Teacher Section

Education Package for Schools

Department of Biodiversity, Conservation and Attractions

GOVERNMENT OF
WESTERN AUSTRALIA
Department of
Biodiversity, Conservation and Attractions

RETURN TO 1616
DIRK HARTOG ISLAND
NATIONAL PARK

Dirk Hartog Island National Park
Return to 1616

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RETURN TO 1616
DIRK HARTOG ISLAND NATIONAL PARK

How to Use

Learners will be passionate about learning when it involves solving problems that matter to them. This resource is designed to facilitate learner engagement in real-world action, big or small. Select an Inquiry Activity and let it lead the way. The Information Hub is there to support knowledge construction. Student Activities provide more opportunities to enrich your program. The Teacher Section is there to support teachers as they support learners in their achievement of curriculum expectations.

Return to 1616 Background Information
Learn about the incredible project to restore biodiversity of Dirk Hartog Island to its natural state.
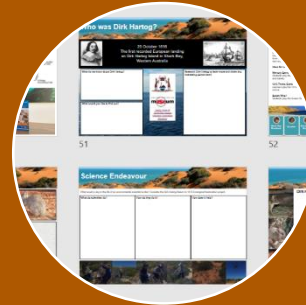
Virtual Tour
Interact with 360-degree images within Google Earth to explore the island and the *Return to 1616* project.
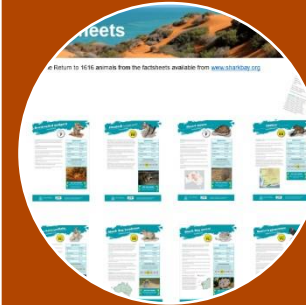
Inquiry Projects
Use 'Information Fluency' to guide your research or 'Solution Fluency' to guide you to real-world action!

Student Activities
Browse activities to complement your current programs and curriculum. These can be used as 'one-off' activities or as a series.

Information Hub
Search here for information you need when you need it. Find the information that best suits your inquiry and use it for real-world action. Share the information with others.

Teacher Section
This section includes curriculum links and other supporting materials for busy teachers.

Suitable Year Levels

Where to use this education package

These resources align with the Achievement Standards from the Australian Curriculum and feature Assessment Pointers developed by the Western Australian School Curriculum and Standards Authority (SCSA).

Please use them in a way that will work best for you (data projector, student devices or printed worksheets). It will usually be best to display and discuss the key learning intentions as a group before selecting methods to capture evidence of learning. For younger learners, some activities will be best done as a class.

Resource	Achievement Standards	F	1	2	3	4	5	6	7	8	9	10
Factsheets	Science, HASS, English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Virtual Tour	Science, HASS, English			✓	✓	✓	✓	✓	✓	✓	✓	✓
Inquiry Project – Knowledge Construction	Science, HASS, English	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Inquiry Project – Real-World Action	Science, HASS, English, Technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Boneheads	Science			✓	✓	✓	✓	✓	✓	✓	✓	✓
Status of Species	Science					✓	✓	✓	✓	✓	✓	✓
Conducting Scientific Surveys	Science					✓	✓	✓	✓	✓	✓	✓
Conservation Codes and Threatened Species	Science, HASS, English						✓	✓	✓	✓	✓	✓
Native Animal Survey	Science	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Animal Research	HASS, Science, English			✓	✓	✓	✓	✓	✓	✓	✓	✓
Create a Fact Sheet	HASS, Science, English			✓	✓	✓	✓	✓	✓	✓	✓	✓
Biodiversity Brochure	English, Science, HASS, Technologies	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Discovery Day	Science, HASS, English			✓	✓	✓	✓	✓	✓	✓	✓	✓
Habitat Diorama	Technologies, Science, HASS				✓	✓	✓	✓	✓	✓		
Science Endeavour	Science, HASS				✓	✓	✓	✓	✓	✓	✓	✓
National Park Treasure Hunt	Science			✓	✓	✓	✓	✓	✓	✓		
History of Dirk Hartog Island	HASS, English, Science				✓	✓	✓	✓	✓	✓	✓	✓
Who was Dirk Hartog?	HASS, English				✓	✓	✓	✓	✓	✓	✓	✓
Land Use at Dirk Hartog Island	HASS, English				✓	✓	✓	✓	✓	✓	✓	✓
Create a Diary Extract	English, HASS				✓	✓	✓	✓	✓	✓	✓	✓
Positive Persuasion	English, Science, HASS						✓	✓	✓	✓		
Online Quiz	English, Science, HASS				✓	✓	✓	✓	✓	✓	✓	✓
Colouring Activities	Science, Art	✓	✓	✓	✓	✓						
Wild Challenge Playing Cards	Science, English				✓	✓	✓	✓	✓	✓	✓	✓
Food Chains	Science				✓	✓	✓	✓	✓	✓	✓	✓
Food Web	Science			✓	✓	✓	✓	✓	✓	✓	✓	✓
Trophic Levels	Science					✓	✓	✓	✓	✓	✓	✓

Relevant Pre-Primary Assessment Pointers
Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
English	Interpreting	Uses a range of comprehension strategies, explaining meanings made from texts.	Uses comprehension strategies, describing meanings made from texts.	Uses predicting and questioning strategies to make meaning from texts.	With prompting, uses some predicting or questioning strategies to make simple or disconnected meanings from texts.
English	Interpreting	Reads short, age-appropriate texts with less predictable vocabulary and supportive images, with developing fluency.	Reads short, decodable and predictable texts with familiar vocabulary and supportive images, practising fluency.	Reads short, decodable and predictable texts with familiar vocabulary and supportive images.	With guidance, reads short, decodable and predictable texts with familiar vocabulary and supportive images.
HASS	Questioning and Researching	Orally poses focused questions to investigate the topic and responds with detail.	Orally poses focused questions related to the topic and responds with detail.	Orally poses and responds to questions related to the topic.	Orally responds to questions with little connection to the topic.
HASS	Analysing	Represents relevant and detailed information in different ways.	Represents relevant information in different ways.	Represents information in different ways.	Requires differentiation and support to represent information.
HASS	Evaluating	Draws a relevant and detailed conclusion based on observations and discussions.	Draws a conclusion, supported by reasoning and based on observations and discussions.	Draws simple conclusions, providing some reasoning.	Requires differentiation and support to make a simple statement.
HASS	Communicating and Reflecting	Develops a detailed and appropriate text to communicate ideas and observations.	Develops an appropriate text to communicate ideas and observations.	Develops a simple text to communicate ideas and observations.	Requires differentiation and support to communicate ideas and observations.
Technologies	Collecting, managing and analysing data and Digital implementation	Models safety strategies while collecting and sorting data and using relevant information from an online source.	Models safety strategies while collecting and sorting data and using information from an online source.	Models safety strategies while collecting data and using information from an online source.	With guidance, follows strategies to stay safe online in an attempt to collect or use some information.
Technologies	Investigating and defining	Investigates and explains needs for designing simple solutions.	Explores and describes needs for designing simple solutions.	Explores needs for designing simple solutions.	States a need for designing simple solutions.
Technologies	Designing	Generates and records design ideas, with relevant examples, through explaining, drawing, modelling and/or a logical sequence of written or spoken steps.	Generates and records design ideas, with examples, through describing, drawing, modelling and/or a logical sequence of written or spoken steps.	Generates and records design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps.	States, draws or models some basic, incomplete design ideas.
Technologies	Evaluating	Provides personal preferences to evaluate the success of simple solutions and recommends an improvement or change.	Provides personal preferences to evaluate the success of simple solutions, including a general statement for change.	Provides personal preferences to evaluate the success of simple solutions.	Provides brief personal preferences to evaluate simple solutions.
Science	Biological sciences	Describes ideas about familiar living things and explains how the environment affects them.	Describes ideas about familiar living things and uses examples to describe their basic needs.	Describes ideas about familiar living things and their basic needs.	Describes ideas about familiar living things.
Science	Science Inquiry Skills	Asks specific questions and responds to questions in detail, making connections with other examples.	Asks and responds to questions about familiar objects and events in some detail.	Asks and responds to questions about familiar objects and events.	Requires guidance to respond to questions.

