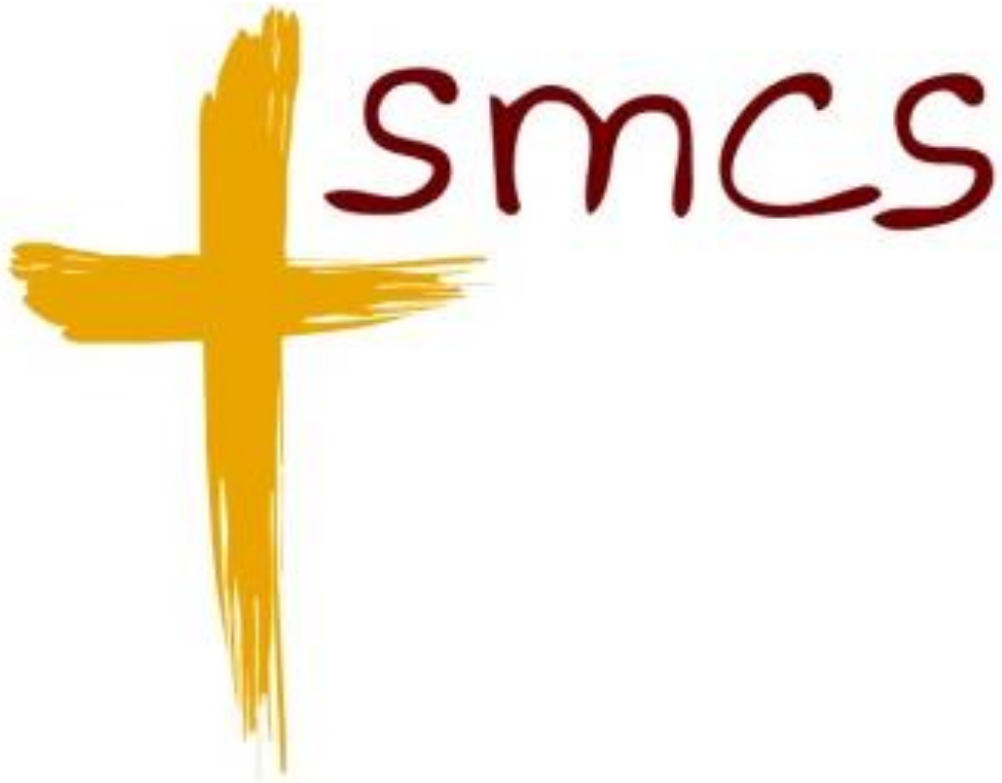


Snowy Mountains Christian School



Stage 4

Year 7/8

Curriculum Handbook

2025

Contents

Introduction	3
Education in NSW	4
<i>NESA and Key Learning Areas</i>	4
<i>Length of courses</i>	4
<i>Acceleration</i>	4
Record of School Achievement (RoSA)	5
<i>Minimum curriculum requirements</i>	5
Satisfying RoSA requirements	5
<i>Grading</i>	6
<i>Special Examination Provisions</i>	6
Life Skills	6
Year 7 and 8 Subjects	6
English	7
Mathematics	8
HSIE - History	10
Personal Development, Health and Physical Education (PD/H/PE)	12
Music	13
French	14
Visual Arts	15
Technology (Mandatory)	16
Christian Perspectives and Peer support	17
Appendix 1: Assessment Task Extension Application	18
Appendix 2: Common Grade Scale	20

INTRODUCTION

The progression by students to High School marks a significant step in the pathway of learning heading toward the Record of Student Achievement (RoSA) and the Higher School Certificate later.

The Stage 4 courses provide the grounding in the principles of successful learning practices. Just how solid the foundation has been, depends a lot on the diligence of the student and his or her attitude to the discipline of study.

By now students will have some ideas about their strengths and areas which need work. Poor performance in one or more areas does not make a person a failure, but rather provides an opportunity to for further learning. In the context of a Christian school we attribute individual ability to God's gifting. As these diverse gifts are exercised, they grow and develop and so does the strength of the school community.

