* A – Working consistently well above the intended outcomes in a KLA
* B – Working consistently above the intended outcomes in a KLA
* C - Working consistently or most of the time at the intended outcomes in a KLA
* D - Working independently but consistently below the intended outcomes
* E – Working below the intended outcomes and requires assistance to complete tasks

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| HSIE  ENS3.5 **Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.** | | | | | | | | | |
|  | A | | | B | C | D | | | E |
| *Locates and describes patterns of human involvement in environmental areas of Australia, eg human use of rainforest areas or river systems such as the Murray- Darling Basin* |  | | |  |  |  | | |  |
| *Explains the effects of human changes on an environment, evaluating the positive and negative aspects of these changes* |  | | |  |  |  | | |  |
| *Explains the effects of natural changes on the environment, such as floods, earthquakes and fires, and how people respond to these changes* |  | | |  |  |  | | |  |
| *Participates in the maintenance or improvement of an environment, eg supports bush regeneration* |  | | |  |  |  | | |  |
| *Evaluates a variety of ways of addressing environmental problems in Australia and other countries* |  | | |  |  |  | | |  |
| *Uses geographical terminology and tools to locate and investigate environments* | |  |  | |  | |  |  | |
| **English**  **EN3-2A composes, edits and presents well-structured and coherent texts** | | | | | | | | | |
|  | | **A** | **B** | | **C** | | **D** | **E** | |
| *Plan, draft and publish* [*imaginative, informative and persuasive texts*](http://syllabus.bos.nsw.edu.au/glossary/eng/types-of-texts/?ajax)*, choosing and experimenting with* [*text structures*](http://syllabus.bos.nsw.edu.au/glossary/eng/text-structure/?ajax)*,* [*language features*](http://syllabus.bos.nsw.edu.au/glossary/eng/language-features/?ajax)*, images and digital resources appropriate to*[*purpose*](http://syllabus.bos.nsw.edu.au/glossary/eng/purpose/?ajax) *and audience* | |  |  | |  | |  |  | |
| *Understand, interpret and experiment with the use of*[*imagery*](http://syllabus.bos.nsw.edu.au/glossary/eng/imagery/?ajax) *in imaginative texts, poetry and songs, eg* [*similes*](http://syllabus.bos.nsw.edu.au/glossary/eng/simile/?ajax)*,* [*metaphors*](http://syllabus.bos.nsw.edu.au/glossary/eng/metaphor/?ajax)*,* [*personification*](http://syllabus.bos.nsw.edu.au/glossary/eng/personification/?ajax) *and sound devices such as* [*alliteration*](http://syllabus.bos.nsw.edu.au/glossary/eng/alliteration/?ajax) | |  |  | |  | |  |  | |
| *Investigate how complex*[*sentences*](http://syllabus.bos.nsw.edu.au/glossary/eng/sentence/?ajax) *can be used in a variety of ways to elaborate, extend and explain ideas* | |  |  | |  | |  |  | |
| *Understand and use the key elements of planning, composing, reviewing and publishing in order to meet the increasing demands of topic,*[*audience*](http://syllabus.bos.nsw.edu.au/glossary/eng/audience/?ajax) *and language* | |  |  | |  | |  |  | |