutions to solve accounting problems. Responses are created that communicate meaning using fragmented language and sequencing or organisation of ideas.

## ANCIENT HISTORY

### A

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The student demonstrates thorough comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing nuanced key inquiry questions and sub-questions to select evidence from primary and secondary sources that offer different perspectives.

The student analyses evidence from historical sources to show discerned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a sophisticated historical argument and justify insightful decisions. The student demonstrates evaluation of evidence from historical sources to make discerning judgments that are well-reasoned and corroborated. Communication of historical ideas and arguments is succinct and logical, is characterised by using ethical scholarship, and has minimal spelling, grammar and punctuation errors.

### B

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The student demonstrates detailed comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing a key inquiry question and sub-questions to select evidence from primary and secondary sources that offer perspectives.

The student analyses evidence from historical sources to show reasoned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a considered historical argument and justify credible decisions. The student demonstrates evaluation of evidence from historical sources to make effective judgments that are reasoned and corroborated. Communication of historical ideas and arguments is clear, is characterised by using ethical scholarship, and has few spelling, grammar and punctuation errors.

### C

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The student demonstrates appropriate comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and adequate use of research is conducted through framing a key inquiry question and relevant sub-questions to select evidence from primary or secondary sources that provide perspectives.

The student analyses evidence from historical sources to show understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a basic historical argument and justify reasonable decisions.

The student demonstrates evaluation of evidence from historical sources to make adequate judgments that are appropriate and corroborated. Communication of historical ideas and

arguments is characterised by using ethical scholarship, and has some spelling, grammar and punctuation errors.

### D

The student demonstrates partial comprehension of terms, concepts and issues to develop some understanding of the past. Some use of research is conducted through framing a key inquiry question to select evidence from sources that provide a perspective.

The student identifies and examines evidence from historical sources to show partial understanding of features of evidence. Synthesis of evidence from sources is used to form a cursory historical argument and partial decisions.

The student demonstrates evaluation of evidence from historical sources to make inconsistent judgments. Communication of historical ideas and arguments has significant spelling, grammar and punctuation errors.

### E

The student demonstrates fragmented comprehension of terms, concepts and issues to develop a superficial understanding of the past. Questions are often unclear or irrelevant and rudimentary information is located in sources.

The student identifies evidence from historical sources to show a superficial understanding of features of evidence. Synthesis of evidence from sources is used to form a rudimentary historical argument and fragmentary decisions.

The student makes a sporadic evaluation of evidence from sources to make statements that are vague or superficial. Communication of historical ideas and arguments has frequent spelling, grammar and punctuation errors.

## ECONOMICS

### A

The student demonstrates accurate and detailed comprehension of a significant range of economic concepts, principles and models, using sophisticated economic terminology. The student selects a discerning variety of data and economic information, with accurate and systematic acknowledgment of sources. There is a comprehensive analysis of economic issues with considerable complexity and discerning use of data and economic information to support the analysis.

The student evaluates economic outcomes demonstrating discerning synthesis, perceptive conclusions and decisions with critical economic reasoning. They create responses that communicate economic meaning through sophisticated control of language conventions and genre, concise expression and accomplished use of diagrammatic and statistical forms.

### B

The student demonstrates considerable comprehension of a substantial range of economic concepts, principles and models, using effective economic terminology.

The student selects an effective variety of data and economic information, with a system of



acknowledging sources. There is considerable analysis of economic issues with some complexity and effective use of data and economic information to support the analysis.

The student evaluates economic outcomes demonstrating purposeful synthesis, effective conclusions and decisions with detailed economic reasoning. They create responses that communicate economic meaning through substantial control of language conventions and genre, and effective use of diagrammatic and statistical forms.

### C

The student demonstrates sufficient comprehension of a range of relevant economic concepts, principles and models, using adequate economic terminology.

The student selects a range of data and economic information, and uses a basic system of acknowledging sources. There is adequate analysis of economic issues and sufficient use of data and economic information to support the analysis.

The student evaluates economic outcomes demonstrating adequate synthesising skills, reasonable conclusions and decisions, with feasible economic reasoning. They create responses that communicate economic meaning through adequate language conventions and genre, and some use of diagrammatic and statistical forms.

### D

The student demonstrates a partial comprehension of economic concepts, principles and models, with few uses of economic terminology.

The student selects a narrow range of data and economic information with a partial acknowledgment of sources. There are obvious descriptions of economic issues and a narrow use of data or economic information to support an analysis.

The student evaluates using superficial judgments of economic outcomes with some reasons. They create responses that superficially communicate economic meaning through partial control of language conventions and genre.

### E

The student identifies aspects of economic concepts, principles and/or models.

The student selects unrelated or irrelevant data and economic information. There are aspects of analysis provided in statements about economic issues.

The student shows aspects of evaluation in opinions or statements attempting to judge economic outcomes. They create responses that impede the communication of economic meaning through an inconsistent use of language conventions and genre.

## GEOGRAPHY

### A

The student demonstrates in-depth explanations of geographical processes and accurate comprehension of geographical patterns.

The student demonstrates discerning selection of data and information and astute interpretations

and inferences that explain how patterns, trends and relationships represent geographical challenges; sophisticated extrapolations to make generalisations about impacts of geographic challenges.

The student demonstrates insightful synthesis to propose convincing action/s that are justified. Geographical understanding is communicated through proficient transformation and representation of geographical data and information in sophisticated cartographic and graphic forms, and accomplished use of geographical terminology, referencing and the conventions of communication to produce fluent texts.

### *B*

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The student demonstrates clear explanations of geographical processes and accurate comprehension of geographical patterns.

The student demonstrates considered selection of data and information and coherent interpretations and inferences that explain how patterns, trends and relationships represent geographical challenges; effective extrapolations to make generalisations about impacts of geographic challenges.

The student demonstrates coherent synthesis to propose credible action/s that are informed. Geographical understanding is communicated through competent transformation and representation of geographical data and information in purposeful cartographic and graphic forms, and considered use of geographical terminology, referencing and the conventions of communication.

### *C*

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The student demonstrates fundamental explanations of geographical processes and adequate comprehension of geographical patterns.

The student demonstrates appropriate selection of data and information and basic interpretations and inferences that explain how patterns, trends and relationships represent geographical challenges; sufficient extrapolations to make generalisations about impacts of geographic challenges.

The student demonstrates elementary synthesis to propose action/s. Geographical understanding is communicated through adequate transformation and representation of geographical data and information in simple cartographic and graphic forms, and appropriate use of geographical terminology, referencing and the conventions of communication.

### *D*

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The student demonstrates elementary explanations of geographical processes and rudimentary comprehension of geographical patterns.

The student demonstrates narrow selection of data and information and superficial interpretations and inferences that explain how patterns, trends and relationships represent geographical challenges; cursory extrapolations to make generalisations about impacts of geographic challenges.

The student proposes action/s that are vague or unclear. Geographical understanding is communicated through minimal transformation and representation of geographical data and

information in cartographic and graphic forms, and inconsistent use of geographical terminology, referencing and the conventions of communication.

### E

The student demonstrates unclear explanations of geographical processes and partial comprehension of geographical patterns.

The student demonstrates unclear interpretations and inference that explain how patterns, trends and relationships represent geographical challenges.

The student demonstrates elements of synthesis to propose action/s. Geographical understanding is communicated through disjointed transformation and representation of geographical data and information in cartographic and graphic forms, and unclear use of geographical terminology, referencing and the conventions of communication.

## LEGAL STUDIES

### A

The student demonstrates accurate and detailed comprehension of a significant range of legal concepts, principles and processes, using sophisticated legal terminology.

The student provides a discerning selection of a wide variety of relevant legal information and acknowledges sources accurately and systematically. The analysis of legal issues demonstrates sophisticated application of legal concepts, principles and processes to determine their nature and scope, and perceptive examination of viewpoints and consequences.