As we seek to comply with NSW Education Standards Authority (**NESA**) requirements for the Record of Student Achievement (RoSA) we also cultivate opportunities for students to be Christians in action, not just in word and knowledge. We seek to lead students from knowing in the 'head' sense to knowing in the 'heart' sense.

Time is devoted to student devotions, assembly, peer support program, and all students study the Bible. We encourage each individual to learn and grow in their knowledge and love of God and his Word.

Leadership opportunities exist in High School to encourage servant-like leadership.

As you read this Stage 4 Curriculum Book, take time to pray about what God has in mind for you in future years and how you can be equipping yourself now to meet the challenges of future life.

Mrs Ella Meyer

Principal

EDUCATION IN NSW

NESA and Key Learning Areas

NESA controls the provision of curriculum in all schools in NSW. NESA develops courses and distributes syllabuses to New South Wales schools. A number of subjects that are related in some way are grouped together into Key Learning Areas (KLA).

There are eight KLAs in NSW Schools. These are:

- English
- Mathematics
- Science
- Human Society and its Environment (HSIE) – History, Geography
- Languages Other Than English (LOTE)
- Creative and Performing Arts (CAPA) – Music, Visual Arts and Drama
- Technological and Applied Studies (TAS)
- Personal Development/Health/Physical Education (PD/H/PE)

Length of courses

Each course has an amount of time which indicates how many hours a student must study that course to satisfy the requirements of that course as set down by NESA.

The times given by NESA are **indicative** which means that they are an indication for how long the average student will take to achieve the objectives and outcomes for any given course. At Snowy Mountains Christian School we do more than the bare minimum for each course as we feel that each course needs time to develop fully the content knowledge and skills as well as the attitudes and values necessary to understand fully and appreciate the different courses.

It is possible for a gifted student to complete the course earlier than other students and in this case there are options for that student to consider.

Acceleration

If a student is deemed to be able to successfully finish a course well before the indicative time is completed, it may be possible for that student to be advanced to the next level of study. For example students at the end of Year 8 might be identified as being exceptionally gifted in Languages and so could begin a pattern of study whereby they are accelerated into Year 9 and then Year 10 Languages, completing the Stage 5 course by the end of Year 10. Such a student would then enter into Stage 6 Languages while still being in Year 10 for their other subjects and will eventually complete the HSC level Language course before they would normally have done so.

Such a programme is possible at Snowy Mountains Christian School.

Students who might be considered for such a programme will have been identified by the time they enter into Year 9. Students who feel they might be in a situation where they could accelerate in a subject should consult with their teacher to see if their expectation of their own performance is realistic.

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Minimum curriculum requirements

To satisfy the requirements of RoSA, NESA requires students undertake a programme of courses which by the end of Year 10 will have included at least the following:

- 400 *hours* in length in each of **English, Mathematics and Science**, with the study being spread over Years 7 – 10;
- 200 *hours* of **Geography** and 200 *hours* of **History** in by the end of year 10;
- 200 *hours* of **Creative Arts** comprising 100 *hours* in each of **Visual Arts** and **Music**;
- A minimum of 100 *hours* continuous study of a **Language**;
- 200 *hours* in the **Technological and Applied Studies**;
- 300 *hours* in an integrated study of **Personal Development, Health and Physical Education** with the study being spread over Years 7 – 10.

Students at Snowy Mountains Christian School in Year 7 to Year 10 will satisfy the requirements for the award of RoSA as set down by the Authority provided they complete the set work and apply themselves to their studies.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

As stated above, at Snowy Mountains Christian School we offer more than these minimum curriculum requirements as we feel it is necessary to give more time to each subject so that the students can more fully appreciate the course and benefit from the more intensive study. To cut the time spent on a course may lead to that course being studied superficially and this will be of little benefit to any student.

SATISFYING ROSA REQUIREMENTS

As well as having to study a course for the times indicated above, students must also provide enough evidence to teachers, and the Principal that the student has:

- followed the course as set down in the syllabus;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course;
- achieved some or all the course outcomes;

The evidence necessary will be in the form of test and exam results, completion of homework and assignments, participation in excursions and activities, co-operative behaviour in class, and the display of an appropriate attitude in class.

