



Gymea Technology
High School

INSPIRE. LEARN. SUCCEED.

Year 10 Assessment Guide

2022

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Supporting Success

Objectives of our assessment program

- To monitor and report on student progress and attainment.
- To facilitate communication between teachers and parents and their child's progress, development and learning needs.
- To facilitate the involvement of students in the assessment of their own work.
- To enable teachers to monitor their own teaching approaches and methodologies.

Strategies to assist students to achieve in assessment tasks

A consistent application of this policy across the school in years 7-10 will provide increased success to students with their assessments.

To assist a consistent application:

- Regular teacher professional learning.
- Year group presentations to students on assessment support and expectations.
- Expectations of assessments clearly available on the school's website.
- Class teachers conduct introductory lessons with students leading them through scope and sequences, related assessment tasks and expectations of student participation.
- All tasks clearly identified in scope and sequences and assessment schedules.
- Use of the website to assist in keeping students and parents informed.
- Deliberate focus on celebrating and recognition of student success through school merits.

Course outlines and assessment schedules

Assessment schedules will be made available to each course in each year. The schedules will include:

- A list of reporting outcomes.
- The assessment tasks with weightings mapped back to reporting outcomes.
- Tasks that all students doing the same course do within each year.

Notifications of assessment tasks

Assessment tasks for year 7-10 are prepared on the school's agreed *notification of assessment* proforma and issued to the students as early as possible prior to a task.

These notifications of assessments should be:

- Included in the school calendar.
- Uploaded to website for respective year groups.
- Talked through by the class teacher when distributed to reinforce approach and expectations.
- Indicating student feedback with considerations to scaffolds to guide assessment expectations.
- Includes a literacy component to improve student performance in writing.

Supporting difficulties

What happens with a missed or late submission of a task?

Expectations of students for successful completion of assessments:

- Plan for their tasks using the assessment schedules.
- Refer to the assessment notifications and seek a copy if they were absent at the time of distribution.
- Seek further guidance from teachers asking questions that enable a deeper understanding of what the task requires.
- Complete all assessment tasks on time.
- Submit their own work, honestly making a genuine and serious attempt.
- Complete each assessment task to the best of their ability.
- Ensure that any questions they have about the marks / grades / comments awarded for an individual piece of work are resolved at the time the work is handed back.
- Work without hindering the learning and work of other students with both hand in tasks and tests / examinations.

Grounds for extension or rescheduling of an assessment task may be:

- Illness or valid injury.
- Authorised absence from school.
- Severe family disruption.
- Student involvement in an official school function.
- Other as approved by the Head Teacher of the KLA or the Deputy Principal.

Process to apply for an extension.

- Extensions to tasks must meet the grounds as detailed above.
- The Head Teacher of the course is responsible for authorising extensions.
- All applications for extensions must accompany a note from the parent / caregiver.
- Where a student was absent or had a legitimate reason to not hand in a task, the student must see the teacher or Head Teacher on the first day of return to school to hand in the task.

Process to reschedule a task.

- Where a student was absent or had a legitimate reason to have missed a task, the student must see the teacher or head teacher on the first day of return to school to organise a time to complete the task.

Process to manage missed or late submission of a task?

The following procedures apply to students who missed or submitted a task late and did not gain an extension.

- A penalty will apply for any missed or late submission of an assessment task not covered in the above. Students will lose 10% of the mark normally awarded for every calendar day late up to a maximum of 50%.
- In most instances, parents will be notified where penalties exceeded 50%.
- Students will have their work marked and provided with feedback with the possible marks earned for the task.
- Students must submit all assessment tasks regardless of penalties applied.

Consistent failure to submit assessment tasks by due dates could result in failure to satisfy course requirements. The students and their parents will receive official letters warning of such a determination in such cases.

Managing issues surrounding malpractice including suspected plagiarism

Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as one's own.

- Using material directly from books, journals or the Internet without reference to the source
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as one's own.
- Submitting work to which another person, such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Breaching school examination rules.
- Not making a genuine effort with an assessment task
- Assisting another student to engage in malpractice.

Strategies to ensure the authenticity of student responses to tasks.