The student evaluates legal situations by discerningly making decisions and proposing recommendation/s, using critical legal reasoning. They create responses that communicate meaning through concise and accomplished control of language conventions and genre.

### B

The student demonstrates considerable comprehension of a substantial range of legal concepts, principles and processes, using effective legal terminology.

The student provides an effective selection of a wide variety of relevant legal information and acknowledges sources systematically. The analysis of legal issues demonstrates detailed application of legal concepts, principles and processes to determine their nature and scope, and effective examination of viewpoints and consequences.

The student evaluates legal situations by effectively making decisions and proposing recommendation/s, using purposeful legal reasoning. They create responses that communicate meaning through considerable control of language conventions and genre.

### C

The student demonstrates sufficient comprehension of a range of legal concepts, principles and processes, using adequate legal terminology.

The student provides a selection of a variety of relevant legal information and acknowledges sources. The analysis of legal issues demonstrates suitable application of legal concepts, principles

and processes to determine their nature and scope, and adequate examination of viewpoints and consequences.

The student evaluates legal situations by adequately making decisions and proposing recommendation/s, using feasible legal reasoning. They create responses that communicate meaning through sufficient control of language conventions and genre.

### D

The student demonstrates partial comprehension of legal concepts, principles and/or processes, with few uses of legal terminology.

The student provides a selection of a narrow range of legal information and partially acknowledges sources. There is superficial analysis of legal issues evident in rudimentary descriptions and a partial examination of viewpoints and consequences.

The student evaluates legal situations by making obvious decisions and/or recommendation/s, using some reasons. They create responses that superficially communicate meaning through partial control of language conventions and genre.

### E

The student identifies aspects of legal concepts, principles and/or processes.

The student selects unrelated or irrelevant legal information from sources. There are aspects of analysis provided in statements about legal issues.

The student shows aspects of evaluation using broad statements and/or personal opinions about the legal situation. They create responses that impede the communication of meaning through inconsistent use of language conventions.

## MODERN HISTORY

### A

The student demonstrates thorough comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing nuanced key inquiry questions and sub-questions to select evidence from primary and secondary sources that offer different perspectives.

The student analyses evidence from historical sources to show discerned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a sophisticated historical argument and justify insightful decisions.

The student demonstrates evaluation of evidence from historical sources to make discerning judgments that are well-reasoned and corroborated. Communication of historical ideas and arguments is succinct and logical, is characterised by using ethical scholarship, and has minimal spelling, grammar and punctuation errors.

### B

The student demonstrates detailed comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and research conducted through framing a key inquiry question and sub-questions to select evidence from primary and secondary sources that offer perspectives.

The student analyses evidence from historical sources to show reasoned understanding by identifying, examining and explaining features of evidence. Synthesis of evidence historical from sources is used to form a considered historical argument and justify credible decisions.

The student demonstrates evaluation of evidence from historical sources to make effective judgments that are reasoned and corroborated. Communication of historical ideas and arguments is clear and is characterised by using ethical scholarship, and has few spelling, grammar and punctuation errors.

### C

The student demonstrates appropriate comprehension of terms, concepts and issues to develop an understanding of the past. Historical questions are devised and adequate use of research is conducted through framing a key inquiry question and relevant sub-questions to select evidence from primary or secondary sources that provide perspectives.

The student analyses evidence from historical sources to show understanding by identifying, examining and explaining features of evidence. Synthesis of evidence from historical sources is used to form a basic historical argument and justify reasonable decisions.

The student demonstrates evaluation of evidence from historical sources to make adequate judgments that are appropriate and corroborated. Communication of historical ideas and arguments is characterised by using ethical scholarship, and has some spelling, grammar and punctuation errors.

### D

The student demonstrates partial comprehension of terms, concepts and issues to develop some understanding of the past. Some use of research is conducted through framing a key inquiry question to select evidence from sources that provide a perspective.

The student identifies and examines evidence from historical sources to show partial understanding of features of evidence. Synthesis of evidence from sources is used to form a cursory historical argument and partial decisions.

The student demonstrates evaluation of evidence from historical sources to make inconsistent judgments. Communication of historical ideas and arguments and has significant spelling, grammar and punctuation errors.

### E

The student demonstrates fragmented comprehension of terms, concepts and issues to develop a superficial understanding of the past. Questions are often unclear or irrelevant and rudimentary information is located in sources.

The student identifies evidence from historical sources to show a superficial understanding of features of evidence. Synthesis of evidence from sources is used to form a rudimentary historical argument and fragmentary decisions.

The student makes a sporadic evaluation of evidence from sources to make statements that are vague or superficial. Communication of historical ideas and arguments has frequent spelling, grammar and punctuation errors.

# PHILOSOPHY AND REASON

## A

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The student demonstrates an astute understanding of meaning as demonstrated by employing terminology related to philosophy and reason appropriately. Detailed accurate descriptions of concepts, methods, principles and theories are provided, with explanations of significant relationships correct in key aspects.

The student provides a detailed and informed interpretation of significant ideas and information, with accurate and thorough deconstruction of relevant arguments. Insightful analysis of relationships within and between philosophical ideas, arguments and theories is evident.

The student demonstrates a coherent and thorough synthesis of ideas and information, with all key aspects considered and resolved. Insightful and justified evaluation of claims and arguments inherent in philosophical theories, views and ideas is evident through the effective use of relevant and well-chosen criteria. Communication of philosophical ideas and arguments is succinct, and logical, with adherence to genre, language and recognised referencing conventions.

## B

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The student demonstrates a substantial understanding of meaning by employing most terminology related to philosophy and reason appropriately. Detailed descriptions of concepts, methods, principles and theories are provided, with explanations of relationships correct in most key aspects.

The student provides an interpretation of significant ideas and information, with a considered deconstruction of relevant arguments. Analysis of most relationships within and between philosophical ideas, arguments and theories has few significant inaccuracies.

The student demonstrates substantial synthesis of ideas and information, with most key aspects considered and resolved. Justified evaluation of claims and arguments inherent in philosophical theories, views and ideas is evident through the use of relevant and appropriate criteria. Communication of philosophical ideas and arguments is clear and logical, with few errors in genre, language and referencing conventions.

## C

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The student demonstrates a basic understanding of meaning by employing terminology related to philosophy and reason. Descriptions of concepts, methods, principles and theories are provided, but with some explanations of relationships having inaccuracies and/or missing information.

The student provides an interpretation of ideas, with partial deconstruction of relevant arguments. Analysis of relationships within and between philosophical ideas, arguments and theories has some inaccuracies, missing information and/or overlooks key issues.

The student demonstrates a partial synthesis of ideas and information, with some key aspects considered and resolved. Evaluation of claims and arguments inherent in philosophical theories, views and ideas is evident through the use of appropriate criteria, but some significant criteria are overlooked. Communication of philosophical ideas and arguments is characterised by some errors in genre, language and referencing conventions.

## D

The student uses terminology related to philosophy and reason, but descriptions of concepts, methods, principles, theories and explanations of relationships have significant inaccuracies and/or key aspects are omitted.

The student provides a simplistic interpretation of ideas and information, with an ineffective deconstruction of relevant arguments. Analysis of relationships is also simplistic with key issues omitted or significant inaccuracies.

The student demonstrates a superficial synthesis of ideas and information. Evaluation of claims and arguments inherent in philosophical theories, views and ideas is also superficial with unclear or simplistic criteria used. Communication of philosophical ideas and arguments is characterised by significant errors in genre, language and referencing conventions.

## E

The student uses some terminology related to philosophy and reason, but descriptions and explanations are missing many key aspects and have significant inaccuracies.