Where a student's attendance level falls below 70% the Principal may determine that the course requirements cannot be met. This will then lead to an 'N' award appearing on RoSA; which is the award given when a student fails to satisfy the requirements of a course.

The most important aspect of all these regulations is that it is incumbent upon the students to ensure that they satisfy all the criteria listed above by attempting to do all the work set and continuing to apply themselves to the work throughout all of Years 9 and 10.

Grading

Students will be awarded grades (A, B, C, D, E, N), by the School, in core and elective subjects, on the basis of their performance, as measured against Course Performance Descriptors. See Appendix 2.

Special Examination Provisions

Special Examination Provisions may be granted to address the effects of a special need on test performance. Regardless of the nature of the special need, the provisions granted will solely be determined by the implications of that need on test performance. Provisions may include Braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, separate supervision, permission to take medication, or others judged necessary.

LIFE SKILLS

God has given all students the capability of learning, however, not all students can participate fully in learning experiences and assessment activities provided by the regular syllabus outcomes and content. For a small percentage of students with special education needs, the Life Skills outcomes and content in each syllabus can provide a more relevant, accessible and meaningful curriculum option.

Life Skills courses, sometimes called a Special Programme of Study, represent an alternative pathway to RoSA and Higher School Certificate. The courses are designed to allow students to study a more flexible programme of study incorporating work experience and where necessary units of functional literacy, numeracy and everyday skills for living.

YEAR 7 AND 8 SUBJECTS

- MATHEMATICS
- ENGLISH
- SCIENCE
- HSIE – HISTORY & GEOGRAPHY
- PERSONAL DEVELOPMENT/
HEALTH/ PHYSICAL EDUCATION
(PD/H/PE)
- VISUAL ARTS (2026)
- FRENCH (2025)
- MANDATORY TECHNOLOGY
- MUSIC
- SPORT

Students can also learn, develop new skills and participate in the non-assessable classes of Christian Perspectives and Peer Support.

ENGLISH

The teaching of English to Years 7 and 8 at Snowy Mountains Christian School is based on an approved course by NESAs. The course builds upon the foundations laid in Primary. The objectives of the course involve students exploring the following activities and areas: talking and listening, reading, writing, literature, print media, electronic media, film. We aim to develop students' understanding, knowledge and skills in all areas and to foster their love of language and literature and to develop intelligent and capable thinkers.

Stage 4 English Assessment Schedule – 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Book Report	EN4-RVL-01, EN4-URA-01	Term 4: Week 4 Thursday 6th November	20%
2.	Speech	EN4-URA-01, EN4-ECA-01, EN4-ECB-01	Term 1: Week 7 Thursday 20th March	15%
3.	Drama Script	EN4-URA-01 EN4-URB-01, EN4-URC-01, EN4-ECA-01	Term 2: Week 6 Friday 6th June	10%
4.	Creative Writing	EN4-URA-01, EN4-ECA-01, EN4-ECB-01	Term 3: Week 6 Thursday 28th August	20%
5.	Listening test	EN4-RVL-01, EN4-URA-01, EN4-URB-01	Term 4: Week 5 Friday 14th November	15%
6.	Continuous Assessment: Class work	ALL	Term 1 – Term 4	20%
			TOTAL	100%

MATHEMATICS

Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. Mathematical ideas are constantly developing, and mathematics is integral to scientific and technological advances in many fields of endeavour. Digital technologies provide access to new tools for continuing mathematical exploration and invention. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

Mathematics in Years 7–10 focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

NESA. (n.d.). *Mathematics in Kindergarten to Year 10*. Retrieved from NSW Education Standards Authority: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/mathematics>

Mathematics is the universal language. It is the discovery of patterns and information as it was designed to work by our great creator. The Lord God has created a world of order, reason, logic and functionality.

