Gymea Technology High School

INSPIRE. LEARN. SUCCEED.

Year 10 Assessment Guide

2026

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Contents

Courses

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 are 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 learning and engagement data and school reward points.

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, generative AI sources 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.
- Providing or showing others all or part of an assessment task prior to the submission due date and time.

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.

Generative AI and Malpractice

Generative artificial intelligence (AI) describes algorithms (such as ChatGPT) used to create new content from given prompts, including audio, code, images, text, simulations, and videos. The use of generative AI applications to create work that is then submitted as part of an assessment is considered malpractice as it is not the student's original work.

Some ways students can ensure they do not engage in assessment malpractice with generative AI are:

- ensure all resources used in the preparation of the task are clearly referenced, including any generative AI applications
- using generative AI to gain ideas only, ensuring that the work generated by the application is not the work submitted for the task
- recognising that such generative AI outputs may be inaccurate, untruthful, and otherwise misleading at times
- asking the teacher for assistance in breaking down the suggestions gained from generative AI resources prior to submission.

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 study leave available 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 course students have studied in Stage 5 (Years 9 and 10). Grades A – E are awarded based on the Course Performance Descriptors. 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 optional 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	20
	Task 2: Research – Infectious Diseases	1, 4	20
	Task 3: Formative Tasks	1, 2, 3, 4, 5, 6	10
Semester 2	Task 4: Design a Digital Book	2, 4, 6	20
	Task 5: Examination	3, 5, 6	20
	Task 6: Formative Tasks	1, 2, 3, 4, 5, 6	10

Commerce

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Law, Society and Political Involvement	▪ The Economic and Business Environment	▪ Towards Independence	▪ Running a Business

Report Outcomes

1 Researches, applies and analyses legal, social and/or political issues using a variety of sources

2 Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts.

3 Researches and composes a written response on the economic and business environment addressing structures and issues of economy and investing.

4 Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts.

5 Demonstrates consistent and diligent completion of formative tasks in Commerce.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research and Presentation Task	1	20
	Task 2: Semester 1 Exam	2	20
	Task 3: Formative Tasks	5	10
Semester 2	Task 4: Research and Written Task	3	20
	Task 5: Semester 2 Exam	2, 4	20
	Task 6: Formative Tasks	5	10

Computing Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Creating games and simulations	▪ Creating games and simulations	▪ Analysing Data	▪ Analysing Data

Report Outcomes

1 Applies iterative processes to define problems and plan, design, develop and evaluate computing solutions.

2 Manages, documents and explains individual and collaborative work practices.

3 Designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language.

4 Applies computational, design and systems thinking to the development of computing solutions.

5 Understands how innovation, enterprise and automation have inspired the evolution of computing technology.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Game and Simulation Research	5	15
	Task 2: Game Project	1, 3, 4, 5	25
	Task 3: Formative Tasks	1, 2, 3, 4, 5	10
Semester 2	Task 4: Analysing Data Project	2, 4	20
	Task 5: Yearly Examination	1, 3, 5	20
	Task 6: Formative Tasks	1, 2, 3, 4, 5	10

Creative Writing

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Extending Language Characterisation	Conventions of Genre Style	Perspective and POV Dialogue and Script	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	20
	Task 2: Genre and Narrative Convention	2	20
	Task 3: Formative Tasks	1, 2	10
Semester 2	Task 4: Dramatic Monologues	3	20
	Task 5: The Writing Process	2, 4	20
	Task 6: Formative Tasks	2, 4	10

Design and Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Design Processes ▪ 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 ▪ 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 ▪ 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 ▪ 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: Innovation Research - Presentation	2,3	20
	Task 2: Design Processes - Project and Portfolio	1, 4, 5, 6	20
	Task 3: Formative Tasks	1, 2, 3, 4	10
Semester 2	Task 4: Digital Technologies - Project & Portfolio	1, 3, 4, 5, 6	25
	Task 5: Semester 2 Examination	1, 2, 3	15
	Task 6: Formative Tasks	1, 2, 3, 4	10