The student provides a simplistic interpretation of basic ideas and information, with deconstruction of arguments that is ineffective as many key issues are omitted and there are significant inaccuracies.

The student makes statements on philosophical theories, views and ideas, with simplistic criteria chosen or not evident. Communication of philosophical ideas and arguments is characterised by frequent and/or significant errors in genre, language and referencing conventions.

# BUSINESS STUDIES

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Planning and evaluating.

Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.

# SOCIAL AND COMMUNITY STUDIES

Exit standards are used to make judgments about students' exit results from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Applying and examining
- Dimension 3: Producing and evaluating.

Each dimension must be assessed in each unit and each dimension is to make an equal contribution to the determination of exit results.

# CHINESE

## A

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The student, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in Chinese. Tone, purpose, context and audience are identified to infer valid and justifiable meaning, values and attitudes. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose, audience and cultural conventions. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in Chinese.

The student, in exchanging meaning, demonstrates the use of strategies to maintain communication, demonstrating effective and contextually appropriate Chinese language.

## A

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The student, in responding to texts in a range of contexts, demonstrates an effective comprehension of information, ideas, opinions and experiences in Chinese. Tone, purpose, context and audience are identified to infer meaning, values and attitudes. Appropriate analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Chinese.

The student, in exchanging meaning, demonstrates the use of strategies to maintain communication, demonstrating contextually appropriate Chinese language.

## C

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The student, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Chinese. Tone, purpose, context and audience are identified to infer some meaning, values and attitudes. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates application of knowledge of language elements, structures and textual conventions to create texts that convey some meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Chinese.

The student, in exchanging meaning, demonstrates the use of some strategies to maintain communication, demonstrating contextually appropriate Chinese language.



### D

The student, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of Chinese to understand obvious information and ideas. Some context and audience identified to draw conclusions. Knowledge of Chinese language elements, structures and textual conventions is applied to create texts that convey fragmented meaning.

### E

The student, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in Chinese, and fragmented application of knowledge of Chinese language elements, structures and textual conventions.

## FRENCH

### A

The student, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in French. Tone, purpose, context and audience are identified to infer valid and justifiable meaning, values and attitudes. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose, audience and cultural conventions. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in French.

The student, in exchanging meaning, demonstrates the use of strategies to maintain communication, demonstrating effective and contextually appropriate French language.

### B

The student, in responding to texts in a range of contexts, demonstrates an effective comprehension of information, ideas, opinions and experiences in French. Tone, purpose, context and audience are identified to infer meaning, values and attitudes. Appropriate analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in French.

The student, in exchanging meaning, demonstrates the use of strategies to maintain communication, demonstrating contextually appropriate French language.

### C

The student, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in French. Tone, purpose, context and audience are identified to infer some meaning, values and attitudes. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates application of knowledge of language elements, structures and textual conventions to create texts that convey some meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in French.

The student, in exchanging meaning, demonstrates the use of some strategies to maintain communication, demonstrating contextually appropriate French language.

### D

The student, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of French to understand obvious information and ideas. Some context and audience are identified to draw conclusions. Knowledge of French language elements, structures and textual conventions is applied to create texts that convey fragmented meaning.

### E

The student, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in French, and fragmented application of knowledge of French language elements, structures and textual conventions.

## JAPANESE

### A

The student, in responding to texts in a range of contexts, demonstrates thorough comprehension of information, ideas, opinions and experiences in Japanese. Tone, purpose, context and audience are identified to infer valid and justifiable meaning, values and attitudes. Discerning analysis and evaluation of information and ideas are developed to draw valid conclusions with well-substantiated justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates a discerning application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose, audience and cultural conventions. Information and language elements are structured, sequenced and synthesised to convey well-justified opinions, perspectives and ideas in Japanese.

The student, in exchanging meaning, demonstrates the use of strategies to maintain communication, demonstrating effective and contextually appropriate Japanese language.

### B

The student, in responding to texts in a range of contexts, demonstrates an effective comprehension of information, ideas, opinions and experiences in Japanese. Tone, purpose, context and audience are identified to infer meaning, values and attitudes. Appropriate analysis and evaluation of information and ideas are developed to draw conclusions with justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates an effective application of knowledge of language elements, structures and textual conventions to create texts that convey meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Japanese. The student, in exchanging meaning, demonstrates the use of strategies to maintain

communication, demonstrating contextually appropriate Japanese language.

### C

The student, in responding to texts in a range of contexts, demonstrates comprehension of information, ideas, opinions and experiences in Japanese. Tone, purpose, context and audience are identified to infer some meaning, values and attitudes. Analysis and evaluation of relevant information and ideas are developed to draw conclusions with some justification of opinions, ideas and perspectives.

The student, in creating texts in a range of contexts, demonstrates application of knowledge of language elements, structures and textual conventions to create texts that convey some meaning appropriate to context, purpose and audience. Information and language elements are structured, sequenced and synthesised to convey opinions, perspectives and ideas in Japanese.

The student, in exchanging meaning, demonstrates the use of some strategies to maintain communication, demonstrating contextually appropriate Japanese language.

### D

The student, in responding to and creating texts in a range of contexts, demonstrates partial comprehension of Japanese to understand obvious information and ideas. Some context and audience identified to draw conclusions. Knowledge of Japanese language elements, structures and textual conventions is applied to create texts that convey fragmented meaning.

### E

The student, in responding to and creating texts in a range of contexts, demonstrates fragmented understanding of information in Japanese, and fragmented application of knowledge of Japanese language elements, structures and textual conventions.

## GENERAL MATHEMATICS

### A

The student demonstrates a comprehensive knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices in simple familiar, complex familiar and complex unfamiliar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar, complex familiar and complex unfamiliar situations.

### B

The student demonstrates a thorough knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices in simple familiar and complex familiar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the

reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar and complex familiar situations.

### C

The student demonstrates knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices in simple familiar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and uses technology to solve problems in simple familiar situations.

### D

The student demonstrates partial knowledge and understanding of the subject matter; recognises, recalls and uses some facts, rules, definitions and procedures; and comprehends and applies aspects of mathematical concepts and techniques to solve some problems drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices in simple familiar situations.

The student explains some mathematical reasoning to justify procedures and decisions; sometimes evaluates the reasonableness of solutions; communicates using some mathematical, statistical and everyday language and conventions; and uses technology to solve some problems in simple familiar situations.

### E

The student demonstrates isolated knowledge and understanding of the subject matter; infrequently recognises, recalls and uses some facts, rules, definitions and procedures; and infrequently comprehends and applies aspects of mathematical concepts and techniques drawn from Number and algebra, Measurement and geometry, Statistics and Networks and matrices in simple familiar situations.

The student infrequently describes aspects of mathematical reasoning relevant to procedures and decisions; rarely evaluates the reasonableness of solutions; infrequently communicates using some aspects of mathematical, statistical and everyday language and conventions; and uses aspects of technology in simple familiar situations.

## MATHEMATICAL METHODS

### A

The student demonstrates a comprehensive knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar, complex familiar and complex unfamiliar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language

and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar, complex familiar and complex unfamiliar situations.

### B

The student demonstrates a thorough knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar and complex familiar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar and complex familiar situations.

### C

The student demonstrates knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and uses technology to solve problems in simple familiar situations.

### D

The student demonstrates partial knowledge and understanding of the subject matter; recognises, recalls and uses some facts, rules, definitions and procedures; and comprehends and applies aspects of mathematical concepts and techniques to solve some problems drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar situations.

The student explains some mathematical reasoning to justify procedures and decisions; sometimes evaluates the reasonableness of solutions; communicates using some mathematical, statistical and everyday language and conventions; and uses technology to solve some problems in simple familiar situations.