Mathematics Assessment Schedule 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Topic Tests	All outcome areas.	At the conclusion of each Topic	40%
2.	Mid-Year Exam	MAO-WM-01, MA4-INT-C-01, MA4-FRC-C-01, MA4-ALG-C-01, MA4-IND-C-01	Term 2: Week 5	25%
3.	Data Analysis Assignment	MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02	Term 3: Week 9	10%
4.	End-of-Year Exam	MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02, MA4-PRO-C-01	Term 4: Week 3	25%
			TOTAL	100%

SCIENCE

Stage 4 Science is studied in Years 7 and 8. It will develop students' scientific knowledge and understanding, together with skills, values and attitudes within broad areas of science. These encompass the traditional disciplines of Physics, Chemistry, Biology and the Earth and Astronomical Sciences. As well as acquiring scientific knowledge and skills, students apply their knowledge to everyday life and develop an appreciation of science as a human endeavour. Students learn about the need to conserve, protect and maintain the environment. They also learn about the importance of technology in advancing science, and the role of science in advancing technology. Students also develop an appreciation of, and skills in, selecting and using resources and systems to solve problems.

Stage 4 Science Assessment Schedule 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	In Class Test	SC4-11PW, SC4-14LW, SC4-15LW	Term 1: Week 10 Wednesday 9 th April	15%
2.	Research Pamphlet	SC4-14LW, SC4-15LW	Term 2: Week 6 Wednesday 4 th June	15%
3.	STEM Project	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	Term 3: Week 8 Wednesday 10 th September	40%
4.	In Class Test	SC4-12ES, SC4-14LW, SC4-15LW	Term 4: Week 2 Wednesday 22 nd October	15%
5.	Chemical Experiment	SC4-6WS, SC4-7WS, SC4-8WS, SC4-16CW, SC4-17CW	Term 4: Week 5 Wednesday 12 th November	2630
			TOTAL	100%

HSIE - HISTORY

“How can we live together if we don’t appreciate our own and others’ histories?”
(Holocaust survivor Hasada Rosenbaum)

The study of history equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical skills in critical thinking and independent inquiry-based learning enable and encourage students to become engaged in lifelong learning.

Stage 4 History Assessment Schedule 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Research Folio	HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10	Term 1: Week 8	20%
2.	Research Presentation	HT4-4, HT4-6, HT4-9, HT4-10	Term 1: Week 9	20%
3.	Research Task	HT4-4, HT4-6, HT4-7, HT4-10	Term 2: Week 4	20%
4.	Exam	HT4-1, HT4-2, HT4-3, HT4-7, HT4-9	Term 2: Week 5	20%
5.	Continuous: Class work and Site Study	ALL	Continuous	20%
			TOTAL	100%

HSIE - Geography

A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments. Geography does this by:

- focusing objectively on the physical components of environments – this enables students to view a community as part of the wider global environment
- providing a basis for recognising and responding to the constant changes taking place in environments at local, regional, national and global scales
- providing geographical methodologies that contribute to an understanding of the world
- examining the various perspectives of people in communities and the consequences of their actions on environments
- developing an appreciation of the intrinsic value of environments – this may enrich the lives of those who experience them
- empowering students with a knowledge of civics that enables them to exercise citizenship.

Stage 4 Geography Assessment Schedule 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Multimedia Presentation	GE4-1, GE4-5, GE4-8	Term 3: Week 7	25%
2.	Written Report	GE4-2, GE4-7, GE4-8	Term 4: Week 3	30%
3.	Exam	GE4-1, GE4-2, GE4-4, GE4-5, GE4-6, GE4-7, GE4-8	Term 4: Week 4 (Monday)	25%
4.	Continuous: Class work, Participation and Field Work	ALL	Continuous	20%
			TOTAL	100%

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION (PD/H/PE)

PD/H/PE is a compulsory course which is studied for 300 hours in Years 7 – 10.

Part of the need for the personal development of the whole person is derived from the Christian belief about the essential nature of people. God has created people in His own image, and though they have become sinful, God still loves them and places immense value on them. Because individuals are so valuable, it is God's will that they find purpose in their existence, enjoy life and reach their full potential of being human.