Strategies that teachers can use:

- Thoroughly briefing all students in relation to the requirements of each task using the school's notifications of assessments.
- Considering allocating class time to the planning of a response to a task.
- Considering a process diary or journal that students use to show how their response or project or work was developed.
- Asking students to submit a task at critical points in its development.
- Having students submit their original drafts in addition to their final work
- Incorporating student oral presentations on the progress of their work
- Communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

Managing Issues of Malpractice

Issues of malpractice need to be:

- Investigated by the teacher and Head Teacher of the respective course who will provide the student(s) with an opportunity to address the issue.
- The head teacher will consult with the Deputy Principal to deliberate a course of action and communicate this to the student and the student's parents.
- If the malpractice is proven a penalty, including consideration of a zero mark, will be given appropriate to the seriousness of the issue.

Formal examination procedures

General Examination Procedures

- In years 7-10, English, Mathematics, Science, History and Geography will include assessments from the issued assessment schedule in a calendared formal examination period.
- Students are expected to apply themselves in the examination until the designated writing time has elapsed. Students are encouraged to review their work if they finish early.
- Students are not to take any writing materials, pencil cases, books or other non-approved materials into the examination. Answer paper will be provided for all assessment tasks. Approved equipment taken into the examination room must be carried in as separate items.
- Mobile phones are to be switched off before entering the examination room and kept in the student's bag which will remain in the hall. Failure to comply with this may be considered as malpractice in the examination.
- Students are expected to remain quiet and not to talk to or interfere with other students or their equipment once they enter the examination room.

Misconduct in formal examinations and other assessment tasks

- Misconduct during any task or formal examination may be regarded as malpractice. Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment task. Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice.
- All class tasks including formal examinations must be attempted seriously. Non-serious attempts or inappropriate responses are an issue of malpractice.

Technology and assessment tasks

Many assessment tasks submitted by students are prepared using technology and are either printed or uploaded for submission. Unfortunately, technology fails or breaks down at the most inopportune times. Faulty equipment, including printing issues are not an acceptable excuse for late submission.

To assist students in the utilisation of technology, the following guidelines should be considered:

- Always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Submit work using the learning platform as advised by your teacher, such as Moodle.
- Print out copies of drafts and keep them while the assignment is in progress
- Bring a copy of the file to school by saving up on a cloud, email or on a USB.

Accelerated students

- The school offers programs for the acceleration of groups of students. Decisions about the acceleration in courses will be made by the Principal in accordance with the principles contained in NESA Guidelines for Accelerated Progression.
- Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame.
- Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.
- For school based Half Yearly and Yearly examinations, accelerated students will have available as study leave the day immediately prior to an examination for a morning examination and the morning prior to an examination for an afternoon examination with consent from their parents.

Record of School Achievement (RoSA)

The RoSA provides information on completed Stage 5 courses including grades. It is a credential intended for use for students leaving school prior to the HSC. Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential. All students have access to a record of their courses studied and their grades through Students Online which will be made available to them by the NSW Educational Standards Authority (NESA) at the end of year 10.

Meeting Course Requirements

Stage 5 students (years 9 and 10) must meet a number of requirements that include:

1. Satisfactory completion of courses required by the NESA (Previously BOSTES).

2. Satisfactory record of application (effort) and achievement.

3. Satisfactory attendance and level of involvement and participation in class, which includes the satisfactory completion of assessment tasks, assignments, homework and class tasks.

The school may determine that, due to absence, course completion criteria may not be met. Attendance at school is critical for the satisfactory completion of a course. Students must attend until the final day of Year 10 to qualify for the RoSA.

If a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course. Where a student is deemed not to have completed a course, they will receive an 'N' determination and may not be eligible for a ROSA.

RoSA Reporting Credentials

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of a student's

achievements up until the time they choose to leave school. The NSW Educational Standards Authority (NESA) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

School-based assessment is used to award a school grade for each of the courses students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors. (Note: In Mathematics, students will be awarded A10, A9, B8, B7, C6, C5, D4, D3 or E2). These grades indicate a student's full range of achievements in each course, providing a detailed report of the student's overall performance.

Literacy and Numeracy tests

Students intending to leave school before their HSC can take optional online literacy and numeracy tests. These tests are designed to show an overview of a student's level of achievement in these areas. The test results are reported separately from the RoSA and are not a requirement for award of the credential.