### E

The student demonstrates isolated knowledge and understanding of the subject matter; infrequently recognises, recalls and uses some facts, rules, definitions and procedures; and infrequently comprehends and applies aspects of mathematical concepts and techniques drawn from Algebra, Functions, relations and their graphs, Calculus and Statistics in simple familiar situations.

The student infrequently describes aspects of mathematical reasoning relevant to procedures and decisions; rarely evaluates the reasonableness of solutions; infrequently communicates using some aspects of mathematical, statistical and everyday language and conventions; and uses aspects of technology in simple familiar situations.

# SPECIALIST MATHEMATICS

## A

The student demonstrates a comprehensive knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus in simple familiar, complex familiar and complex unfamiliar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar, complex familiar and complex unfamiliar situations.

## B

The student demonstrates a thorough knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus in simple familiar and complex familiar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology, and uses the technology, to solve problems in simple familiar and complex familiar situations.

## C

The student demonstrates knowledge and understanding of the subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus in simple familiar situations.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and uses technology to solve problems in simple familiar situations.

## D

The student demonstrates partial knowledge and understanding of the subject matter; recognises, recalls and uses some facts, rules, definitions and procedures; and comprehends and applies aspects of mathematical concepts and techniques to solve some problems drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus in simple familiar situations.

The student explains some mathematical reasoning to justify procedures and decisions; sometimes evaluates the reasonableness of solutions; communicates using some mathematical, statistical and everyday language and conventions; and uses technology to solve some problems in simple familiar situations.

### E

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The student demonstrates isolated knowledge and understanding of the subject matter; infrequently recognises, recalls and uses some facts, rules, definitions and procedures; and infrequently comprehends and applies aspects of mathematical concepts and techniques drawn from Vectors and matrices, Real and complex numbers, Trigonometry, Statistics and Calculus in simple familiar situations.

The student infrequently describes aspects of mathematical reasoning relevant to procedures and decisions; rarely evaluates the reasonableness of solutions; infrequently communicates using some aspects of mathematical, statistical and everyday language and conventions; and uses aspects of technology in simple familiar situations.

## ESSENTIAL MATHEMATICS

### A

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The student demonstrates a comprehensive knowledge and understanding of the simple and complex subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Number, Data, Location and time, Measurement and Finance.

The student explains mathematical reasoning to justify procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology and uses the technology to solve simple and complex situations.

### B

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The student demonstrates a thorough knowledge and understanding of the simple and complex subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Number, Data, Location and time, Measurement and Finance.

The student explains mathematical reasoning to justify simple and complex procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and makes decisions about the choice of technology and uses the technology to solve simple and complex situations.

### C

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The student demonstrates knowledge and understanding of the simple subject matter; recognises, recalls and uses facts, rules, definitions and procedures; and comprehends and applies mathematical concepts and techniques to solve problems drawn from Number, Data, Location and time, Measurement and Finance.

The student explains mathematical reasoning to justify simple procedures and decisions; evaluates the reasonableness of solutions; communicates using mathematical, statistical and everyday language and conventions; and uses technology to solve simple situations.

## D

The student demonstrates partial knowledge and understanding of the subject matter; recognises, recalls and uses some facts, rules, definitions and procedures; and comprehends and applies aspects of mathematical concepts and techniques to solve some problems drawn from Number, Data, Location and time, Measurement and Finance.

The student explains some mathematical reasoning to justify procedures and decisions; sometimes evaluates the reasonableness of solutions; communicates using some mathematical, statistical and everyday language and conventions; and uses technology to solve situations.

## E

The student: demonstrates isolated knowledge and understanding of the subject matter; infrequently recognises, recalls and uses some facts, rules, definitions and procedures; and infrequently comprehends and applies aspects of mathematical concepts and techniques drawn from Number, Data, Location and time, Measurement and Finance.

The student: infrequently describes aspects of mathematical reasoning relevant to procedures and decisions; rarely evaluates the reasonableness of solutions; infrequently communicates using some aspects of mathematical, statistical and everyday language and conventions; and uses aspects of technology to solve situations.

# BIOLOGY

## A

The student accurately describes and explains a variety of concepts, theories, models and systems, and their limitations. They give clear and detailed accounts of a variety of concepts, theories, models and systems by making relationships, reasons or causes evident. The student accurately applies their understanding of scientific concepts, theories, models and systems within their limitations to explain a variety of phenomena, and predict outcomes, behaviours and implications. They accurately use representations of scientific relationships and data to determine a variety of unknown scientific quantities and perceptively recognise the limitations of models and theories when discussing results.

The student analyses evidence systematically and effectively by identifying the essential elements, features or components of qualitative data. They use relevant mathematical processes to appropriately identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence insightfully by using their knowledge and understanding to draw justified conclusions based on their thorough analysis of evidence and established criteria. The student investigates phenomena by carrying out effective experiments and research investigations. They efficiently collect, collate and process relevant evidence. They critically evaluate processes, claims and conclusions by insightfully scrutinising evidence, extrapolating credible findings, and discussing the reliability and validity of experiments.

The student communicates effectively by using scientific representations and language accurately and concisely within appropriate genres.



## B

The student accurately describes and explains concepts, theories, models and systems, and their limitations. They give clear and detailed accounts of concepts, theories, models and systems by making relationships, reasons or causes evident. The student accurately applies their understanding of scientific concepts, theories, models and systems within their limitations to explain phenomena and predict outcomes, behaviours and implications. They accurately use representations of scientific relationships and data to determine unknown scientific quantities, and accurately recognise the limitations of models and theories when discussing results. The student analyses evidence by effectively identifying the essential elements, features or components of qualitative data. They use mathematical processes to appropriately identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence by using their knowledge and understanding to draw reasonable conclusions based on their accurate analysis of evidence and established criteria.

The student investigates phenomena by carrying out effective experiments and research investigations. They collect, collate and process relevant evidence. They evaluate processes, claims and conclusions by scrutinising evidence, applying relevant findings and discussing the reliability and validity of experiments.

The student communicates accurately by using scientific representations and language within appropriate genres to present information.

## C

The student describes and explains concepts, theories, models and systems, and their limitations. They give detailed accounts of concepts, theories, models and systems by making relationships, reasons or causes evident. The student applies their understanding of scientific concepts, theories, models and systems within their limitations to explain phenomena and predict outcomes, behaviours and implications. They use representations of scientific relationships and data to determine unknown scientific quantities and recognise the limitations of models and theories when discussing results.

The student analyses evidence by identifying the essential elements, features or components of qualitative data. They use mathematical processes to identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence by using their knowledge and understanding to draw conclusions based on their analysis of evidence and established criteria.

The student investigates phenomena by carrying out experiments and research investigations. They collect, collate and process evidence. They evaluate processes, claims and conclusions by describing the quality of evidence, applying findings, and describing the reliability and validity of experiments.

The student communicates using scientific representations and language within appropriate genres to present information.

## D

The student describes and gives accounts of aspects of concepts, theories, models and systems. They use rudimentary representations of scientific relationships or data to determine unknown scientific quantities or variables.

The student analyses evidence by identifying the elements, features or components of qualitative data. They use parts of mathematical processes to identify trends, patterns, relationships, limitations or uncertainty in quantitative data. They interpret evidence by drawing conclusions based on evidence or established criteria.

The student carries out aspects of experiments and research investigations. They discuss processes, claims or conclusions. They consider the quality of evidence and conclusions. The student uses scientific representations or language to present information.

### E

The student describes scenarios and refers to representations of information. They discuss physical phenomena and evidence. They follow established methodologies in research situations. They discuss evidence.

The student carries out elements of experiments and research investigations. The student communicates information.