There is ample evidence to indicate that, despite a high standard of living, significant spiritual, emotional and health problems exist in Australia. The high cost of these problems both to the community and its individual members, strongly supports the need for our school to assist parents and the church to challenge its students to develop healthy lifestyles and attitudes based on the Lordship of Jesus Christ as outlined in the Bible.

As individuals grow, they will gain a satisfying concept of self-worth if they understand that God made them and loves them and has forgiven them. As well, a loving family plus a strong Church and school community of caring friends, provides the ideal environment for the development of a whole and health person.

Stage 4 PDHPE Assessment Schedule 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Weekly in-class theory tasks	ALL	On-going Terms 1-4	20%
2.	Theory: Analysis	ACPPS074	Term 1: Week 10	10%
3.	Practical: Sports Skills Test	ACPMP083; ACPMP084; ACPMP088	Ongoing Terms 1-4	20%
4.	Practical: Weekly Practical Participation	ACPMP083; ACPMP084; ACPMP088	Ongoing Term 1-4	20%
5.	Theory: Oral Presentation	ACPPS072	Term 2: Week 10	10%
6.	Theory: Research Project	ACPPS077	Term 3: Week 10	10%
7.	Theory: Written response	ACPPS078	Term 4: Week 5	10%
			TOTAL	100%

MUSIC

In Music, students will study the **concepts** of music through the **learning experiences** of performing, composing and listening within the **context** of a range of styles, periods and genres.

At any time, the study of Music may focus upon a skill, a concept, a process, a context or on any combination of these.

The learning experiences through which a student will understand Music are **performing, composing and listening**. Students develop skills through the integration of these processes.

Stage 4 Music Assessment Schedule 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Listening (pop)	4.1, 4.2, 4.3	Term 1: Week 5 Week 8 Week 10	15%
2.	Performance (pop)	4.7, 4.8, 4.9, 4.10, 4.11, 4.12	Term 1: Week 9	20%
3.	Half Yearly Exam	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 2: Week 5	15%
4.	Listening (classical)	4.2 4.3 4.4 4.5 4.7 4.8 4.10	Term 3: Week 5 Week 7 Week 9	15%
5.	Exam	4.7, 4.8, 4.9, 4.10, 4.11, 4.12	Term 3: Week 10	15%
6.	Performance and Composition	4.1, 4.2, 4.3, 4.4, 4.5, 4.6	Term 4: Week 3	20%
			TOTAL	100%

FRENCH

'... achieving proficiency in other languages is one of the great learning experiences in the human condition ... the compelling reasons for learning languages reside in the intellectual enrichment of the individual learner – a better understanding of the world, Australia's place in it, and the many communities within Australia.' (Australian Language and Literacy Council, 1996, *Language Teachers: The Pivot of Policy*, Australian Government Publishing Service, Canberra, p 3)

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. High quality education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world.

The study of languages provides opportunities for students to become more accepting of diversity, more respectful of others and more aware of their place in the international community.

Stage 4 LOTE- French Assessment Schedule 2025

(Please be advised, Assessment schedule may change. Students will be alerted to the changes and given an updated schedule)

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Weekly Homework	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5C, LFR4-6C, LFR4-7C, LFR4-8C	Ongoing	20%
2.	Conversational Assignment	LFR4-1C, LFR4-5C, LFR4-6C, LFR4-7C,	Term 2: Week 3	15%
3.	Half- Yearly Exam	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5C, LFR4-6C, LFR4-7C, LFR4-8C	Term 2: Week 5	15%
3.	Oral Tasks Practical	LFR4-1C, LFR4-5C, LFR4-6C, LFR4-7C,	Ongoing	20%
4.	Oral Assessment	LFR4-1C, LFR4-5C, LFR4-6C, LFR4-7C,	Term 4: Week 2	15%
5.	Yearly exam	LFR4-1C, LFR4-2C, LFR4-3C, LFR4-4C, LFR4-5C, LFR4-6C, LFR4-7C, LFR4-8C	Term 4: Week 5	15%
			TOTAL	100%

VISUAL ARTS

Visual Arts provides learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Visual Arts places great value on the development of the students' intellectual and practical autonomy, reflective action, critical judgment, and understanding of Art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication. The subject of Visual Arts serves to facilitate an interpretation and organisation of such information.