Relevant Year 1 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
English	**Interpreting**	Describes, in detail, key ideas, and literal and implied meaning in a range of texts.	Describes key ideas, and recognises literal and implied meaning in a range of texts.	Recalls key ideas, and recognises literal and implied meaning in texts.	Recalls some ideas, and recognises literal meaning in texts.
	Interpreting	Effectively uses knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality with phrasing that reflects meaning when reading short texts with unfamiliar vocabulary.	Uses knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality to monitor meaning when reading short texts.	Uses knowledge of sounds and letters, high-frequency words, sentence boundary punctuation and directionality to make meaning when reading.	Uses limited knowledge of sounds and letters, high-frequency words and directionality, attempting to read short texts with familiar vocabulary.
HASS	**Questioning and Researching**	Orally poses related questions and responds with a detailed explanation.	Orally poses relevant questions and responds with some detail.	Orally poses and responds to questions relevant to the topic.	Orally poses and responds to questions with little connection to the topic.
	Questioning and Researching	Independently sorts and records information and/or data.	Sorts and records information and/or data, with little scaffolding.	Requires some scaffolding to sort and record information and/or data.	Requires differentiation and support to sort and record information and/or data.
	Analysing	Independently selects a way to represent gathered information.	Independently represents gathered information in a given format.	Represents gathered information in a given format.	Requires differentiation and support to represent gathered information in a given format.
	Evaluating	Draws conclusions based on information and/or data to make a detailed statement.	Draws a conclusion based on information and/or data to make a general statement.	Draws a simple conclusion based on information and/or data to make a simple statement.	Gives a simple statement, based on personal opinions.
Technologies	**Collecting, managing and analysing data and Digital implementation**	Selects and uses a variety of digital tools to clearly present relevant information in an online environment, modelling strategies to stay safe online.	Selects and uses a variety of digital tools to present relevant information in an online environment, modelling strategies to stay safe online.	Selects and uses a variety of digital tools to present information in an online environment, modelling strategies to stay safe online.	Uses some digital tools to present inaccurate or incorrect information in an online environment and omits to model strategies to stay safe online.
	Investigating and defining	Explores efficient opportunities when designing products or solutions.	Explores and describes opportunities when designing products or solutions.	Explores opportunities when designing products or solutions.	Explores simple designs for products or solutions.
	Designing	Creates and clearly communicates detailed design ideas through describing, labelled drawing, modelling and/or a sequence of written or spoken steps.	Creates and communicates detailed design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps.	Creates and communicates design ideas through describing, drawing, modelling and/or a sequence of written or spoken steps.	Develops and communicates simple design ideas.
	Evaluating	Provides personal preferences to evaluate the success of design processes and recommends an improvement or change.	Provides personal preferences to evaluate the success of design processes and includes a general statement for change.	Provides personal preferences to evaluate the success of design processes.	Provides brief personal preferences to evaluate simple design processes.
Science	**Biological sciences**	Describes and groups the common external features of different living things, using detail.	Describes, using detail, the common external features of living things.	Describes the common external features of living things.	With guidance, describes some common external features of living things.
	Biological sciences	Describes and explains, using examples, how the environment meets the needs of living things.	Describes several ways in which the environment meets the needs of living things.	Describes how the environment meets the needs of living things.	Describes living things in the environment.

Relevant Year 2 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
English	Interpreting	Explains literal and implied meanings in different types of literature, describing main ideas using supporting detail.	Describes literal and implied meaning, and main ideas using supporting detail in a range of texts.	Identifies literal and implied meaning, main ideas and supporting detail in a text.	Recalls some main ideas and identifies literal, and some implied, meaning in a text.
	Interpreting	Reads a range of texts that contain varied, unfamiliar sentence structures, unfamiliar vocabulary, a number of high-frequency sight words and interprets images that provide additional information.	Reads less predictable texts that contain varied, unfamiliar sentence structures, some unfamiliar vocabulary, a number of high-frequency sight words and images that provide additional information.	Reads texts that contain varied sentence structures, some unfamiliar vocabulary, a number of high-frequency sight words and images that provide additional information.	Reads a limited range of short, less predictable texts that contain some varied sentence structure, some unfamiliar vocabulary and some high-frequency words.
HASS	Questioning and Researching	Orally poses related questions and responds with a detailed explanation.	Orally poses relevant questions and responds with some detail.	Orally poses and responds to questions relevant to the topic.	Orally poses and responds to questions with little connection to the topic.
	Questioning and Researching	Independently sorts and records information and/or data.	Sorts and records information and/or data, with little scaffolding.	Requires some scaffolding to sort and record information and/or data.	Requires differentiation and support to sort and record information and/or data.
	Analysing	Independently selects a way to represent gathered information.	Independently represents gathered information in a given format.	Represents gathered information in a given format.	Requires differentiation and support to represent gathered information in a given format.
	Evaluating	Draws conclusions based on information and/or data to make a detailed statement.	Draws a conclusion based on information and/or data to make a general statement.	Draws a simple conclusion based on information and/or data to make a simple statement.	Gives a simple statement, based on personal opinions.
Technologies	Collecting, managing and analysing data and Digital implementation	Selects, accurately presents and uses relevant data, using a variety of digital tools in a safe, online environment.	Selects, presents and uses relevant data, using a variety of digital tools in a safe, online environment.	Selects, presents and uses data, using a variety of digital tools in a safe, online environment.	Presents incomplete or inaccurate data, using minimal digital tools in a safe, online environment.
	Investigating and defining	Describes how to meet needs and opportunities by exploring design.	Identifies how to meet needs and opportunities by exploring design.	Explores design to meet needs or opportunities.	Explores some simple ideas for design.
	Designing	Develops, communicates and clearly explains, in a variety of ways, detailed design ideas and/or logically sequenced steps.	Develops, communicates and explains design ideas through describing, drawing, modelling and/or logically sequenced steps.	Develops, communicates and discusses design ideas through describing, drawing, modelling and/or sequenced steps.	Develops and communicates simple design ideas, listing some steps.
	Evaluating	Uses simple criteria to evaluate the success of design processes and solutions, explaining an improvement and/or possible change/s.	Uses simple criteria to evaluate the success of design processes and solutions, suggesting possible change/s.	Uses simple criteria to evaluate the success of design processes and solutions.	Provides a brief statement to evaluate a design process or solution.
Science	Biological sciences	Describes and compares the growth and change of a number of living things through stages of their life, identifying similarities and differences between parent and offspring and recognising common elements within life cycles.	Describes how living things grow and change through different stages of their life, identifying some similarities between parent and offspring.	Describes how living things grow and change through different stages of their life.	Describes with limited understanding how living things grow and change through different stages of their life.
	Science Inquiry Skills	Poses specific and relevant questions and responds to questions making detailed predictions about objects and events.	Poses relevant questions, responds to questions and makes predictions about objects and events.	Poses relevant questions, responds to questions and makes simple predictions about familiar objects and events.	Requires guidance to pose and respond to questions and to make predictions.