Child Studies

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ It's Playtime	▪ Health and Safety in Childhood	▪ The Digital Child	▪ Food 'Yum'

Report Outcomes

- 1 Identifies the characteristics of a child at each stage of growth and development.
- 2 Describes the factors that affect health and wellbeing of a child.
- 3 Describes a range of appropriate parenting practices for optimal growth and development.
- 4 Plans and implements engaging activities when caring for young children.
- 5 Analyses the factors that contribute to creating a supportive environment for optimal child development and wellbeing.
- 6 Evaluates the role of the community resources that promote and support the wellbeing of children and families.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Create a Toy	2, 3	25
	Task 2: Research – Infectious Diseases	1, 4	25
Semester 2	Task 3: Design a Digital Book	2, 6	25
	Task 4: Examination	4, 5, 6	25

Commerce

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">Law, Society and Political Involvement	<ul style="list-style-type: none">Employment and Work Futures	<ul style="list-style-type: none">Our Economy.Running a Business	<ul style="list-style-type: none">Towards IndependenceTravel

Report Outcomes

- 1 Researches, applies and analyses legal, social and/or political issues using a variety of sources.
- 2 Demonstrates knowledge and understanding of relevant legal, political and employment terminology and concepts in a variety of contexts.
- 3 Researches and composes an essay addressing structures and issues of economy and investing.
- 4 Explains and evaluates legal, social, political, employment, economic and business information using a variety of forms.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research and Multimedia Task	1	25
	Task 2: Semester 1 Exam	2	25
Semester 2	Task 3: Research and Presentation Task	3	20
	Task 4: Semester 2 Exam	2,4	30

Creative Writing

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Extending Language ▪ Characterisation 	<ul style="list-style-type: none"> ▪ Conventions of Genre ▪ Style 	<ul style="list-style-type: none"> ▪ Perspective and POV ▪ Dialogue and Script 	<ul style="list-style-type: none"> ▪ Perfecting the Process ▪ Independent Project 2

Report Outcomes

- 1 Explores a range of figurative and language techniques to develop and sustain evocative setting and characterisation.
- 2 Uses a variety of text structures and conventions to organise ideas and develop a coherent and controlled plot.
- 3 Selects and uses precise and controlled language choices to present an engaging dramatic monologue.
- 4 Engages with all aspects of the writing process in order to develop and reflect upon their writing in a collaborative context..

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Setting and Character	1	25
	Task 2: Genre and Narrative Convention	2	25
Semester 2	Task 3: Dramatic Monologues	3	25
	Task 4: The Writing Process	2,4	25

Dance

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Ballet and its Origins 	<ul style="list-style-type: none"> ▪ <i>Rooster</i> by Christopher Bruce ▪ What is a motif? 	<ul style="list-style-type: none"> ▪ Advanced Technique 	<ul style="list-style-type: none"> ▪ Dance on Film

Report Outcomes

- 1 Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
- 2 Demonstrates enhances dance technique by manipulation aspects of the elements of dance.
- 3 Demonstrates an understand and application of aspects of performance quality and interpretation through performance.
- 4 Explores the elements of dance as the basis of the communication of ideas composes and structures dance movement that communicates an idea.
- 5 Composes and structures dance movement that communicates an idea.
- 6 Describes and analyses dance as the communication of ideas within a context.
- 7 Identifies and analyses the link between their performance and compositions and dance works of art.
- 8 Applies understandings and experiences drawn from their own work and dance works of art.
- 9 Values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Ballet Terminology Test	1, 6	20
	Task 2: Ballet Technique	3, 8	20
Semester 2	Task 3: <i>Rooster</i> Analysis	7, 8	20
	Task 4: Composition	4, 5, 8	20
	Task 5: Practical Performance of Exercises	1, 2, 3	20

Design and Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Design Processes <ul style="list-style-type: none"> ▪ Applying the design process to produce quality designed solutions ▪ Use appropriate techniques and equipment for product realisation ▪ Develop project management and portfolio development skills 	Activity of Designers <ul style="list-style-type: none"> ▪ Examines the activities of designers over time ▪ Explore innovation to give insight into trends and preferred futures ▪ Investigates the impact of technologies and evaluate their impact 	Digital Technologies <ul style="list-style-type: none"> ▪ Investigate digital technologies and how they are used in industry ▪ Explore and use digital technologies in a design project ▪ Apply the design process to the development of solutions 	Student Negotiated Design <ul style="list-style-type: none"> ▪ Identify a problem and apply the design process ▪ Use Gantt charts to manage projects ▪ Demonstrate safe use of tools, equipment