Stage 4 will be studying Visual Arts in 2026.

TECHNOLOGY (MANDATORY)

Technology and an understanding of design processes enable people to manage, interpret, shape and alter their environment to improve their quality of life at home, school, in work places and in the broader community. The rapid rate of technological change in an increasingly knowledge-based society highlights the need for flexible technological capability, innovative thinking and effective communication skills.

Students learn about technologies and use a range of materials, tools and techniques relevant to the personal, commercial and global areas of human activity. Thinking skills are developed experientially through the Technology (Mandatory) course as students design and make. The use of reflective, flexible and creative thinking skills are encouraged to build understanding of underlying principles that can be transferred to different project settings and applications.

Stage 4 Mandatory Technology Assessment Schedule 2025

TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	% OF FINAL GRADE
1.	Design Project 1	TE4 10TS, TE4 2DP, TE4 9MA.	Term 1: Week 9	20%
2.	Mid-Year Exam	TE4 10TS, TE4 1DP, TE4 2DP, TE4 3DP, TE4 9A.	Term 2: Week 5	10%
3.	Production Project 1	TE4 1DP, TE4 2DP, TE4 3DP.	Term 2: Week 9	20%
4.	Design Project 2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-7DI, TE4-10TS	Term 3: Week 9	20%
5.	End-of-Year Exam	TE4-10TS, TE4-1DP, TE4-2DP, TE4-3DP, TE4-7DI	Term 4: Week 6	10%
6.	Production Project 2	TE4-1DP, TE4-2DP, TE4-3DP, TE4-7DI, TE4-10TS	Term 4: Week 9	20%
			TOTAL	100%

CHRISTIAN PERSPECTIVES AND PEER SUPPORT

Christian Perspectives is a non-assessable course which each High School student attends once a week. It involves mostly discussion regarding the world through the eyes of the Bible and in particular, Jesus' death and resurrection. Issues that come up in the world are examined in light of what the Bible says, so students are able to critique the many aspects of living today.

Each Friday students spend time with their buddy from Primary school. During this time, students are encouraged to serve others which include peer support with K - 6 classes and serving the community of the Monaro.



<https://www.thepoachedegg.net/2013/10/three-steps-to-the-cross.html>

APPENDIX 1: ASSESSMENT TASK EXTENSION APPLICATION



Snowy Mountains Christian School
Cnr. Baroona Avenue & Boona Street PO Box 53, Cooma NSW 2630
T 02 6452 4333 E office@smcs.nsw.edu.au W www.smcs.nsw.edu.au
ACN 076 793 863 ABN 76 076 793 86 3

Snowy Mountains Christian School Assessment Task Extension Application

Ensure appropriate documentation is attached. Return to your teacher before the tasks' due date.

Student name: _____ Subject: _____
Assessment task: _____ Due date: _____
Teacher's name: _____

Reason for Application for Extension

Attach appropriate documentation (*Tick box*)

Illness Misadventure Other _____
Medical Certificate must be attached *Attach documentation* *Please specify*

Outline details of the circumstances that have adversely affected your ability to complete the Assessment by the due date. (Attach extra sheets if necessary)

□
□
□
□

Student's Signature: _____ Date: _____
Parent / Guardian Signature: _____ Date: _____
Comments: _____

Office Use Only

Determination: Approved Not Approved
Teacher's Signature: _____ Date: _____
High School Coordinator Signature: _____ Date: _____
Comments: _____

Educating children... for the journey of life

Original Application Form to be placed in Student file

Assessment Task Extension – Approval Notice (to be attached to Assessment Task by student)

Student's Name: _____

Assessment Task: _____ Teacher: _____

Original Due Date _____ New Date Approved: _____

Reason for Approval

Illness Misadventure Other _____

Comment: _____

APPENDIX 2: COMMON GRADE SCALE

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.

A: The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B: The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C: The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D: The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E: The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.