Relevant Year 3 Assessment Pointers
Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A — Excellent achievement	B — High achievement	C — Satisfactory achievement	D — Limited achievement
English	Interpreting	Connects ideas throughout different parts of texts to describe literal and implied meanings.	Connects ideas throughout different parts of texts to build literal and implied meanings.	Identifies literal and implied meaning connecting ideas in different parts of a text.	With assistance, locates literal meanings in texts and connects ideas in different parts of a text.
English	Text structure	Explains how the organisation and structure of a text differs and depends on the purpose and audience of the text.	Discusses how the organisation and structure of a text can be presented in different ways and depends on the purpose of the text.	Identifies how content can be organised using different text structures depending on the purpose of the text.	Recognises that texts can have different structures and that content can be presented in different ways.
HASS	Questioning and Researching	Develops a range of detailed and relevant questions to investigate.	Develops a range of relevant questions to investigate.	Develops questions to investigate.	Poses simple questions.
HASS	Questioning and Researching	Develops a range of detailed and relevant questions to investigate.	Develops a range of relevant questions to investigate.	Develops questions to investigate.	Poses simple questions.
HASS	Analysing	Interprets information and/or data to accurately and comprehensively sequence information, make connections or identify patterns.	Interprets information and/or data to accurately sequence information, make connections or identify patterns.	Interprets information and/or data to sequence information, make connections or identify patterns.	Interprets information and/or data, with some inaccuracies.
HASS	Analysing	Interprets information and/or data to accurately and comprehensively sequence information, make connections or identify patterns.	Interprets information and/or data to accurately sequence information, make connections or identify patterns.	Interprets information and/or data to sequence information, make connections or identify patterns.	Interprets information and/or data, with some inaccuracies.
HASS	Evaluating	Draws a detailed conclusion, supported by relevant information and/or data.	Draws a conclusion, supported by relevant information and/or data.	Draws a simple conclusion, supported by some information and/or data.	Provides a statement.
Technologies	Representation of data	Organises and clearly represents data in a variety of ways.	Organises and represents data in a variety of ways.	Represents data in a variety of ways.	Presents data in a variety of ways with inaccuracies.
Technologies	Investigating and defining	Investigates ideas and creates logical and detailed sequenced steps to solve a given task.	Explores ideas and creates logical sequenced steps to solve a given task.	Creates sequenced steps to solve a given task.	Provides simple but incomplete steps to solve a given task.
Technologies	Designing	Develops and explains design ideas with clearly labelled and detailed drawings, using relevant technical terms correctly.	Develops and explains design ideas with clearly labelled drawings, using appropriate technical terms correctly.	Develops and communicates ideas using labelled drawings and appropriate technical terms.	Presents simple ideas using drawings and few technical terms.
Technologies	Evaluating	Uses criteria to evaluate, in detail, the design processes and solutions developed, explaining an improvement and/or change/s.	Uses criteria to evaluate, in detail, design processes and solutions developed, identifying possible change/s.	Uses criteria to evaluate design processes and solutions developed.	Uses criteria to briefly comment on design processes and/or solutions.
Science	Biological sciences	Groups living things based on observable features and distinguishes them from non-living things, comparing similarities and differences and providing reasons for these.	Groups living things based on observable features and distinguishes them from non-living things, providing some reasons.	Groups living things based on observable features and distinguishes them from non-living things.	Groups living things based on irrelevant observable features.
Science	Science Inquiry Skills	Identifies relevant investigable questions and makes specific predictions related to the investigation, based on a wide range of prior knowledge.	Identifies investigable questions and makes specific predictions related to the investigation, based on prior knowledge.	Identifies investigable questions and makes general predictions related to the investigation, based on some prior knowledge.	With guidance identifies a simple investigable question related to the investigation, with limited use of prior knowledge.

Relevant Year 4 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
English	**Interpreting**	Analyses literal and implied meaning in texts, integrating ideas across a range of texts.	Describes literal and implied meaning and explains connection of ideas in different texts.	Describes literal and implied meaning, connecting ideas in different texts.	Locates literal meaning and connects ideas in different texts.
	Text structure	Makes connections between features of text structure and recognises how they can be represented in different ways to identify purpose and context across a range of text types.	Describes differences in text structures and recognises how they can be represented in different ways depending on purpose and context.	Identifies different text structures depending on purpose and context.	Recognises simple text structures and language choices depending on purpose of the text.
HASS	**Questioning and Researching**	Develops a range of detailed and relevant questions to investigate.	Develops a range of relevant questions to investigate.	Develops questions to investigate.	Poses simple questions.
	Questioning and Researching	Records detailed and relevant information and/or data using different methods, some of which may be scaffolded.	Records relevant information and/or data using different methods, some of which may be scaffolded.	Records information and/or data using different methods, some of which may be scaffolded.	Records some information and/or data, which may be irrelevant, using simple methods.
	Analysing	Interprets information and/or data to accurately and comprehensively sequence information, make connections or identify patterns.	Interprets information and/or data to accurately sequence information, make connections or identify patterns.	Interprets information and/or data to sequence information, make connections or identify patterns.	Interprets information and/or data, with some inaccuracies.
	Analysing	Describes, in detail, different viewpoints contained in the information and/or data.	Describes different viewpoints contained in the information and/or data.	Identifies different viewpoints contained in the information and/or data.	Identifies a viewpoint contained in the information and/or data.
	Evaluating	Draws a detailed conclusion, supported by relevant information and/or data.	Draws a conclusion, supported by relevant information and/or data.	Draws a simple conclusion, supported by some information and/or data.	Provides a statement.
Technologies	**Collecting, managing and analysing data**	Uses simple visual programming to develop a logical and detailed sequence of steps (algorithms) and a variety of relevant user decision-making (branching).	Uses simple visual programming to develop a logical sequence of steps (algorithms) and relevant user decision-making (branching).	Uses simple visual programming to develop a sequence of steps (algorithms) and user decision-making (branching).	Uses simple visual programming, with some errors, to develop a sequence of steps (algorithms) and user decision-making (branching).
	Digital implementation	Creates and clearly communicates ideas and information. Uses software to collect, store and accurately present different types of data, using agreed protocols (netiquette).	Creates and clearly communicates ideas and information. Uses software to collect and accurately present different types of data, using agreed protocols (netiquette).	Creates and communicates ideas and information. Uses software to collect and present different types of data, using agreed protocols (netiquette).	Communicates simple ideas and/or information. Uses software to collect and present different types of data that may not be relevant, omitting the use of agreed protocols (netiquette).
	Investigating and defining	Investigates and defines ideas and develops a logical and detailed sequence of steps to design a solution.	Investigates and defines ideas and develops a logical sequence of steps to design a solution.	Defines and uses sequenced steps to design a solution.	Provides some simple steps when attempting to design a solution for a given task.
	Designing	Develops, clearly communicates and justifies design ideas and decisions, using clearly annotated drawings and appropriate technical terms.	Develops and clearly communicates design ideas and decisions, using clearly annotated drawings and appropriate technical terms.	Develops and communicates design ideas and decisions, using annotated drawings and appropriate technical terms.	Lists simple design ideas, with incomplete and/or irrelevant drawings, using few technical terms.
Science	**Biological sciences**	Using examples, explains relationships between living things and their environment that assist their survival.	Explains relationships between living things and the environment that assist their survival.	Describes relationships between living things and the environment that assist their survival.	Makes simple connections between living things and their relationship with their environment.
	Science as a Human Endeavour	Identifies situations and describes when science is used to understand the effects of their and others' actions on the Earth's surface, objects, the environment and living things.	Identifies and describes situations when science is used to understand the effects of their actions on the Earth's surface, objects, the environment and living things.	Identifies situations when science is used to understand the effects of their actions on the Earth's surface, objects, the environment and living things.	Requires guidance to identify some situations when science is used to understand the effect of human actions on the Earth's surface, the environment and living things.
	Science Inquiry Skills	Communicates detailed ideas, information and findings in a range of task-appropriate formal and informal ways.	Communicates ideas, information and findings in a range of task-appropriate formal and informal ways.	Communicates ideas, information and findings in formal and informal ways.	Communicates simple ideas, information and findings using formal and informal ways.