## CHEMISTRY

### A

The student accurately describes and explains a variety of concepts, theories, models and systems, and their limitations. They give clear and detailed accounts of a variety of concepts, theories, models and systems by making relationships, reasons or causes evident. The student accurately applies their understanding of scientific concepts, theories, models and systems within their limitations to explain a variety of phenomena, and predict outcomes, behaviours and implications. They accurately use representations of scientific relationships and data to determine a variety of unknown scientific quantities and perceptively recognise the limitations of models and theories when discussing results.

The student analyses evidence systematically and effectively by identifying the essential elements, features or components of qualitative data. They use relevant mathematical processes to appropriately identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence insightfully by using their knowledge and understanding to draw justified conclusions based on their thorough analysis of evidence and established criteria. The student investigates phenomena by carrying out effective experiments and research investigations. They efficiently collect, collate and process relevant evidence. They critically evaluate processes, claims and conclusions by insightfully scrutinising evidence, extrapolating credible findings, and discussing the reliability and validity of experiments.

The student communicates effectively by using scientific representations and language accurately and concisely within appropriate genres.

### B

The student accurately describes and explains concepts, theories, models and systems, and their limitations. They give clear and detailed accounts of concepts, theories, models and systems by making relationships, reasons or causes evident. The student accurately applies their understanding of scientific concepts, theories, models and systems within their limitations to explain phenomena and predict outcomes, behaviours and implications. They accurately use representations of scientific relationships and data to determine unknown scientific quantities,

and accurately recognise the limitations of models and theories when discussing results.

The student analyses evidence by effectively identifying the essential elements, features or components of qualitative data. They use mathematical processes to appropriately identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence by using their knowledge and understanding to draw reasonable conclusions based on their accurate analysis of evidence and established criteria.

The student investigates phenomena by carrying out effective experiments and research investigations. They collect, collate and process relevant evidence. They evaluate processes, claims and conclusions by scrutinising evidence, applying relevant findings and discussing the reliability and validity of experiments.

The student communicates accurately by using scientific representations and language within appropriate genres to present information.

### C

The student describes and explains concepts, theories, models and systems, and their limitations. They give detailed accounts of concepts, theories, models and systems by making relationships, reasons or causes evident. The student applies their understanding of scientific concepts, theories, models and systems within their limitations to explain phenomena and predict outcomes, behaviours and implications. They use representations of scientific relationships and data to determine unknown scientific quantities and recognise the limitations of models and theories when discussing results.

The student analyses evidence by identifying the essential elements, features or components of qualitative data. They use mathematical processes to identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence by using their knowledge and understanding to draw conclusions based on their analysis of evidence and established criteria.

The student investigates phenomena by carrying out experiments and research investigations. They collect, collate and process evidence. They evaluate processes, claims and conclusions by describing the quality of evidence, applying findings, and describing the reliability and validity of experiments.

The student communicates using scientific representations and language within appropriate genres to present information.

### D

The student describes and gives accounts of aspects of concepts, theories, models and systems. They use rudimentary representations of scientific relationships or data to determine unknown scientific quantities or variables.

The student analyses evidence by identifying the elements, features or components of qualitative data. They use parts of mathematical processes to identify trends, patterns, relationships, limitations or uncertainty in quantitative data. They interpret evidence by drawing conclusions based on evidence or established criteria.

The student carries out aspects of experiments and research investigations. They discuss

processes, claims or conclusions. They consider the quality of evidence and conclusions. The student uses scientific representations or language to present information.

### E

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The student describes scenarios and refers to representations of information. They discuss physical phenomena and evidence. They follow established methodologies in research situations. They discuss evidence. The student carries out elements of experiments and research investigations. The student communicates information.

## PHYSICS

### A

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The student accurately describes and explains a variety of concepts, theories, models and systems, and their limitations. They give clear and detailed accounts of a variety of concepts, theories, models and systems by making relationships, reasons or causes evident. The student accurately applies understanding of scientific concepts, theories, models and systems within their limitations to explain a variety of phenomena, and predict outcome/s, behaviours and implications. They accurately use representations of scientific relationships and data to determine a variety of unknown scientific quantities and perceptively recognise the limitations of models and theories when discussing results.

The student analyses evidence systematically and effectively by identifying the essential elements, features or components of qualitative data. They use relevant mathematical processes to appropriately identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence insightfully by using their knowledge and understanding to draw justified conclusions based on their thorough analysis of evidence and established criteria.

The student investigates phenomena by carrying out effective experiments and research investigations. They efficiently collect, collate and process relevant evidence. They critically evaluate processes, claims and conclusions by insightfully scrutinising evidence, extrapolating credible findings, and discussing the reliability and validity of experiments.

The student communicates effectively by using scientific representations and language accurately and concisely within appropriate genres.

### B

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The student accurately describes and explains concepts, theories, models and systems, and their limitations. They give clear and detailed accounts of concepts, theories, models and systems by making relationships, reasons or causes evident. The student accurately applies understanding of scientific concepts, theories, models and systems within their limitations to explain phenomena and predict outcome/s, behaviours and implications. They accurately use representations of scientific relationships and data to determine unknown scientific quantities, and accurately recognise the limitations of models and theories when discussing results.

The student analyses evidence by effectively identifying the essential elements, features or components of qualitative data. They use mathematical processes to appropriately identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence by using their knowledge and understanding to draw reasonable conclusions based on their accurate analysis of evidence and established criteria.

The student investigates phenomena by carrying out effective experiments and research investigations. They collect, collate and process relevant evidence. They evaluate processes, claims and conclusions by scrutinising evidence, applying relevant findings and discussing the reliability and validity of experiments.

The student communicates accurately by using scientific representations and language within appropriate genres to present information.

## C

The student describes and explains concepts, theories, models and systems, and their limitations. They give detailed accounts of concepts, theories, models and systems by making relationships, reasons or causes evident. The student applies their understanding of scientific concepts, theories, models and systems within their limitations to explain phenomena and predict outcome/s, behaviours and implications. They use representations of scientific relationships and data to determine unknown scientific quantities and recognise the limitations of models and theories when discussing results.

The student analyses evidence by identifying the essential elements, features or components of qualitative data. They use mathematical processes to identify trends, patterns, relationships, limitations and uncertainty in quantitative data. They interpret evidence by using their knowledge and understanding to draw conclusions based on their analysis of evidence and established criteria.

The student investigates phenomena by carrying out experiments and research investigations. They collect, collate and process evidence. They evaluate processes, claims and conclusions by describing the quality of evidence, applying findings, and describing the reliability and validity of experiments.

The student communicates using scientific representations and language within appropriate genres to present information.

## D

The student describes and gives accounts of aspects of concepts, theories, models and systems. They use rudimentary representations of scientific relationships or data to determine unknown scientific quantities or variables.

The student analyses evidence by identifying the elements, features or components of qualitative data. They use parts of mathematical processes to identify trends, patterns, relationships, limitations or uncertainty in quantitative data. They interpret evidence by drawing conclusions based on evidence or established criteria.

The student carries out aspects of experiments and research investigations. They discuss processes, claims or conclusions. They consider the quality of evidence and conclusions. The student uses scientific representations or language to present information.

## E

The student describes scenarios and refers to representations of information. They discuss physical phenomena and evidence. They follow established methodologies in research situations. They discuss evidence.

The student carries out elements of experiments and research investigations.

The student communicates information.

## AGRICULTURAL PRACTICES AND SCIENCE IN PRACTICE

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix).

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Planning and evaluating.

Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.

## DESIGN

### A

The student, in a range of design experiences, demonstrates discerning description of design problems and essential design criteria, and sophisticated representation of design information using drawing and low-fidelity prototyping.