Drama

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Non-Realistic Theatre Playbuilding	▪ Elizabethan Theatre – Shakespeare Play	▪ Theatre Styles – Soap Opera	▪ Monologues

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 & Logbook	1, 2, 3, 4, 5	20
	Task 2: Scene Performance 'A Midsummer Night's Dream and Written Response	1, 2, 4, 5	20
	Task 3: Formatives	4, 5	10
Semester 2	Task 4: Soap Opera Script and Performance on Camera	1, 2, 3	20
	Task 5: Monologue & Design Task	1, 2, 5	20
	Task 6: Formatives	4, 5	10

Engineering in Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Concepts in Engineering	▪ Fluid Mechanics	▪ Fluid Mechanics and Electronics	▪ Electronics

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
	Task 3: Formative Tasks	1, 2, 4, 5, 6	10
Semester 2	Task 4: Investigation and Portfolio	1, 2, 3, 4, 5, 6	20
	Task 5: Investigation and Portfolio	1, 2, 3, 4, 5, 6	20
	Task 6: Formative Tasks	1, 2, 4, 5, 6	10

English

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ **Powerful Stories and Voices - The Spoken Word:** Students examine the speeches and discursive texts as a vehicle to convey powerful ideas and issues.	▪ **The Art of the Author:** Students will examine and understand the elements of the short story and the craft of different authors. ▪ **Close Study of Literature:** Students will engage with a substantial text to develop skills in closely examining the features of prose fiction.	▪ **Shakespeare Retold:** Students explore an original Shakespearean text to consider how this text has been received or appropriated in different contexts, considering the ongoing value of the text.	▪ **Windows to Worlds**: Students explore how poets use the poetic form to provide insight into different worlds and human experiences. ▪ **Narratives through the lens:** Students engage in the close study of a film to consider how genre, theme and narrative can be shaped by cinematic style

Report Outcomes

1 Engages purposefully with increasingly complex texts, related to Powerful Stories and Voices, considering how composers use language and structures to construct layers of meaning and perspectives.

2 Effectively analyses and evaluates language forms and features and embeds textual evidence within their responses to support their articulation of the ideas in texts.

3 Composes a sustained imaginative text, using effective language choices and appropriate structural conventions to apply an authentic narrative voice.

4 Effectively communicates values, cultural assumptions and ideas within a Shakespearean text, with consideration of intertextuality, through an extended response.

5 Develops an extended response that analyses how poetic language forms and features shape meaning and are used to represent complex ideas

6 Uses a range of reading and writing strategies, in completing formative tasks throughout their study of English, with increased independence and effectiveness.

Assessments

	Assessment Task	Outcomes	Weightings
Sem 1	Task 1: Online Reading Skills Task	1	20
	Task 2: Semester 1 Exam	2, 3	20
	Task 3: Formative Tasks	6	10
Sem 2	Task 4: Open Book In-Class Response	4	20
	Task 5: Semester 2 Exam	2, 5	20
	Task 6: Formative Tasks	6	10

Food Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Food Selection and Health • 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 ▪ 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 ▪ Examining food service and catering ventures and their ethical operations and employment opportunities ▪ Planning and preparing safe foods appropriate for catering functions	Food Trends ▪ 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

1 Demonstrates an understanding of safety and hygienic food handling to ensure a safe appealing product is produced.

2 Describes the physical and chemical properties of food and applies appropriate methods of processing, preparation and storage.

3 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.

4 Collects, evaluates, applies, and communicates information from a variety of sources using a range of media and appropriate terminology.

5 Selects and uses appropriate techniques and equipment to plan, prepare, present and evaluate food for specific purposes.