Relevant Year 5 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A — Excellent achievement	B — High achievement	C — Satisfactory achievement	D — Limited achievement
English	Interpreting	Analyses and explains, in detail, literal and implied information, integrating ideas from a variety of texts.	Analyses and explains, in detail, literal and implied information from a variety of texts.	Analyses and explains literal and implied information from a variety of texts.	Describes literal and implied information from a variety of texts.
	Text structure	Selects information, ideas and images from a range of resources to clearly develop and explain a point of view.	Selects information, ideas and images from a range of resources to clearly communicate a point of view.	Selects information, ideas and images from a range of resources to develop a point of view.	Attempts to develop a point of view using some information, ideas and images.
	Text structure	Creates appropriately structured written, digital and multimodal imaginative, informative and persuasive texts, experimenting with stylistic features for a range of different purposes and audiences.	Creates written, digital and multimodal imaginative, informative and persuasive texts, using appropriate text structures for different purposes and audiences.	Creates written, digital and multimodal imaginative, informative and persuasive texts for different purposes and audiences.	Creates simple written, digital and multimodal imaginative, informative and persuasive texts for different purposes.
HASS	Questioning and Researching	Locates and collects relevant, detailed information and/or data, using primary and/or secondary sources.	Locates and collects relevant information and/or data using primary and/or secondary sources.	Locates and collects information and/or data from primary and/or secondary sources.	Uses provided sources to locate and collect information and/or data, which may be irrelevant.
	Questioning and Researching	Independently records and organises information and/or data using a variety of appropriate methods.	Records and organises information and/or data using a variety of appropriate methods.	Records and organises information and/or data using a variety of methods.	Records information and/or data using simple methods.
	Analysing	Interprets information and/or data to identify cause and effect, and make relevant and detailed connections.	Interprets information and/or data to identify cause and effect, and make relevant connections.	Interprets information and/or data to identify cause and/or effect, and make connections.	Attempts to interpret information and/or data in order to make a simple connection.
	Analysing	Explains different perspectives and motives within sources.	Describes different perspectives and motives within sources.	Identifies different perspectives and/or motives within sources.	Attempts to identify different perspectives from sources.
	Evaluating	Draws a detailed conclusion based on relevant and accurate evidence from information and/or data.	Draws a conclusion based on relevant and accurate evidence from information and/or data.	Draws a conclusion based on evidence from information and/or data.	States a simple conclusion based on personal opinions.
Technologies	Collecting, managing and analysing data	Uses software to efficiently collect, store and clearly present different types of data for a specific purpose.	Uses software to collect, store and clearly present different types of data for a specific purpose.	Uses software to collect, store and present different types of data for a specific purpose.	Uses software to collect data; however, storage and/or presentation is incomplete and/or inefficient.
	Digital Implementation	Consistently creates and clearly communicates information for online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct).	Creates and clearly communicates information for online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct).	Creates and communicates information for online collaborative projects, using agreed social, ethical and technical protocols (codes of conduct).	Communicates some information; however, inappropriately uses agreed social, ethical and technical protocols (codes of conduct).
	Investigating and defining	Defines a problem with clarity, identifies available resources and creates a set of detailed, logically sequenced steps to assist in user decision-making to create a solution for a given task.	Defines a problem with clarity, identifies available resources and creates a set of logical sequenced steps to assist in user decision-making to create a solution for a given task.	Defines a problem, identifies available resources and creates a set of sequenced steps to assist in user decision-making to create a solution for a given task.	States a problem and some resources, listing a set of sequenced steps to assist in user decision-making.
	Designing	Develops, clearly communicates and justifies alternative solutions, and uses clearly annotated diagrams, storyboards and a range of appropriate technical terms when following design ideas.	Develops and clearly communicates alternative solutions, and uses clearly annotated diagrams, storyboards and appropriate technical terms when following design ideas.	Develops and communicates alternative solutions, and uses annotated diagrams, storyboards and appropriate technical terms when following design ideas.	Follows basic design ideas, using simple diagrams or storyboards with few technical terms.
Science	Biological sciences	Analyses and explains how and why the physical features and adaptations assist the survival of living things in their environment, providing detailed examples.	Analyses how physical features and adaptations help living things function in their environment, providing examples.	Describes some physical features and adaptations that help living things function in their environment.	Lists simple examples of the physical features of a living thing.
	Science as a Human Endeavour	Identifies that life produces problems that scientists try to solve. Explains, making reference to significant historical and cultural contributions, and provides examples from Science Understanding, such as justifying planning gardens using native plants.	Identifies that life produces problems that scientists try to solve. Explains and provides examples from Science Understanding, such as planning gardens using native plants.	Identifies that life produces problems that scientists try to solve. Provides examples from Science Understanding, such as planning gardens using native plants.	Identifies, in simple ways, that scientists solve problems.
	Science Inquiry Skills	Comprehensively communicates ideas, explanations and processes using scientific language and representations in a variety of ways.	Clearly communicates ideas, explanations and processes using scientific representations in a variety of ways.	Communicates ideas, explanations and processes using scientific representations in a variety of ways.	With guidance, communicates simple ideas and findings.