The student demonstrates insightful analysis of needs, wants and opportunities using data. The student demonstrates: perceptive devising of multiple ideas from different points of view — with each idea incorporating unique, credible and detailed attributes — in response to design problems; coherent and logical synthesis of ideas to propose innovative design concepts; critical evaluation of ideas and design concepts to make discerning refinements; discerning decision-making about and fluent use of mode-appropriate features, language and conventions for particular audiences and purposes.

### B

The student, in a range of design experiences, demonstrates effective description of design problems and design criteria, and considered representation of design information using drawing and low-fidelity prototyping.

The student demonstrates considered analysis of needs, wants and opportunities using data. The student demonstrates: purposeful devising of ideas — with each idea incorporating unique, credible and detailed attributes — in response to design problems; logical synthesis of ideas to propose credible design concepts; reasoned evaluation of ideas and design concepts to make effective refinements; effective decision-making about and proficient use of mode-appropriate features, language and conventions for particular audiences and purposes.

### C

The student, in a range of design experiences, demonstrates adequate description of design problems and some design criteria, and appropriate representation of design information using drawing and low-fidelity prototyping.

The student demonstrates appropriate analysis of needs, wants and opportunities using data. The student demonstrates: appropriate devising of ideas — with each idea incorporating credible attributes — in response to design problems; simple synthesis of ideas to propose design concepts; feasible evaluation of ideas and design concepts to make adequate refinements; appropriate decision-making about and use of mode-appropriate features, language and conventions for particular purposes and contexts.

## D

The student, in a range of design experiences, demonstrates superficial description of design problems and some design criteria, and cursory representation of design information using drawing or low-fidelity prototyping.

The student demonstrates superficial analysis of needs, or wants or opportunities.

The student demonstrates: superficial devising of ideas in response to design problems; rudimentary synthesis of ideas to propose design concepts; superficial evaluation of ideas or design concepts to make superficial refinements; variable decision-making and inconsistent use of mode-appropriate features, language and conventions for particular purposes and contexts.

## E

The student, in a range of design experiences, demonstrates description of aspects of design problems and illogical representation of design information using drawing or low-fidelity prototyping.

The student demonstrates the making of statements about needs or wants or opportunities.

The student demonstrates: disjointed devising and unclear combination of ideas; identification of a change to ideas or design concepts; unclear decision-making about or use of mode-appropriate features and language.

# DIGITAL SOLUTIONS

## A

The student, in a range of digital technologies contexts, demonstrates: accurate and discriminating recognition and discerning description of elements, components, principles and processes; adept symbolisation and discerning explanation of relevant information, ideas and interrelationships.

The student demonstrates insightful analysis of problems and relevant information, astute determination of solution requirements and essential criteria against which to evaluate.

The student demonstrates: coherent and logical synthesis of relevant information and ideas to determine possible digital solutions; purposeful generation of components and digital solutions; critical evaluation of impacts, components and digital solutions against essential criteria with discerning refinement and justification of recommendations; discerning decision-making about, and fluent use of, mode-appropriate features, language and conventions for particular purposes and contexts.

## B

The student, in a range of digital technologies contexts, demonstrates: accurate recognition and effective description of elements, components, principles and processes; methodical symbolisation and effective explanation of relevant information, ideas and interrelationships. The student demonstrates considered analysis of problems and relevant information, logical determination of solution requirements and effective criteria against which to evaluate.

The student demonstrates: logical synthesis of relevant information and ideas to determine possible digital solutions; effective generation of components and digital solutions; reasoned evaluation of impacts, components and digital solutions against criteria with effective refinement and justification of recommendations; effective decision-making about, and proficient use of,

mode-appropriate features, language and conventions for particular purposes and contexts.

### C

The student, in a range of digital technologies contexts, demonstrates: appropriate recognition and description of elements, components, principles and processes; competent symbolisation and appropriate explanation of information, ideas and interrelationships.

The student demonstrates appropriate analysis of problems and information, reasonable determination of solution requirements and some criteria against which to evaluate.

The student demonstrates: simple synthesis of information and ideas to determine possible digital solutions; adequate generation of components and digital solutions; feasible evaluation of impacts, components and digital solutions against criteria with adequate refinement and justification of recommendations; appropriate decision-making about, and appropriate use of, mode-appropriate features, language and conventions for particular purposes and contexts.

### D

The student, in a range of digital technologies contexts, demonstrates: variable recognition and superficial description of aspects of elements, components, principles or processes; variable symbolisation and superficial explanation of information, ideas or interrelationships.

The student demonstrates superficial analysis of problems or information, vague determination of solution requirements and some criteria against which to evaluate.

The student demonstrates: rudimentary synthesis of information or ideas to determine possible digital solutions; partial generation of elements of digital solutions; superficial evaluation of impacts, components or digital solutions against criteria; variable decision-making about, and inconsistent use of, mode-appropriate features, language and conventions for particular purposes and contexts.

### E

The student, in a range of digital technologies contexts, demonstrates: recognition of aspects of elements, components, principles or processes; disjointed symbolisation or explanation of aspects of information, ideas or interrelationships.

The student demonstrates the making of statements about problems, information or solution requirements.

The student demonstrates: unclear combination of information or ideas about digital solutions; identification of a change to an idea or a solution; generation of elements of solution components; unclear or fragmented use of mode-appropriate features, language and conventions.

## ENGINEERING

### A

The student, for a range of engineering situations, demonstrates: accurate and discriminating recognition and discerning description of engineering problems, knowledge, concepts and principles; adept symbolisation and discerning explanation of ideas and solutions.



The student demonstrates insightful analysis of problems and relevant information, and astute determination of essential solution success criteria.

The student demonstrates: coherent and logical synthesis of relevant information and ideas to predict possible solutions; critical evaluation and discerning refinement of ideas and solutions using success criteria to make astute recommendations justified by evidence; purposeful generation of solutions to provide valid data to critically assess the accuracy of predictions; discerning decision-making about, and fluent use of, mode-appropriate features, language and conventions to communicate development of solutions for purpose.

### B

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The student, for a range of engineering situations, demonstrates: accurate recognition and effective description of engineering problems, knowledge, concepts and principles; methodical symbolisation and effective explanation of ideas and solutions.

The student demonstrates considered analysis of problems and relevant information, and logical determination of effective solution success criteria.

The student demonstrates: logical synthesis of relevant information and ideas to predict possible solutions; reasoned evaluation and effective refinement of ideas and solutions using success criteria to make considered recommendations justified by evidence; effective generation of solutions to provide valid data to effectively assess the accuracy of predictions; effective decision-making about, and proficient use of, mode-appropriate features, language and conventions to communicate development of solutions for purpose.

### C

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The student, for a range of engineering situations, demonstrates: appropriate recognition and description of engineering problems, knowledge, concepts and principles; competent symbolisation and appropriate explanation of ideas and solutions.

The student demonstrates appropriate analysis of problems and information, and reasonable determination of some solution success criteria.

The student demonstrates: simple synthesis of information and ideas to predict possible solutions; feasible evaluation and adequate refinement of ideas and solutions using some success criteria to make fundamental recommendations justified by evidence; adequate generation of solutions to provide relevant data to assess the accuracy of predictions; appropriate decision-making about, and use of, mode-appropriate features, language and conventions to communicate development of solutions for purpose.

### D

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The student, for a range of engineering situations, demonstrates: variable recognition and superficial description of aspects of problems, concepts or principles; variable symbolisation or superficial explanation of aspects of ideas or solutions.

The student demonstrates superficial analysis of problems and partial information, and vague determination of some solution success criteria.

The student demonstrates: rudimentary synthesis of partial information or ideas to predict solutions; superficial evaluation of ideas or solutions using some success criteria to make

elementary recommendations; partial generation of solutions to provide elements of data to partially assess the accuracy of predictions; variable decision-making about, and inconsistent use of, mode-appropriate features, language and conventions to communicate.