Report Outcomes

- 1 Analyses, applies and justifies a range of design concepts and processes when developing design ideas and solutions.
- 2 Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.
- 3 Analyses the work and responsibilities of designers and the factors affecting their work and can evaluate designed solutions according to principles, ethics and preferred futures.
- 4 Develops and evaluates creative, innovative and enterprising design ideas and solutions using the appropriate management strategies and technologies competently.
- 5 Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- 6 Applies risk management practices and works safely in developing design solutions.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Design Processes - Project and Portfolio	1,3,4,5,6	30
	Task 2: Innovation Research - Presentation	2,3	25
Semester 2	Task 3: Digital Technologies - Project and Portfolio	1,3,4,5,6	30
	Task 5: Yearly Examination	1,2,3	15

Drama

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ History of Theatre	▪ Production and Theatre Companies	▪ Theatre as a Political Tool	▪ Australian Theatre

Report Outcomes

- 1 Demonstrates, devises and interprets the elements of drama to create and convey meaning
- 2 Applies acting techniques in selected performance spaces in a variety of forms and styles
- 3 Contributes, selects, develops and structures ideas in improvisation and playbuilding
- 4 Responds to and reflects on and evaluates the elements of drama and analyses the contemporary and historical contexts of drama
- 5 Analyses and evaluates contributions of groups and individuals to the process of creation in drama.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Playbuilt Performance	2,3,4	20
	Task 2: Major Production	1,2,4,5	30
Semester 2	Task 3: Theatre in Style - Performance and Written	1,2,4	30
	Task 4: Monologue	1,2,5	20

Engineering in Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Concepts in Engineering	▪ Motion	▪ Motion and Forces	▪ Forces

Report Outcomes

- 1 Knowledge and understanding of the relationship between materials and their applications.
- 2 Skills in communicating ideas, processes and technical information with a range of audiences.
- 3 Applies design principles in the modification, development and production of projects.
- 4 Selects and justifies the use of a range of relevant and associated materials for specific applications.
- 5 Appreciation of the relationships between technology, mathematics and engineering.
- 6 Ability to critically evaluate manufactured products.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Mathematics in Engineering Quiz	1,5	20
	Task 2: Engineering Report	1,2,4,5,6	20
Semester 2	Task 3: Investigation and Portfolio	1,2,3,4,5,6	30
	Task 4: Investigation and Portfolio	1,2,3,4,5,6	30

English

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ CORE FOCUS: Power: a study into how various texts explore different types of power. 	<ul style="list-style-type: none"> ▪ The Craft of the Short Story: Students will examine and understand the elements of the short story. ▪ Close Study of a Novel: Students will engage with a novel study to help develop their skills in closely examining the features of a text 	<ul style="list-style-type: none"> ▪ Comparative Study of Shakespeare: Students examine the 'old' and 'new' versions of a Shakespearean text. 	<ul style="list-style-type: none"> ▪ Truth in the Media: understanding how text is used to reflect reality. ▪ Project Based Learning: developing a multimodal presentation

Report Outcomes

- 1 Composes an increasingly sophisticated and sustained persuasive text related to the concept of Power, making skilful language and structural choices to convey complex ideas and arguments.
- 2 Critically evaluates a prescribed and related text in relation to Power, and uses a wide range of processes and skills to compose a sophisticated oral presentation.
- 3 Effectively analyses and evaluates language forms and features to interpret and infer meaning from a wide range of texts.
- 4 Uses and experiments with language forms, features and structures to compose a sustained imaginative text.
- 5 Develops a sustained, well-structured analytical response that communicates values, cultural assumptions and ideas within a Shakespearean text.
- 6 Investigates the relationships and contemporary, cultural assumptions in a range of prescribed texts, and their effects on meaning, to produce a sophisticated response

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Diagnostic Writing Task	1	10
	Task 2: Speaking Task	2	20
	Task 3: Semester 1 Exam	3,4	25
Semester 2	Task 4: Analytical Extended Response	5	20
	Task 5: Semester 2 Exam	3,6	25

English Advanced

Year 11 Course Outcomes

A student:

- EA11.1 Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis imaginative expression and pleasure.
- EA11.2 Uses and evaluates processes, skills and knowledge requires to effectively respond to and compose texts in different modes, media and technologies.
- EA11.3 Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts.
- EA11.4 Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
- EA11.5 Thinks imaginatively, creatively, interpretively and critically to respond to, evaluates and compose texts that synthesise complex information, ideas and arguments.
- EA11.6 Investigates and evaluates the relationships between texts.
- EA11.7 Evaluates the diverse ways texts can represent personal and public worlds and recognise how they are valued.
- EA11.8 Explains and evaluates cultural assumptions and values in texts and their effects on meaning.
- EA11.9 Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.