Relevant Year 6 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A Excellent achievement	B High achievement	C Satisfactory achievement	D Limited achievement
English	Interpreting	Compares and analyses information and ideas across a range of text types to explain literal and implied meaning, in detail.	Compares and analyses information across a range of text types to explain literal and implied meaning.	Compares and analyses information in different texts, explaining literal and implied meaning.	Explains literal and implied meaning across different texts.
	Text structure	Creates detailed written, digital and multimodal texts, effectively elaborating on key ideas, and experiments with text structures in innovative ways appropriate to a range of purposes and audiences.	Creates detailed written, digital and multimodal texts, elaborating on key ideas, and experiments with text structures appropriate to a range of purposes and audiences.	Creates detailed written, digital and multimodal texts, elaborating on key ideas for a range of purposes and audiences.	Creates written, digital and multimodal texts, elaborating on some ideas for familiar purposes and audiences.
	Language features	Makes sophisticated vocabulary choices and selects a range of sentence types, effectively enhancing cohesion and structure in their writing.	Makes considered and effective vocabulary choices and uses a range of sentence types to enhance cohesion and structure in their writing.	Makes considered vocabulary choices and uses complex sentences to enhance cohesion and structure in their writing.	Uses familiar vocabulary, attempting cohesion through varied sentence structures in their writing.
HASS	Questioning and Researching	Locates and collects relevant, detailed information and/or data using primary and/or secondary sources.	Locates and collects relevant information and/or data using primary and/or secondary sources.	Locates and collects information and/or data from primary and/or secondary sources.	Uses provided sources to locate and collect information and/or data which may be irrelevant.
	Questioning and Researching	Independently records and organises information and/or data using a variety of appropriate methods.	Records and organises information and/or data using a variety of appropriate methods.	Records and organises information and/or data using a variety of methods.	Records information and/or data using simple methods.
	Analysing	Interprets information and/or data to identify cause and effect, and make relevant and detailed connections.	Interprets information and/or data to identify cause and effect, and make relevant connections.	Interprets information and/or data to identify cause and/or effect, and make connections.	Attempts to interpret information and/or data in order to make a simple connection.
	Evaluating	Draws a detailed conclusion based on relevant and accurate evidence from information and/or data.	Draws a conclusion based on relevant and accurate evidence from information and/or data.	Draws a conclusion based on evidence from information and/or data.	States a simple conclusion based on personal opinions.
Technologies	Collecting, managing and analysing data	Collects, logically sorts and accurately interprets and visually presents with clarity different types of data using software to accurately manipulate data for a range of purposes.	Collects, logically sorts and accurately interprets and visually presents different types of data using software to manipulate data for a range of purposes.	Collects, sorts, interprets and visually presents different types of data using software to manipulate data for a range of purposes.	Collects and sorts but incorrectly interprets some data from familiar sources. Visually presents some data, but it may not suit the purpose.
	Digital Implementation	Manages, creates and communicates relevant and detailed information for online collaborative projects, using agreed social, ethical and technical protocols.	Manages, creates and communicates relevant information for online collaborative projects, using agreed social, ethical and technical protocols.	Manages, creates and communicates information for online collaborative projects, using agreed social, ethical and technical protocols.	Manages, creates and communicates incorrect and/or irrelevant information for online collaborative projects, using some agreed social, ethical and/or technical protocols.
	Investigating and defining	Defines a problem with clarity, identifying suitably available resources, and creates a set of clearly detailed sequenced steps, to assist in user decision-making.	Defines a problem with clarity, identifying available resources, and creates a set of clear sequenced steps, to assist in user decision-making.	Defines a problem, identifying available resources, and creates a set of sequenced steps, to assist in user decision-making.	States a problem, listing available resources and creates a set of simple sequenced steps, to assist in user decision-making.
	Designing	Develops and explains alternative solutions by consistently designing, modifying, representing and following, both diagrammatically and in written text, using a range of relevant appropriate technical terms, technologies and appropriate techniques.	Develops and explains alternative solutions by designing, modifying, representing and following, both diagrammatically and in written text, using a range of relevant appropriate technical terms, technologies and techniques.	Develops alternative solutions by designing, modifying, representing and following, both diagrammatically and in written text, using a range of appropriate technical terms, technologies and techniques.	Designs and follows both diagrams, and written text; however, only partially develops alternative solutions using familiar techniques, appropriate technical terms and/or technology.
Science	Biological sciences	Provides detailed explanations and predictions about the effects of environmental changes on the growth and survival of individual living things, giving specific examples.	Explains and predicts the effects of environmental changes on the growth and survival of individual living things, giving specific examples.	Describes and predicts the effect of environmental changes on individual living things.	Identifies that environmental changes can affect individual living things.
	Science as a Human Endeavour	Explains, using examples, how science assists in solving problems and informing decisions about the environment, natural events and forms of energy. Identifies significant historical or cultural contributions and relates these to the impact on their own life.	Explains, using examples, how science assists in solving problems and informing decisions about the environment, natural events and forms of energy. Identifies significant historical or cultural contributions.	Explains how science assists in solving problems and informing decisions about the environment, natural events and forms of energy. Identifies significant historical or cultural contributions.	Requires guidance to identify how science assists in solving problems about the environment, natural events and forms of energy.
	Science Inquiry Skills	Uses a variety of ways to clearly represent and communicate complex ideas, scientific knowledge, methods and findings.	Uses a variety of ways to clearly represent and communicate detailed ideas, methods and findings.	Uses a variety of ways to represent and communicate ideas, methods and findings.	Uses simple ways to represent and communicate ideas, methods and findings.