6 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 – Preparing Nutritional Meals for Each Life Stage	2, 4, 5, 6	20
	Task 2: Researching, Planning and Preparing Food Fit for a Movie	1, 2, 4, 5, 6	20
	Task 3: Formative Tasks	2, 3, 6	10
Semester 2	Task 4: Planning and Preparing a Signature Dish	1, 3, 4, 5, 6	30
	Task 5: Yearly Examination	1, 3, 6	10
	Task 6: Formative Tasks	2, 3, 6	10

Forensic Archaeology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ **Political Assassinations:** A historical inquiry into the nature, motive and significance of assassinations	▪ **Wicked Witches:** historical inquiry into the witch hunts in England and America (15th and 18th century) focussing on continuity and change	▪ **Psychological Profiling:** a historical inquiry into Jack the Ripper	▪ **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 creates a virtual museum which analyses a variety of sources.

3 Demonstrates knowledge and understanding of the changing nature of psychological profiling overtime.

4 Researches and composes a group presentation addressing historical conspiracy theories, using sources and evidence.

5 Demonstrates consistent and diligent completion of formative tasks in Forensic Archaeology.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Skills Test	1	20
	Task 2: Research and Source Analysis	2	20
	Task 3: Formative Tasks	5	10
Semester 2	Task 4: Research and Report	3	20
	Task 5: Research and Presentation	4	20
	Task 6: Formative Tasks	5	10

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
▪ **Environmental Change and Management:** An investigation of worldviews influencing approaches to environmental change and management	▪ **Human Wellbeing:** An investigation of the nature and differences in the human wellbeing and development that exists within and between countries.

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 for places and environments for their sustainability, including strategies for environmental management.

4 Analyses differences in human wellbeing and ways to improve human wellbeing.

5 Demonstrates consistent and diligent completion of formative tasks in Geography.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 2	Task 1: Research and Writing Task	1	30
	Task 2: Skills Test	2	30
	Task 3: Semester Exam	2,3,4	30
	Task 5: Formative Tasks	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 1	Term 2
▪ **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)

Report Outcomes

1 Researches and composes a written text on the historical 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 Demonstrates consistent and diligent completion of formative tasks in History.

Assessments

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

Industrial Technology - Multimedia

Course Outline

Students will study the following units:

Semester 1	Semester 2
▪ Apps and Interactivity o Links to Industry o UI and UX Research o Hardware and Software, App Authoring, Embedded Media o Prototyping o App Development Project	▪ Games and Simulations o Links to Industry o Factors influencing Game Design o Sensors and Inputs, Sprite Creation and 3D Modelling o User Feedback o 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: App Design Folio and Quiz	3, 4	10
	Task 2: App Creation Project	1, 2, 3, 4	30
	Task 3: Formative Tasks	2, 3, 4	10
Semester 2	Task 4: Game Design Project	3, 4	25
	Task 5: Yearly Examination	1, 2, 3, 4	15
	Task 6: Formative Tasks	2, 3, 4	10

Mathematics

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Linear Relationships ▪ Rates of Change ▪ Probability	▪ Surface Area and Volume ▪ Non Linear Relationships ▪ Financial Mathematics	▪ Trigonometry ▪ Bivariate Data Analysis ▪ Introduction to Networks	▪ Properties of Geometrical Figures ▪ Ethical Statistics ▪ Graphing Rates of Change

Report Outcomes

1 Solves problems using mathematical reasoning.

2 Interprets and graphs linear relationships

3 Applies algebraic techniques to solve problems of inverse and direct proportion.

4 Presents, understands and calculates probabilities for multi-stage events.

5 Applies measurement techniques to calculate surface area and volume, including cylinders

6 Identifies critical features and sketches non linear relationships

7 Uses appropriate mathematical techniques to solve financial problems.

8 Uses trigonometric ratios to find unknown sides and angles of right angled triangles.

9 Analyses multiple data sets using various statistical tools

10 Represents scenarios as network diagrams and solves related problems

11 Solves problems using ratio and scale factors of similar figures

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Open Book - In Class Test	1, 2, 3	15
	Task 2: Semester 1 Exam	1, 2, 3, 4, 5	25
	Task 3: Formative Tasks	1, 2, 3, 4, 5	10
Semester 2	Task 4: Class Test	1, 6, 7, 8	15
	Task 5: Semester 2 Exam	1, 7, 8, 9, 10	25
	Task 6: Formative Tasks	1, 7, 8, 9, 10	10