Assessment Schedule

Component	Task 1 Diagnostic Writing Task	Task 2 Module A: Multimodal Task	Task 3 Half Yearly Exam	Task 4 Module B: In-Class Essay	Task 5 Yearly Exam	Weighting
Outcomes	EA11-1, EA11-5	EA11.1, EA11.2, EA11.3, EA11-6	EA11-1, EA11-3, EA11-4, EA11-5, EA11-8	EA11.1, EA11.3, EA11.7, EA11.8	EA11-1, EA11-3, EA11-5, EA11-8	
Knowledge and understanding of course content..	5	10	20	10		50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	5	20	20	15		50
MARKS	10	30	35	25	100	100

*Note: Tasks 1, 2, 3 and 4 are used to determine student's final NESA grade for the Year 11 course. Their yearly exam is the final mark they will receive on their report.

Food Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Food Selection and Health <ul style="list-style-type: none"> Examine the role food plays in the body Explore nutritional needs of groups Investigate means of improving nutritional status Prepare and present a variety of healthy food items 	Food Product Development <ul style="list-style-type: none"> Researching food product developments in the food industry Examine reasons for developing food products Explore the processes in food product development to create an innovative food product 	Food Service and Catering <ul style="list-style-type: none"> Examining food service and catering ventures and their ethical operations and employment opportunities Planning and preparing safe foods appropriate for catering functions 	Food Trends <ul style="list-style-type: none"> Explore historical and current food trends Investigate factors that influence appeal and acceptability Plan, prepare and present safe, appealing food that reflects contemporary food trends

Report Outcomes

- Demonstrates an understanding of safety and hygienic food handling to ensure a safe appealing product is produced.
- Describes the physical and chemical properties of food and applies appropriate methods of processing, preparation and storage.
- Describes the relationship between food consumption, the nutritional value of foods and the impact on health and can justify and identify influences of eating habits.
- Collects, evaluates, applies, and communicates information from a variety of sources using a range of media and appropriate terminology.
- Selects and uses appropriate techniques and equipment to plan, prepare, present and evaluate food for specific purposes.
- Examines and evaluates the impact and relationship food has on the individual, society and the environment

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Food Selection and Health – ‘HelloEats’	2,4,5,6	30
	Task 2: Food Product Development-‘Snack Founder’	1,2,4,5,6	30
Semester 2	Task 3: Food Service and Catering –‘Yum Town’	1,3,4,5,6	30
	Task 4: Semester 2 Exam	1,3,6	10

Forensic Archaeology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Political Assassinations: A historical inquiry into the nature, motive and significance of assassinations 	<ul style="list-style-type: none"> ▪ Wicked Witches: historical inquiry into the witch hunts in England and America (15th and 18th century) focussing on continuity and change 	<ul style="list-style-type: none"> ▪ Psychological Profiling: a historical inquiry into Jack the Ripper 	<ul style="list-style-type: none"> ▪ Historical Conspiracy Theories: an examination of historical evidence and misuse of sources

Report Outcomes

- 1 Identifies contexts, perspectives and interpretations of historical sources and makes a judgement of significance and value.
- 2 Researches and composes an essay on the historiographical issues of the Salem Witch Trials.
- 3 Demonstrates knowledge and understanding of the changing nature of psychological profiling overtime.
- 4 Researches and composes a group presentation addressing the significance and value of film as a historical tool.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Skills Test	1	20
	Task 2: Research and Essay	2	30
Semester 2	Task 3: Research and Newspaper Report	3	20
	Task 4: Research and Presentation	4	30

Geography

Geography is taught within a semester and switched with History in the alternate semester.