Relevant Year 7 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A — Excellent achievement	B — High achievement	C — Satisfactory achievement	D — Limited achievement
English	Use of evidence	Justifies responses to a text by drawing on relevant specific examples, showing that texts are constructed to promote particular viewpoints, where relevant.	Explains how texts reflect different viewpoints, and provides specific details from texts to support responses.	Selects specific details from texts to develop their own response, and to show that texts reflect different viewpoints.	Refers broadly to aspects of texts to support ideas.
	Text structure	Creates an engaging and well-structured text, such as a narrative, that presents ideas with an effective orientation, well-developed characters, an appropriate conflict and logical resolution.	Creates an engaging and structured text with clear purpose and audience, such as a narrative that includes an interesting introduction, a clear storyline, including a conflict, resulting in an appropriate resolution.	Creates a structured and coherent text for a particular purpose and audience; for example, a narrative with a clear introduction, conflict and resolution.	Creates a simple text which has a sense of structure and purpose.
	Text structure	Develops a convincing persuasive argument, with each point well developed, closely tied to the topic and supported with appropriate evidence.	Constructs a cohesive persuasive argument, using specific details and examples to support each point.	Presents a simple persuasive argument that states a position in relation to the topic and makes some points supported with examples.	Presents a few simple, relevant points for both sides of an argument, drawing mostly on personal opinion and experience.
HASS	Questioning and Researching	Locates relevant and detailed information and/or data from a range of appropriate sources and selects the best methods to record the information and/or data.	Locates relevant information and/or data from a range of appropriate sources and uses a variety of methods to record the information and/or data.	Locates information and/or data from a range of sources and uses a variety of methods to record the information and/or data.	Locates and copies information and/or data from a narrow range of sources using a provided format.
	Analysing	Interprets information and/or data to describe, in detail, key relationships and alternative perspectives.	Interprets information and/or data to describe relationships and alternative perspectives.	Interprets information and/or data to identify simple relationships and alternative perspectives.	Identifies some simple patterns from information and/or data.
	Analysing	Selects and consistently applies relevant subject-specific skills and concepts in familiar and new situations.	Selects and applies relevant subject-specific skills and concepts in familiar and new situations.	Applies subject-specific skills and concepts in familiar and new situations.	Applies some subject-specific skills in familiar situations.
	Evaluating	Evaluates information and/or data to draw a comprehensive conclusion, make comparisons and support discussions, using evidence.	Evaluates information and/or data to draw a conclusion, make comparisons and support discussions, using evidence.	Uses information and/or data to draw a simple conclusion, make limited comparisons and support discussions, using some evidence.	States a simple conclusion based on limited evidence.
Technologies	Collecting, managing and analysing data	Creates and clearly presents information using relevant software, and creates data to effectively display objects and/or events.	Creates information using relevant software, and creates data to effectively display objects and/or events.	Creates information using relevant software, and creates data to display objects and/or events.	Attempts to create information using familiar software, and creates data to display objects and/or events.
	Digital Implementation	Works collaboratively online to comprehensively create and communicate information, with consideration of a range of relevant social contexts.	Works collaboratively online to create and communicate information, with consideration of relevant social contexts.	Works collaboratively online to create and communicate information, with consideration of social contexts.	Works collaboratively online while attempting to create and communicate information, with minimal consideration of familiar social contexts.
	Investigating and defining	Describes constraints and lists components/resources to consider when developing solutions.	Identifies constraints and lists components/resources to consider when developing solutions.	Identifies constraints and considers components/resources to develop solutions.	Lists some familiar components and/or resources to develop solutions.
	Designing	Uses a wide range of techniques, appropriate technical terms and technologies to design, develop, review and clearly communicate comprehensive design ideas, detailed plans and processes.	Uses a range of techniques, appropriate technical terms and technologies to design, develop, review and clearly communicate design ideas, detailed plans and processes.	Uses a range of techniques, appropriate technical terms and technologies to design, develop, review and communicate design ideas, plans and processes.	Uses a few techniques, technical terms and technologies to design, communicate, develop and/or review brief design ideas, plans and/or processes.
Science	Biological sciences	Classifies unfamiliar organisms using observable similarities and differences, constructing and applying varied classification keys.	Classifies organisms using observable similarities and differences, constructing and applying classification keys.	Classifies organisms using observable similarities and differences and applying simple classification keys.	Makes statements or labels categories based on observable differences.
	Biological sciences	Makes predictions about and explains the effect of environmental change on the entire food web or community.	Makes predictions about and explains the effect of environmental change on populations within the food web.	Makes predictions about the effects of environmental change on directly-connected organisms within a food web.	Identifies that an environmental change has happened.
	Science Inquiry Skills	Comprehensively communicates their ideas, methods and findings in detail using scientific language and appropriate representations.	Communicates their ideas, methods and findings in detail using scientific language and appropriate representations.	Communicates their ideas, methods and findings using some scientific language and appropriate representations.	Communicates their ideas, methods and findings using everyday language and simple representations. Responses are often incomplete or irrelevant.

Relevant Year 8 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A — Excellent achievement	B — High achievement	C — Satisfactory achievement	D — Limited achievement
English	Use of evidence	Integrates relevant examples and details from a text to justify own interpretations of the events, situations and people represented.	Uses evidence to draw inferences about the events, situations and people represented in a text.	Selects evidence from a text to show how events, situations and people can be represented.	Identifies simple examples from a text to illustrate ideas.
	Text structure	Creates an engaging text that accurately replicates or manipulates the language and style of other texts for a particular purpose.	Creates a text that replicates or manipulates some aspects of the language and/or style of other texts for a particular purpose.	Creates a text by combining ideas, images and language features from other texts to express ideas.	Creates a text that presents simple ideas based on familiar plots or styles of popular texts.
	Text structure	Constructs a clearly structured, logical text that maintains focus on the question or topic.	Constructs a clear text, making relevant points that address the question or topic.	Constructs a clear, simple text, using a formulaic structure.	Constructs a simple response, adhering to some elements of a formulaic text structure.
HASS	Questioning and Researching	Locates relevant and detailed information and/or data from a range of appropriate sources and selects the best methods to record the information and/or data.	Locates relevant information and/or data from a range of appropriate sources and uses a variety of methods to record the information and/or data.	Locates information and/or data from a range of sources and uses a variety of methods to record the information and/or data.	Locates and copies information and/or data from a narrow range of sources and uses a provided format.
	Analysing	Interprets information and/or data to describe, in detail, key relationships and alternative perspectives.	Interprets information and/or data to describe relationships and alternative perspectives and new situations.	Interprets information and/or data to identify simple relationships and alternative perspectives.	Identifies some simple patterns from information and/or data.
	Analysing	Selects and consistently applies relevant subject-specific skills and concepts in familiar and new situations.	Selects and applies relevant subject-specific skills and concepts in familiar and new situations.	Applies subject-specific skills and concepts in familiar and new situations.	Applies some subject-specific skills in familiar situations.
	Evaluating	Evaluates information and/or data to draw a comprehensive conclusion, make comparisons and support discussions, using evidence.	Evaluates information and/or data to draw a conclusion, make comparisons and support discussions, using evidence.	Uses information and/or data to draw a simple conclusion, make limited comparisons and support discussions, using some evidence.	States a simple conclusion based on limited evidence.
Technologies	Collecting, managing and analysing data	Uses a range of software to clearly create information; uses structured data to correctly model objects or events and to evaluate visualise data using appropriate and effective criteria.	Uses a range of software to clearly create information; uses structured data to model objects or events and evaluate and visualise data using appropriate criteria.	Uses a range of software to create information; uses structured data to model objects or events and to evaluate and visualise data.	Presents an incomplete evaluation of data, using software and provides minimal information.
	Digital Implementation	Works collaboratively with efficiency online to effectively create and communicate relevant interactive ideas with consideration for appropriate social contexts.	Works collaboratively online to effectively create and communicate interactive ideas with consideration for appropriate social contexts.	Works collaboratively online to create and communicate interactive ideas with consideration for social contexts.	Creates and communicates interactive ideas online; however, makes inappropriate use of social contexts.
	Investigating and defining	Investigates and comprehensively describes a given need or opportunity for a specific purpose.	Investigates and describes a given need or opportunity for a specific purpose.	Investigates a given need or opportunity for a specific purpose.	Outlines a given need or opportunity for a specific purpose.
	Designing	Uses a range of appropriate technical terms and technology to design, develop and evaluate a variety of alternative solutions that are communicated in a comprehensive manner.	Uses a range of appropriate technical terms and technology to design, develop, evaluate and communicate a variety of alternative solutions.	Uses appropriate technical terms and technology to design, develop, evaluate and communicate alternative solutions.	Designs and communicates simple alternative solutions, using limited technical terms and technology.
Science	Science as a Human Endeavour	Explains the importance of collaboration in the development of a solution for real-life problems, showing the importance of gathering evidence to support the scientific process.	Explains the importance of evidence and collaboration in the development of scientific ideas using real-life contexts, illustrating with examples.	Explains the importance of evidence and collaboration in the development of scientific ideas.	Identifies scientific ideas.
	Science Inquiry Skills	Clearly presents data in a range of representations, explains patterns and trends using collected data and relevant scientific concepts to justify conclusions.	Presents data in a range of representations, describes patterns and trends using collected data to justify conclusions.	Presents data using simple representations to identify patterns and trends which are used to draw conclusions.	Presents some data and draws general conclusions.
	Science Inquiry Skills	Comprehensively communicates information and concepts using appropriate scientific language and detailed representations.	Communicates information and concepts generally using appropriate scientific language and representations with some detail.	Communicates information and concepts without detail, using some scientific language and representations.	Communicates information using everyday language and simple representations. Responses are often incomplete.