### *E*

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The student, for a range of engineering situations, demonstrates recognition of aspects of problems, concepts or principles, and disjointed symbolisation or explanation of aspects of ideas or solutions.

The student demonstrates the making of statements about problems, concepts or principles.

The student demonstrates: unclear combinations of information or ideas; identification of a change to an idea or a solution; generation of elements of solutions; unclear or fragmented use of mode-appropriate features, language and conventions.

## FOOD AND NUTRITION

### *A*

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The student, in a range of contexts, demonstrates: accurate and discriminating recognition and discerning description of food and nutrition facts and principles; discerning explanation of food and nutrition ideas and problems.

The student demonstrates: insightful analysis of relevant problems, information and data related to food and nutrition; astute determination of essential solution requirements and evaluation criteria for food and nutrition problems.

The student demonstrates: coherent and logical synthesis of information and data to develop ideas for solutions; purposeful generation of solutions to provide valid data to determine the feasibility of solutions; critical evaluation and discerning refinement of solutions to make astute recommendations for enhancement; discerning decision-making about, and fluent use of, mode-appropriate features, language and conventions for particular purposes and contexts.

### *B*

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The student, in a range of contexts, demonstrates: accurate recognition and effective description of food and nutrition facts and principles; effective explanation of food and nutrition ideas and problems.

The student demonstrates: considered analysis of relevant problems, information and data related to food and nutrition; logical determination of effective solution requirements and evaluation criteria for food and nutrition problems.

The student demonstrates: logical synthesis of information and valid data to develop ideas for solutions; effective generation of solutions to provide data to determine the feasibility of solutions; reasoned evaluation and effective refinement of solutions to make effective recommendations for enhancement; demonstrates effective decision-making about, and proficient use of, mode-appropriate features, language and conventions for particular purposes and contexts.

## C

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The student, in a range of contexts, demonstrates: appropriate recognition and description of food and nutrition facts and principles; appropriate explanation of food and nutrition ideas and problems.

The student demonstrates: appropriate analysis of problems, information and data related to food and nutrition; reasonable determination of some solution requirements and evaluation criteria for food and nutrition problems.

The student demonstrates: simple synthesis of information and relevant data to develop ideas for solutions; adequate generation of solutions to provide data to determine the feasibility of solutions; feasible evaluation and adequate refinement of solutions to make fundamental recommendations for enhancement; appropriate decision-making about, and use of, mode-appropriate features, language and conventions for particular purposes and contexts.

## D

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The student, in a range of contexts, demonstrates: variable recognition and superficial description of food and nutrition facts and principles; superficial explanation of food and nutrition ideas and problems.

The student demonstrates: superficial analysis of problems and information or data related to food and nutrition; vague determination of some solution requirements and evaluation criteria for food and nutrition problems.

The student demonstrates: rudimentary synthesis of information or data to develop ideas for solutions; partial generation of solutions to provide elements of data to determine the feasibility of solutions; superficial evaluation and refinement of ideas or solutions to make elementary recommendations; variable decision-making about, and inconsistent use of, mode-appropriate features, language and conventions for particular purposes and contexts.

## E

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The student, in a range of contexts, demonstrates recognition of food and nutrition facts and principles and explains some ideas. The student demonstrates: the making of statements about a problem or information related to food and nutrition; identification of a criterion for food and nutrition problems.

The student demonstrates: unclear combinations of ideas about solutions; generation of elements of solutions; identification of a change to an idea or solution; unclear or fragmented use of mode-appropriate features, language and conventions.

## FURNISHING SKILLS AND HOSPITALITY PRACTICES

Exit standards are used to make judgments about students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards.

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Analysing and applying
- Dimension 3: Producing and evaluating.

Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.

# DANCE

## A

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The student, in making and responding, demonstrates an understanding of dance concepts and skills, using relevant examples to make clear interconnections and relationships when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills through articulated ideas and controlled structure to enhance communication of meaning; organising and applying dance concepts to make explicit purpose and context through a cohesive dance work; analysing and interpreting by deconstructing choices made in dance concepts and skills to communicate meaning in a given purpose and context; and applying technical skills, showing sustained control and accuracy of complex movements in a cohesive performance.

The student uses knowledge by: realising performance, showing a synthesis of expressive skills that communicate subtleties of meaning; creating dance that reveals complex and subtle layers of meaning to communicate a viewpoint with impact; and evaluating, showing well-reasoned justification with discerning examples that reveal the interrelationship between purpose, context and meaning.

## B

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The student, in making and responding, demonstrates an understanding of dance concepts and skills using relevant examples that identify relationships when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills through sequenced and connected ideas to express meaning; organising and applying dance concepts to reveal choices that support purpose and context; analysing and interpreting dance, identifying complex relationships between dance concepts and skills; and applying technical skills, showing accuracy and extension of complex movements through space.

The student uses knowledge by: realising meaning in a performance through integration of expressive skills; creating dance that shows an integration of dance concepts to communicate meaning; and evaluating, showing justification using examples that reveal connections between purpose, context and meaning.

## C

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The student, in making and responding, demonstrates an understanding of dance concepts and skills when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills, using relevant dance terminology, referencing and language conventions to communicate ideas and meaning; organising and applying dance concepts for a chosen purpose and context; analysing and interpreting by making connections between dance concepts and skills and the stated purpose or context; and applying technical skills in style-specific techniques.

The student uses knowledge by: realising meaning in a performance through expressive skills; creating dance to communicate meaning; and evaluating and justifying using the dance concepts and skills.

## D

The student, in making and responding, demonstrates an understanding of dance concepts or skills when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills to describe ideas; organising dance concepts to develop transitions between short sequences of movement; explaining dance concepts and skills; and applying technical skills of coordination, timing and spatial awareness in isolated movement phrases.

The student uses knowledge by: using focus, projection, facial and/or body expression when performing isolated phrases of movement; using elements of dance, structure or production elements to shape ideas into movement sequences; and providing opinions or comments about dance concepts or skills.

## E

The student, in making and responding, identifies isolated dance concepts or skills when retrieving and comprehending information.

The student uses analytical processes by: using terminology to identify dance; developing isolated sequences of movement; describing movement or elements of dance; and recalling isolated phrases of movement.

The student uses knowledge by: using intermittent energy when performing; selecting isolated movements to show ideas; and describing movement or elements of dance.

# DRAMA

## A

The student, in making and responding, demonstrates an understanding of relevant dramatic languages in selected forms and styles, making clear the interconnected nature of dramatic action and dramatic meaning when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills through articulated ideas and controlled structure to enhance communication of meaning; applying and structuring nuanced and complex dramatic action and meaning that shows the interrelationship between purpose, context and conventions of style/form; analysing dramatic action by deconstructing and distinguishing choices made to communicate dramatic meaning; and interpreting by showing a nuanced synthesis of dramatic languages in style/form.

The student uses knowledge by: manipulating and integrating conventions of form/style, skills of acting and elements of drama to create engaging dramatic action; evaluating and justifying using discerning examples that reveal the interrelationship between purpose, context and meaning; and synthesising ideas to argue a position that reveals well-reasoned relationships between purpose, context and dramatic languages.

## B

The student, in making and responding, demonstrates an understanding of the relevant dramatic languages in the selected forms and styles, identifying connections between dramatic action and meaning when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills through sequenced and connected ideas to express meaning; applying and structuring drama to show interrelationship between the chosen purpose and context that enriches text and dramatic meaning; analysing to show consideration of relationships between elements of drama and conventions of selected form/style; and interpreting purpose, context and text by showing exploitation of time, place and symbol to engage an audience.

The student uses knowledge by: manipulating conventions of form/style and skills of acting in a controlled, purposeful manner to focus dramatic action and meaning; evaluating and justifying using examples that link purpose, context and meaning; and synthesising ideas to argue a position that reveals clear connections between purpose and context.