Course Outline

Students will study the following units:

Term 3	Term 4
<ul style="list-style-type: none"> ▪ Environmental Change and Management: An investigation of worldviews influencing approaches to environmental use and management 	<ul style="list-style-type: none"> ▪ Changing Places: An investigation of the reasons for internal and international migration patterns and the consequences of population movement

Report Outcomes

- 1 Researches and composes a written text addressing the causes and consequences of environmental change.
- 2 Interprets, applies and evaluates geographical tools: including maps, statistics and graphs.
- 3 Demonstrates knowledge and understanding of strategies for environmental management and the characteristics and features of urbanisation, migration and future sustainability.
- 4 Analyses and evaluates the nature and impact of urbanisation, migration and future sustainability.
- 5 Qualities of a successful learner demonstrated through pride in the presentation of all tasks with bookwork that is organised and complete.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 2	Task 1: Research and Writing Task	1	30
	Task 2: Skills Test	2	25
	Task 3: Semester Exam	2,3,4	35
	Task 4: Bookwork	5	10

History

History is taught within a semester and switched with Geography in the alternate semester.

Course Outline

Students will study the following units:

Term 3	Term 4
<ul style="list-style-type: none"> ▪ The Holocaust: A historical study of the range, perspectives and interpretations of historical sources ▪ Rights and Freedoms: A historical study of the major movements for rights and freedoms in the post-World War II era (1945-present day) 	<ul style="list-style-type: none"> ▪ Rights and Freedoms: A historical study of the major movements for rights and freedoms in the post-World War II era (1945-present day) ▪ The Globalising World: A historical study of the nature, developments and impact of Popular Culture

Report Outcomes

- 1 Researches and composes a written text on the historiographical issues surrounding the construction of the Holocaust.
- 2 Evaluates contexts, perspectives and interpretations of historical sources for their significance and value.
- 3 Demonstrates a knowledge and understanding of the significant developments and key events of the Holocaust and Rights and Freedoms (1945-present).
- 4 Uses evidence from primary and secondary sources to support historical narratives and explanations of the Rights of Freedoms (1945-present) or the Holocaust.
- 5 Qualities of a successful learner demonstrated through pride in the presentation of all tasks with bookwork that is organised and complete.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research and Essay Writing task	1	30
	Task 2: Skills Test	2	25
	Task 3: Semester Exam	2,3,4	35
	Task 4: Bookwork	5	10

Industrial Technology - Multimedia

Course Outline

Students will study the following units:

Semester 1	Semester 2
<ul style="list-style-type: none"> ▪ Apps and Interactivity <ul style="list-style-type: none"> ○ Links to Industry ○ UI and UX Research ○ Hardware and Software, App Authoring, Embedded Media ○ Prototyping ○ App Development Project 	<ul style="list-style-type: none"> ▪ Games and Simulations <ul style="list-style-type: none"> ○ Links to Industry ○ Factors influencing Game Design ○ Sensors and Inputs, Sprite Creation and 3D Modelling ○ User Feedback ○ Game Design Project

Report Outcomes

- 1 Plans and manages the production of designed solutions utilising collaborative practices.
- 2 Demonstrates and applies WHS practices in a range of practical environments and scenarios.
- 3 Demonstrates and applies acquired knowledge and skills of current and emerging technologies in a variety of practical projects and scenarios.
- 4 Evaluates the functionality and impact of a range of multimedia products,

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Skills Folio ad Quiz	2, 3, 4	20
	Task 2: App Design Project	1, 2, 5	30
Semester 2	Task 3: Skills Folio ad Quiz	2, 3, 4	20
	Task 4: Game Design Project	1, 2, 5	30

Mathematics

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">Financial MathematicsLinear RelationshipsEquations & Inequations	<ul style="list-style-type: none">Multi-stage ProbabilitySurface Area and VolumeRates & Ratios	<ul style="list-style-type: none">Bivariate DataTrigonometryAlgebraic Techniques	<ul style="list-style-type: none">Non-linear relationshipsCongruence & Similarity

Report Outcomes

- 1 Solves problems using mathematical reasoning.
- 2 Uses appropriate mathematical techniques to solve financial problems.
- 3 Interprets and graphs linear relationships.
- 4 Applies algebraic techniques to solve equations and inequations.
- 5 Presents, understands and calculates probabilities for multi-stage events.
- 6 Applies measurement techniques to calculate surface area and volume, including cylinders.
- 7 Performs operations with rates and ratios.
- 8 Analyses multiple data sets using various statistical tools.
- 9 Applies trigonometric techniques to solve problems.
- 11 Simplifies, factorises and operates with algebraic expressions.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Class Test	1,2,3	20
	Task 2: Semester 1 Exam	1,2,3,4,5	30
Semester 2	Task 3: Class Test	1,6,7,8	20
	Task 4: Semester 2 Exam	1,7,8,9,10,11	30

Mathematics Advanced

Year 11 Course Outcomes

A student:

- MA11.1 Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.
- MA11.2 Uses the concepts of functions and relations to model, analyse and solve practical problems.
- MA11.3 Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.
- MA11.4 Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.
- MA11.5 Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.
- MA11.6 Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems.
- MA11.7 Uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions.
- MA11.8 Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.
- MA11.9 Provides reasoning to support conclusions which are appropriate to the context.