Relevant Year 9 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A — Excellent achievement	B — High achievement	C — Satisfactory achievement	D — Limited achievement
English	**Text structure**	Develops and supports points through incorporating appropriate evidence for example, quotes and examples, and clearly explains its significance.	Incorporates relevant evidence to support points, with a general explanation of its significance.	Includes evidence to support points and provides some explanation of its significance.	Makes generalisations without providing supporting evidence.
	Text structure	Manipulates text structures to enhance communication, experimenting with unconventional choices to engage or influence a reader.	Uses appropriate text structures, incorporating elements from other text types, where relevant, to engage a reader.	Uses appropriate text structures to communicate ideas clearly to a reader.	Structures texts logically to communicate with the readers.
	Language features	Makes effective language choices and uses literary terminology appropriately.	Makes appropriate language choices and integrates literary terms correctly.	Makes conventional language choices and uses familiar literary terms.	Uses mostly simple language and some colloquial expressions that may be inappropriate for the task.
HASS	**Questioning and Researching**	Constructs, selects and evaluates a wide range of open, relevant, complex questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.	Constructs and selects a range of open, relevant questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.	Constructs a range of questions and hypotheses involving cause and effect, patterns and trends.	Constructs a narrow range of questions with a tenuous connection to the analysis required.
	Analysing	Analyses information and/or data in a variety of formats to explain, in detail, cause and effect relationships, make comparisons, evaluate trends and changes over time, and explain alternative perspectives.	Analyses information and/or data in a variety of formats to describe cause and effect relationships, make comparisons, explain trends and changes over time, and describe alternative perspectives.	Analyses information and/or data in a variety of formats to identify cause and effect relationships, describe trends and changes over time, and identify alternative perspectives.	Analyses information and/or data to identify simple trends or patterns, and sequences events.
	Analysing	Selects and accurately applies subject-specific skills and concepts in familiar and new situations.	Applies subject-specific skills and concepts in familiar and new situations.	Applies some subject-specific skills in familiar and new situations.	Uses minimal subject-specific skills in familiar situations.
	Evaluating	Draws a comprehensive conclusion and applies a range of relevant evidence.	Draws a conclusion and applies a range of relevant evidence.	Draws a conclusion and applies some evidence.	Makes broad, unsubstantiated statements.
	Communicating and Reflecting	Accurately selects and uses a wide range of appropriate formats to communicate findings, based on their effectiveness to suit audience and purpose.	Accurately selects and uses a range of appropriate formats to communicate findings, based on their effectiveness to suit audience and purpose.	Uses a range of appropriate formats to communicate findings, based on their effectiveness to suit audience and purpose.	Uses simple formats to communicate findings.
Technologies	**Digital implementation**	Creates and uses well-planned interactive solutions for sharing ideas and information online, relevant to user requirements, and considering social contexts.	Creates and uses interactive solutions for sharing ideas and information online, relevant to user requirements, and considering social contexts.	Creates and uses interactive solutions for sharing ideas and information online, taking into account social contexts.	Creates incomplete interactive solutions for sharing ideas and/or information online.
	Designing	Consistently applies detailed design thinking, creativity and enterprise skills.	Applies detailed design thinking, creativity and enterprise skills.	Applies design thinking, creativity and enterprise skills.	Applies some design thinking, creativity or enterprise skills, although ideas may be unclear.
	Producing and implementing	Consistently selects, safely implements, tests with modifications (when necessary), using a range of appropriate technologies and processes, to make solutions.	Selects, safely implements, tests and uses a range of appropriate technologies and processes, to make solutions.	Selects, safely implements, tests and uses appropriate technologies and processes.	Selects and implements some appropriate technologies to make simple solutions.
	Evaluating	Provides a comprehensive evaluation, justifying reasons for design processes and outcomes, against student-developed criteria; using a range of relevant examples.	Provides a detailed evaluation of design processes and outcomes against student-developed criteria; using relevant examples.	Evaluates design processes and outcomes against student-developed criteria.	Provides a simple and brief evaluation of design processes and solutions, using student-developed criteria.
Science	**Biological sciences**	Analyses in detail how biological systems function and respond to external changes, and describes how different biological systems coordinate.	Analyses how biological systems function and respond to external changes and compares the functions of different biological systems.	Analyses how biological systems function and respond to external changes, describing them in general terms.	Identifies some of the functions of a biological system.
	Biological sciences	Predicts and explains, in terms of flow of energy and matter, the possible consequences of changes to an ecosystem.	Predicts the consequences of a change in the population of a particular organism in terms of flow of energy and matter within an ecosystem.	Describes how parts of an ecosystem are interdependent, and how energy and matter move through an ecosystem.	Identifies that plants and animals depend on each other.
	Science Inquiry Skills	Analyses issues and presents well-developed arguments, supported by scientific evidence. Uses clear and detailed scientific models and appropriate language and representations when communicating their ideas.	Presents well-developed arguments, supported by scientific evidence. Uses scientific models and appropriate language and representations when communicating their ideas.	Presents general arguments or statements supported by scientific evidence. Uses simple scientific models and appropriate language and representations when communicating their ideas.	Presents statements of ideas with limited development of an argument or use of evidence. Uses everyday language in simple, brief descriptions.

Relevant Year 10 Assessment Pointers

Derived from Judging Standards developed by Western Australian Schools Curriculum and Standards Authority