Mathematics Advanced

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
• Linear Functions • Advanced Algebraic Techniques • Quadratic Equations	• Simultaneous Equations • Graphing Further Functions	• Trigonometry • Advanced Algebra	• Advanced Algebra • Statistics & Probability

Report Outcomes

1 Identifies and applies properties of functions and recognises their graphical representation.

2 Applies algebraic techniques to simplify solutions and solve a wide range of equations.

3 Uses further algebraic techniques to explore properties of functions.

4 Applies non right-angled trigonometrical techniques to solve practical problems.

5 Recognises and applies geometrical techniques to solve problems.

6 Interprets and analyses multi-stage data displays, including events involving chance.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Open Book - In Class Test	1, 2	15
	Task 2: Semester 1 Exam	1, 2, 3	25
	Task 3: Formative Tasks	1, 2, 3	10
Semester 2	Task 4: Class Test	3, 4	15
	Task 5: Semester 2 Exam	4, 5, 6	25
	Task 6: Formative Tasks	4, 5, 6	10

Music

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Music and Technology	▪ Like a Version	▪ Music in Film & TV	▪ Music of a Culture ▪ Depth Study

Report Outcomes

1 Understands and applies 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: Music Production	2, 4	20
	Task 2: Like a Version	1, 4	20
	Task 3: Formative Tasks	1, 2, 3	10
Semester 2	Task 4: Film Music	2, 4	20
	Task 5: Aural Exam	3, 4, 5	20
	Task 6: Formative Tasks	1, 2, 3	10

Personal Development, Health & Physical Education

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ U Turn the Wheel ▪ Run, Jump, Throw	▪ Get up and Go ▪ Invasion Games	▪ Healthy People, Healthy Communities ▪ So You Think You can Dance	▪ What does the Future hold? ▪ Sport evolved: create a new sport

Report Outcomes

1 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts.

2 Performs movement skills and links them into sequences.

3 Plans implements and critiques strategies to positively engage in healthy, safe and positive well-being.

4 Researches and appraise the effectiveness of health information and support services.

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	20
	Task 2: Practical Assessment – Invasion Games	2, 4	20
	Task 3: Formative Tasks	1, 2, 3, 4, 5	10
Semester 2	Task 4: Practical Assessment – So you think you can dance	2	20
	Task 5: Examination	1, 3, 4, 5	20
	Task 6: Formative Tasks	1, 2, 3, 4, 5	10

Physical Activity and Sports Studies

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Participating with Safety ▪ Fundamental Movement Skills – Volleyball and court games	▪ Issues in Physical Activity and Sport ▪ Improving Proficiency of Skill - Racquet Sports	▪ Coaching – Skill Acquisition ▪ Improving proficiency of skills –Slider Hockey & Football Variations	▪ Coaching – Enhancing Performance, Strategies and Techniques ▪ Mixed Games

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 Assessment - Fundamental Movement Skills	3, 4	20
	Task 2: Drugs in Sport Analysis (Essay)	1, 2, 5	20
	Task 3: Formative Tasks	1, 2, 4, 5	10
Semester 2	Task 4: Sports Coaching Plan and Delivery	1, 2, 5	20
	Task 5: Practical Assessment – Improving Proficiency of Skills	3, 4	20
	Task 6: Formative Tasks	1, 2, 4, 5	10

Science

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Force and Motion ▪ Genetics	▪ Genetics ▪ Chemistry 2	▪ Chemistry 2 ▪ Evolution	▪ 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 and analyse 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: Formative Tasks	2	10
	Task 2: Student Research Project	3	20
	Task 3: Semester 1 Exam	1, 2, 3	20
Semester 2	Task 4: Data Analysis Task	3	20
	Task 5: Formative Tasks	2	10
	Task 6: Semester 2 Exam	1, 2, 3	20

Talented Technology Program – Enterprise Computing

Enterprise Computing Outcomes – HSC Course

A student:

EC-12-01 Explains how systems meet the needs of a range of enterprises.

EC-12-02 Explains the function of data and information within enterprise computing systems.