Assessment Schedule

Component	Task 1 In Class Test	Task 2 Half Yearly Exam	Task 3 Investigation Task	Task 4 Yearly Exam	Weighting
Outcomes	MA11.1, MA11.2, MA11.8	MA11.1, MA11.2, MA11.8	MA11.2, MA11.3, MA11.4, MA11.8, MA11.9	MA11.1 to MA11.9	
Understanding, fluency and communication.	20	20	10		50
Problem solving, reasoning and justification.	15	20	15		50
MARKS	35	40	25	100	100

*Note: Tasks 1, 2 and 3 are used to determine student's final NESA grade for the Year 11 course. Their yearly exam is the final mark they will receive on their report.

Music

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Musicology Topic 1 ▪ Performing 1 ▪ Music Notation and Composition 1 ▪ Aural Skills 	<ul style="list-style-type: none"> ▪ Australian Music ▪ Performing 1 ▪ Aural Skills ▪ Musicology Topic 1 & 2 	<ul style="list-style-type: none"> ▪ Musicology Topic 2 & 3 ▪ Performing 2 ▪ Composing 2 ▪ Aural Skills ▪ Australian Music 	<ul style="list-style-type: none"> ▪ Musicology Topic 3 ▪ Performing 2 ▪ Aural Skills

Report Outcomes

- 1 Understands musical concepts by performing music of varying styles with skill.
- 2 Understands musical concepts by composing music and using various technologies.
- 3 Understands musical concepts through aural identification and perception.
- 4 Understands musical concepts through using scores and interpreting notation
- 5 Demonstrates an appreciation, tolerance and respect for music of varying styles and cultures.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Performance 1	1, 4, 5	15
	Task 2: Composition 1	2, 4	15
	Task 3: Listening Exam (Aural & Musicology)	3,4,5	20
Semester 2	Task 4: Performance 2	1, 4, 5	15
	Task 5: Composition 2	2, 4	15
	Task 6: Listening Exam (Aural & Musicology)	3, 4, 5	20

Personal Development, Health & Physical Education

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ U Turn the Wheel ▪ Run, Jump, Throw 	<ul style="list-style-type: none"> ▪ Get up and Go ▪ Invasion Games 	<ul style="list-style-type: none"> ▪ Healthy People, Healthy Communities ▪ So You Think You can Dance 	<ul style="list-style-type: none"> ▪ What does the Future hold? ▪ Sport evolved: create a new sport

Report Outcomes

- 1 Demonstrates an understanding of self and respectful relationships.
- 2 Demonstrates movement skills, concepts and strategies in a variety of contexts.
- 3 Demonstrates an understanding of factors that influence health, safety and wellbeing.
- 4 Participates in activities to strengthen their health, safety and wellbeing.
- 5 Develops interpersonal and self-management skills to build and maintain positive relationships.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Task- U Turn the Wheel	3, 4, 5	30
	Task 2: Practical – Invasion Games	2, 4	20
Semester 2	Task 3: Practical – So you think you can dance	2	20
	Task 4: Examination	1, 3, 4, 5	30

Photographic and Digital Media

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Origins of Moving Pictures ▪ Cinematic Photography 	<ul style="list-style-type: none"> ▪ Sequential photography and storyboards 	<ul style="list-style-type: none"> ▪ Appropriation Animation Fundamentals 	<ul style="list-style-type: none"> ▪ Short films project-based learning task

Report Outcomes

- 1 Demonstrates ability in applying a range of techniques with an understanding of relationships between the artist, artwork, world and audience when making photographic and digital works.
- 2 Makes photographic and digital works reflecting meaning and different points of view through investigation and understanding of the practice and the frames.
- 3 Can interpret and explain photographic and digital works by examining procedures and concepts of the artist through critical and historical studies.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Critical and Historical Study	1, 3	20
	Task 2: Making a Surreal Image	1, 2	30
Semester 2	Task 3: Semester 2 Examination	3	20
	Task 4: Portfolio (Digital Projects)	1, 2	30