SCSA Assessment Pointers		A — Excellent achievement	B — High achievement	C — Satisfactory achievement	D — Limited achievement
English	Text structure	Writes clearly and concisely, communicating with the reader in an engaging manner, drawing on a variety of language features, stylistic devices, text structures and images which complement and enhance the text.	Writes in an engaging manner, demonstrating control of some language features, stylistic devices, text structures and images to communicate effectively with the reader.	Communicates clearly, experimenting with language features, stylistic devices, text structures and images, where appropriate.	Creates texts which draw on simple and familiar language features, stylistic devices, text structures and images.
English	Text structure	Draws on their wider reading to create a text which uses and manipulates a variety of relevant structural devices for impact and to influence the reader.	Selects and manipulates some appropriate structural devices to communicate effectively with the audience; for example, by separating a single sentence from the body of a text for emphasis.	Creates a text which communicates viewpoints, attitudes and perspectives through the development of a cohesive and logical persuasive, informative or imaginative text.	Writes with a general sense of structure; for example, including an introduction, conflict and resolution in a narrative text, but which may not follow a logical internal sequence.
English	Language features	Writes with clarity and precision, using a variety of figurative, technical and literal language to communicate with the reader in an engaging way which is appropriate to the purpose, context and audience of the text.	Uses a variety of language features to ensure accuracy in communication with the reader, combining figurative, technical and literal language, where appropriate.	Selects language features to achieve precision and stylistic effect when creating a text.	Uses language features which communicate with the reader but which may not reflect nuance or depth of meaning.
HASS	Questioning and Researching	Constructs, selects and evaluates a wide range of open, relevant, complex questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.	Constructs and selects a range of open, relevant questions and hypotheses involving cause and effect, patterns and trends, and different perspectives.	Constructs a range of questions and hypotheses involving cause and effect, patterns and trends.	Constructs a narrow range of questions with a tenuous connection to the analysis required.
HASS	Questioning and Researching	Locates, compares, selects and records relevant and detailed information and/or data from an extensive range of primary and/or secondary sources that reflect the requirements of a task.	Locates, selects and records relevant information and/or data from a range of primary and/or secondary sources that reflect the requirements of a task.	Locates, selects and records information and/or data from a range of primary and/or secondary sources that reflect the requirements of a task.	Records information and/or data from a limited range of sources with little connection to a task.
HASS	Analysing	Analyses information and/or data in a variety of formats to explain, in detail, cause and effect relationships, make comparisons, evaluate trends and changes over time, and explain alternative perspectives.	Analyses information and/or data in a variety of formats to describe cause and effect relationships, make comparisons, explain trends and changes over time, and describe alternative perspectives.	Analyses information and/or data in a variety of formats to identify cause and effect relationships, describe trends and changes over time, and identify alternative perspectives.	Analyses information and/or data to identify simple trends or patterns and sequences events.
HASS	Evaluating	Draws a comprehensive conclusion and applies a range of relevant evidence.	Draws a conclusion and applies a range of relevant evidence.	Draws a conclusion and applies some evidence.	Makes broad, unsubstantiated statements.
HASS	Communicating and Reflecting	Accurately selects and uses a wide range of appropriate formats to communicate findings, based on their effectiveness to suit audience and purpose.	Accurately selects and uses a range of appropriate formats to communicate findings, based on their effectiveness to suit audience and purpose.	Uses a range of appropriate formats to communicate findings, based on their effectiveness to suit audience and purpose.	Uses simple formats to communicate findings.
Technologies	Digital implementation	Consistently creates and uses interactive solutions for sharing ideas and information online, relevant and engaging for the user, and taking into account appropriate social contexts and legal responsibilities.	Creates and uses interactive solutions for sharing ideas and information online, relevant to the user, and taking into account social contexts and legal responsibilities.	Creates interactive solutions for sharing ideas and information online, taking into account social contexts and legal responsibilities.	Creates incomplete and/or incorrect interactive solutions for sharing ideas and information online.
Technologies	Designing	Applies complex design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication.	Applies detailed design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication.	Applies design thinking, creativity, enterprise skills and innovation to develop, modify and communicate design ideas of increasing sophistication.	Provides simple ideas for design, creativity, enterprise skills or innovation in an attempt to develop and communicate design ideas.
Technologies	Producing and implementing	Selects, justifies, and safely implements and tests appropriate technologies and processes, with modifications to make complex solutions.	Selects, justifies and safely implements and tests appropriate technologies and processes, with modifications to make solutions.	Selects, justifies and safely implements and tests appropriate technologies and processes to make solutions.	Selects and safely implements some appropriate technologies and processes to make simple solutions.
Technologies	Evaluating	Provides a comprehensive analysis of design processes and justifies solutions against student-developed criteria, using a range of relevant examples.	Provides a detailed analysis of design processes and explains solutions against student-developed criteria, why relevant examples.	Provides a relevant analysis of design processes and solutions against student-developed criteria.	Provides a simple and brief analysis of design processes and solutions, using student-developed criteria.
Science	Biological Sciences	Explains evolution in a population, correctly outlining the influences of heredity, describing the sources of variation which support survival and lead to natural selection and changes in the gene pool.	Explains evolution in a population, describing the influences of variation which support survival and lead to natural selection.	Explains the influences of competition and variation on natural selection and evolution.	Identifies that life has changed over time.
Science	Science Inquiry Skills	Accurately interprets data and diagrams and describes complex relationships between data and concepts.	Interprets data and diagrams correctly and describes relationships between data and concepts.	Interprets data and diagrams correctly and describes simple relationships between data and concepts.	Interprets some data and diagrams with misconceptions and describes some relationships in data using simple concepts.
Science	Science Inquiry Skills	Analyses issues and presents well-developed arguments, supported by detailed scientific evidence.	Presents well-developed arguments supported by scientific evidence.	Presents general arguments or statements supported by some scientific evidence.	Presents statements of ideas with limited use of evidence.
Science	Science Inquiry Skills	Applies scientific concepts and models to accurately explain and link complex processes in detail, using scientific terminology, supporting examples and diagrams where appropriate.	Applies scientific concepts and models to accurately explain and link simple processes using scientific terminology, supporting examples and diagrams where appropriate.	Applies scientific concepts and models to describe some systems and processes, using some scientific terminology, supporting examples and diagrams where appropriate.	Inconsistently applies scientific concepts and models to describe systems and processes using everyday language and including some irrelevant or incorrect information.

Additional Information

Websites:

For more resources and information visit -
www.sharkbay.org/restoration

Western Australian Threatened Animals -
https://www.dbca.wa.gov.au/wildlife-and-
ecosystems/animals/list-threatened-and-priority-fauna

Western Australian Threatened Plants -
https://www.dbca.wa.gov.au/wildlife-and-ecosystems/plants/list-
threatened-and-priority-flora

World Animal Protection -
https://www.worldanimalprotection.org.au

Kids Guide to Threatened Species: 9 Ways You Can Help -
https://www.awe.gov.au/environment/biodiversity/threatened/pu
blications/factsheet-green-kids-guide-threatened-species-9-
ways

'Species Directory' World Wildlife Fund
https://www.worldwildlife.org/species/directory?direction=desc&
sort=extinction_status

Videos:

Chuditch - https://www.youtube.com/watch?v=ANXCEGcTzig

Shark Bay bandicoot release - https://www.youtube.com/watch?v=TMVjnFrrIQw

Shark Bay Bandicoots - https://www.youtube.com/watch?v=mkI0Jk2zmsI

Banded Hare Wallaby - https://www.youtube.com/watch?v=-0SM8tGhab4

Endangered Species in Australia' Swirk Online Education YouTube February 26,
2012 - https://www.youtube.com/watch?v=Osr_xJWEVOM

Returning wallabies to Dirk Hartog Island -
https://www.youtube.com/watch?v=iJyd_TuLKaY&t=2s

Dibblers released onto Dirk Hartog Island National Park -
https://www.youtube.com/watch?v=8vLsHG8xLgU

Returning greater stick-nest rats to Dirk Hartog Island -
https://www.youtube.com/watch?v=gOf7Vt8u5Tw&list=PLwKOFN5-
6PcQPw9iPMtPp7TGxbULdJtXc&index=33

Feral cat eradication -
https://www.youtube.com/watch?v=vfxJEOOF47g&list=PLwKOFN5-
6PcQPw9iPMtPp7TGxbULdJtXc&index=102&t=13s

Mulgaras returned to Dirk Hartog Island as modern science, traditional culture fight
'tide of extinctions' - ABC News -
https://www.abc.net.au/news/2023-08-19/tiny-marsupials-mulgaras-relocated-to-
dirk-hartog-island/102673550

Loggerhead turtles Landscope, Winter 2023, Vol 38, Number 4, Tagging turtles on a
remote and historic island beach (youtube.com)

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