EC-12-03 Explains and evaluates how data is safely and securely collected, stored and manipulated when developing enterprise computing systems.

EC-12-04 Explains how data is used in enterprise computing system.

EC-12-05 Applies tools and resources to analyse complex datasets.

EC-12-06 Analyses how innovative technologies have influenced enterprise computing systems.

EC-12-07 Explains the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment.

EC-12-08 Justifies the selection of tools and resources to design and develop an enterprise computing system.

EC-12-09 Selects and applies methods to record the management and evaluate the development of an enterprise computing system.

EC-12-10 Evaluates the effectiveness of an enterprise computing system.

EC-12-11 Communicates an enterprise computing solution to a specific audience.

Assessments

Component	**Task 1** Data Science Task	**Task 2** Half Yearly Exam	**Task 3** Enterprise Project	**Task 4** Trial HSC Exam	**Weighting**
Outcomes	EC12-1, EC12-2, EC12-4, EC12-5, EC12-6, EC12-7, EC12-8, EC12-10, EC12-3	EC12-1, EC12-2, EC12-3, EC12-4, EC12-5, EC12-6, EC12-7, EC12-8, EC12-10	EC12-1, EC12-2, EC12-3, EC12-4, EC12-5, EC12-6, EC12-7, EC12-8, EC12-10	EC12-6, EC12-7, EC12-8, EC12-9, EC12-10, EC12-11	
Knowledge and understanding of course content	5%	10%	15%	20%	50%
Knowledge and skills in the practical application of the content	15%	10%	15%	10%	50%
HSC ASSESSMENT MARKS	**20%**	**20%**	**30%**	**30%**	**100%**
SCHOOL REPORT MARK		100%		100%	

Textiles

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Focus Area: Non-Apparel - Tote-ally Terrific! Intro to TT + Safety AoS: Properties & Performance	Focus Area: Apparel - Sew Dreamy AoS: Textiles & Society	Focus Area: Textile Art AoS: Design	Focus Area: Furnishings - Knit & Curl Up

Report Outcomes

1 Explains the properties and performance of a range of textile items and justifies the selection of materials for specific end uses.
2 Investigates and applies methods of colouration and decoration for a range of textile items to generate and develop textile design ideas.
3 Analyses historical, cultural and contemporary influences on textile design, construction and use, and evaluates the impact of textile production on consumers and society.
4 Explains the creative design process used by textile designers and uses appropriate technology to creatively document, communicate and present design and project work, emulating designers.
5 Critically selects and creatively manipulates a range of textile materials, selecting appropriate techniques and using equipment safely, demonstrating competence to complete quality textile items.
6 Evaluates textile items to determine quality in their design and construction.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Case Study	1, 2, 3, 4	30
	Task 2: Formative Tasks	1, 2, 3, 4, 5, 6	10
Semester 2	Task 3: Apparel Project and Folio	1, 2, 3, 4, 5, 6	15
	Task 4: Textile Art Project and Folio	1, 2, 3, 4, 5, 6	20
	Task 5: Yearly Examination	1, 2, 3, 4, 5, 6	15
	Task 6: Formative Tasks	1, 2, 3, 4, 5, 6	10

Visual Arts

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Fear Itself	▪ Food for the Eyes	▪ Stories in Stone	▪ Never Have I Ever

Report Outcomes

1 Applies knowledge of artworld concepts to analysing and interpreting critical and historical aspects of art practice

2 Applies their knowledge of artworld concepts and conceptual considerations to their artmaking practice

3 Interprets meaning and significance of artworks and the artworld by applying viewpoints when investigating and interpreting aspects of art critical and historical practice

4 Applies and evaluates viewpoints to refine artistic intent and represent meaning to aspects of practice through the creation of a body of work

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Task	1	15
	Task 2: Artmaking – VAPD Tasks	2	25
	Task 3: Formative Tasks	1, 3	5
Semester 2	Task 4: Exam	3	15
	Task 5: Artmaking – Body of Work	4	35
	Task 6: Formative Tasks	1, 3	5