Physical Activity and Sports Studies

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Australia's Sporting Identity ▪ Fundamental Movement Skills – Football variations 	<ul style="list-style-type: none"> ▪ Enhancing performance: Strategies and Technique – Golf, Racquet Sports 	<ul style="list-style-type: none"> ▪ Issues in Physical Activity and Sport ▪ Improving proficiency of skills – Volleyball, Slider Hockey 	<ul style="list-style-type: none"> ▪ Technology, Participation and Performance

Report Outcomes

- 1 Recognises the major factors influencing the development of sport, lifestyle and recreation.
- 2 Developed knowledge and understanding about the contribution of physical activity and sport to the individual, community and society.
- 3 Adapt their participation in physical activity to suit individual needs.
- 4 Evaluate and analyse the role of practice, feedback and training on skill performance.
- 5 Analyses physical activity and sport from a personal, social and cultural perspective.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Practical – Fundamental Movement Skills	3, 4	20
	Task 2: Australia's Sporting Identity	1, 2, 5	30
Semester 2	Task 3: Investigation Task – Drugs in Sport	1, 2, 5	30
	Task 4: Improving Proficiency of Skills	3, 4	20

Science

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Force and Motion ▪ Genetics 	<ul style="list-style-type: none"> ▪ Genetics ▪ Chemistry 2 	<ul style="list-style-type: none"> ▪ Chemistry 2 ▪ Evolution 	<ul style="list-style-type: none"> ▪ Universe ▪ STEM

Report Outcomes

- 1 Knowledge and understanding of the practice of science and how science impacts on society, technology, and the environment.
- 2 Undertakes secondary sources and/or undertakes first-hand investigations to collect valid and reliable data, individually and collaboratively.
- 3 Communicates scientific findings and knowledge to an audience.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Motion Skills Task	2	10
	Task 2: Research Task	3	20
	Task 3: Semester 1 Exam	1, 2, 3	20
Semester 2	Task 4: Research Task	3	20
	Task 5: Skills Task	2	10
	Task 6: Semester 2 Exam	1, 2, 3	20

Talented Technology Program

Information Processes and Technology Outcomes – HSC Course

A student:

- H1.1 applies and explains an understanding of the nature and function of information technologies to a specific practical situation
- H1.2 explains and justifies the way in which information systems relate to information processes in a specific context
- H2.1 analyses and describes a system in terms of the information processes involved
- H2.2 develops and explains solutions for an identified need which address all of the information processes
- H3.1 evaluates and discusses the effect of information systems on the individual, society and the environment
- H3.2 demonstrates and explains ethical practice in the use of information systems, technologies and processes
- H4.1 proposes and justifies ways in which information systems will meet emerging needs
- H5.1 justifies the selection and use of appropriate resources and tools to effectively develop and manage projects
- H5.2 assesses the ethical implications of selecting and using specific resources and tools, recommends and justifies the choices
- H6.1 analyses situations, identifies needs, proposes and then develops solutions
- H6.2 selects, justifies and applies methodical approaches to planning, designing or implementing solutions
- H7.1 implements and explains effective management techniques
- H7.2 uses methods to thoroughly document the development of individual and team projects

Assessments

Component	Task 1 Information System Project: Preliminary Investigation	Task 2 Half Yearly Exam	Task 3 Database Skills Mastery Test	Task 4 Information System Final Project	Task 5 Trial HSC Exam	Weighting
Outcomes	H1.2, H2.1, H4.1, H6.1	H1.1, H1.2, H3.1, H6.	H3.2, H6.1, H6.2	H2.2, H4.1, H5.1, H5.2, H6.2, H7.1, H7.2	H1.1, H1.2, H2.1, H3.1, H3.2, H5.2, H6.1	
Knowledge and understanding of course content	10		15	15	20	60
Knowledge, skills in the design and development of information systems	5		10	15	10	40
HSC ASSESSMENT MARKS	15	100	25	30	30	100%

*Note: Tasks 1, 3, 4 and 5 are used to determine student’s final NESA grade for the Year 12 course. Their Half Yearly Exam is the final mark they will receive on their Semester 2 Report, however the task may count towards their NESA grade if significant disruption means the Trial Exams are unable to proceed.