### C

The student, in making and responding, demonstrates an understanding of dramatic languages in the selected forms and styles when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills; using relevant drama terminology, referencing and language conventions to communicate ideas and meaning; applying and structuring dramatic languages using skills of devising and directing; analysing dramatic action and meaning to examine elements of drama and conventions of selected style/form; and interpreting purpose, context and text to communicate dramatic meaning.

The student uses knowledge by: manipulating the elements of drama, conventions of form/style and skills of acting to create dramatic action and meaning; evaluating and justifying using the skill of critiquing the use of elements of drama and conventions of style/form to communicate dramatic meaning; and synthesising ideas and arguing a position about choices regarding dramatic action and meaning.

### D

The student, in making and responding, demonstrates an understanding of dramatic languages when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills to describe ideas; organising dramatic ideas to suit context or purpose; analysing dramatic action and meaning to explain elements of drama or conventions of selected form/style; and interpreting text to show an understanding of situation, role and relationship.

The student uses knowledge of dramatic conventions to create action, describing the elements of drama and conventions of selected forms and styles, and offering opinions or statements about choices regarding dramatic action and meaning.

### E

The student, in making and responding, identifies isolated dramatic languages when retrieving and comprehending information.

The student uses analytical processes by reciting text, indicating dramatic ideas, identifying elements of drama or conventions, and using terminology to identify dramatic action.  
The student uses knowledge by using voice to deliver text, describing isolated elements or conventions, and providing an opinion or statement about dramatic action.

# MUSIC

## A

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The student, in making and responding: demonstrates a fluent and cohesive performance; explains the use of music elements and concepts in repertoire or music sources to reveal a comprehensive knowledge; and uses music elements and concepts in composition to make the chosen style and genre explicit when retrieving and comprehending information.

The student uses analytical processes by: analysing music to establish the interconnectivity between the music elements, concepts and stylistic characteristics; applying compositional devices to create a unified and cohesive work; applying literacy skills through articulated ideas and controlled structure to enhance communication of meaning; and interpreting music elements and concepts in performance to show an individualised style.

The student uses knowledge by: evaluating music to communicate valid and reasoned findings that support a viewpoint; realising music ideas in performance through the sustained use of chosen expressive devices and performance choices; and resolving complex music ideas in composition that communicate meaning with sensitivity.

## B

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The student, in making and responding: demonstrates accuracy and control of technical skills in performance; explains the use of music elements and concepts in repertoire or music sources to present a factual understanding; and uses music elements and concepts in composition that are integrated to enhance the chosen style and genre when retrieving and comprehending information.

The student uses analytical processes by: analysing and deconstructing music in detail to show an accurate understanding of the music elements, concepts and stylistic characteristics; applying idiomatic compositional devices to develop the work; applying literacy skills through sequenced and connected ideas to express meaning; and interpreting music elements and concepts in performance, displaying stylistic awareness.

The student uses knowledge by: evaluating music to communicate a logical justification of viewpoint; realising selective expressive devices to communicate a performance; and resolving music ideas in composition that are integral to the communication of meaning and intent.

## C

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The student, in making and responding: demonstrates technical skills specific to instrument or sound source; explains the use of music elements and concepts in repertoire or music sources to convey meaning; and uses music elements and concepts in composition to reflect the chosen style and genre when retrieving and comprehending information.

The student uses analytical processes by: analysing music to examine the constituent parts of and relationship between music elements, concepts and stylistic characteristics and their purpose in communicating intent; applying compositional devices in the creation of their own work; applying literacy skills, using relevant terminology, referencing and language conventions to communicate ideas and meaning; and interpreting music elements and concepts in performance of repertoire. The student uses knowledge by: evaluating music to justify a viewpoint; realising music ideas in the performance; and resolving music ideas in composition to communicate meaning and intent.

## D

The student, in making and responding: demonstrates technical skills to present sections from a music work; makes statements to give opinions about music elements; and uses a selection of music elements and concepts in composition when retrieving and comprehending information.

The student uses analytical processes by: making connections between music elements and concepts and their purpose in communicating intent; applying a selection of compositional devices; applying literacy skills to describe ideas; and interpreting some music elements and concepts in the performance.

The student uses knowledge by: evaluating simple statements made about the purpose and context of ideas and concepts evident in repertoire; presenting music ideas relevant to the performance of repertoire; and demonstrating music ideas in composition.

## E

The student, in making and responding: demonstrates music ideas in performance and composition; explains statements of opinions about music ideas; and uses music elements when retrieving and comprehending information.

The student uses analytical processes by: demonstrating evidence of music elements and compositional devices; using terminology to identify music; and using music elements and concepts in performance.

The student uses knowledge by providing an opinion or statement about a music idea and demonstrating evidence of a music idea in performance and composition.

# VISUAL ARTS

## A

The student, in making and responding, implements visual solutions that demonstrate knowledge of relationships between artists' manipulation of visual language and communication of concepts when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills through sequenced and connected ideas and controlled structure to enhance communication of meaning; analysing and interpreting the impact of context to construct conclusions; and evaluating interrelationships of visual language and influences to demonstrate understanding in aesthetic choices.

The student uses knowledge by: experimenting and exploiting using innovative approaches by capitalising on new knowledge and understanding; creating explicit meaning through advanced or refined methods and approaches with media and an individualised art practice; justifying independent viewpoints supported by critical understanding of how audiences experience and engage with art; and realising responses through synthesis of concepts, contexts and focus to enhance meaning and audience engagement.

## B

The student, in making and responding, implements ideas and representations that generate diverse images, objects, experiences and/or meaning when retrieving and comprehending information.



The student uses analytical processes by: applying literacy skills to express meaning; analysing and interpreting literal and non-literal meaning and the ways context shapes ideas and influences art practices; and evaluating art practices and approaches and considering the impact of influences on artworks.

The student uses knowledge by: experimenting using insights developed through research and exploration of diverse processes; creating meaning through selection and manipulation of media and creative visual solutions to defined problems; justifying viewpoints and intended outcomes supported by strengths, implications and limitations of approaches; and realising responses to reach end points that express new meaning.

### C

The student, in making and responding, implements ideas and representations that define visual problems and demonstrate understanding of visual language and art conventions when retrieving and comprehending information.

The student uses analytical processes by: applying literacy skills, using relevant Visual Art terminology, referencing and language conventions to communicate ideas and meaning; analysing and interpreting visual language, expression and meaning in artworks to explore viewpoints and contexts; and evaluating art practices, traditions, cultures and theories when formulating individualised responses.

The student uses knowledge by: experimenting and exploring ideas in response to stimulus; creating meaning through knowledge and understanding of materials, techniques, technologies and art processes; justifying viewpoints supported by knowledge of visual language; and realising visual, written or spoken responses to demonstrate how meaning is communicated as artist and audience.

### D

The student, in making and responding, implements ideas by identifying visual language in artworks when retrieving and comprehending information.

The student uses analytical processes by applying literacy skills to describe concept and meaning and interpreting features and meaning in artworks.

The student uses knowledge by: experimenting with media, ideas and information; evaluating artworks and approaches to state an opinion; creating meaning using media; and realising visual, written or spoken responses to communicate ideas about artists or artworks.

### E

The student, in making and responding, implements ideas when retrieving and comprehending information.

The student uses analytical processes by using terminology to identify artworks and identifying a context in artworks.

The student uses knowledge by experimenting with media and realising visual, written or spoken responses.

## MEDIA ARTS IN PRACTICE AND VISUAL ARTS IN PRACTICE

Exit standards are used to make judgments about a students' exit result from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Applying and analysing
- Dimension 3: Creating and evaluating.

Each dimension must be assessed in each unit, and each dimension is to make an equal contribution to the determination of an exit result.