Gymea Technology High School

INSPIRE. LEARN. SUCCEED.

Year 9 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 student achievement 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:

- We undertake regular teacher professional learning.
- We deliver Year group presentations to students on assessment support and expectations.
- Expectations of assessments are 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.
- We encourage the use of the website to assist in keeping students and parents informed.
- We have a deliberate focus on celebration and recognition of student success through school engagement tracking and rewards.

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 completing 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 will be:

- Included in the school calendar.
- Uploaded to the Community Link website for respective year groups.
- Talked through by the class teacher when distributed to reinforce approaches 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 these 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 on 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. (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
▪ Family Ties	▪ Meet the Parents	▪ A New Life	▪ The Baby's Arrived

Report Outcomes

1 Demonstrates knowledge and understanding of child development.

2 Describes a range of appropriate parenting practices for optimum growth and development.

3 Describes the factors that contribute to a supportive environment for optimum child development and wellbeing.

4 Demonstrates skills in researching, communicating and evaluating issues relating to child development.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Family Focus Movie Analysis	1, 3, 4	20
	Task 2: Assisted Reproductive Techniques Research	2, 4	20
	Task 3: Formative Tasks	1, 2, 3, 4	10
Semester 2	Task 4: Create a Nursery	2, 3, 4	20
	Task 5: Examination	1, 2, 3	20
	Task 6: Formative Tasks	1, 2, 3, 4	10

Commerce

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Consumer and Financial Decisions	▪ Employment and Work Futures	▪ Law in Action	▪ Promoting and Selling ▪ Travel

Report Outcomes

1 Researches and creates a multimedia presentation on current issues impacting consumer and financial decisions.

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

3 Researches and composes an in class response assessing legal information using a variety of sources.

4 Examines the role of law in society.

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: Topic Test	2	20
	Task 3: Formative Tasks	5	10
Semester 2	Task 4: Research and In Class Response	3	20
	Task 5: Yearly 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
▪ Building mechatronic and automated systems	▪ Building mechatronic and automated systems	▪ Modelling networks and social connections	▪ Modelling networks and social connections

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: Research Project	5	15
	Task 2: Programming and building Mechatronics (Group Project)	1, 3, 4, 5	25
	Task 3: Formative Tasks	1, 2, 3, 4, 5	10
Semester 2	Task 4: Modelling and building networks	2, 4	25
	Task 5: Yearly Examination	1, 3, 5	15
	Task 6: Formative Tasks	1, 2, 3, 4, 5	10

Design and Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
A Holistic Approach – Material Technologies ▪ Understanding the concepts of design, decisions and reflection ▪ Awareness of the interdisciplinary nature of design ▪ Engage in a variety of practical activities using materials to develop a design project and portfolio	Activity of Designers – Material Technologies ▪ Research the activities of designers over time and their impacts on individuals, society and the environment ▪ Develop problem solving techniques to create unique design solutions ▪ Explore and get insight into trends and preferred futures	Design Processes – Digital Technologies ▪ Follow the design process to produce quality designed solutions ▪ Utilise digital technologies to develop and produce design products	Student negotiated Focus Area ▪ Students will negotiate with their teacher to produce a product for an identified need ▪ Students can work with their choice of materials to produce their design solution

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	25
	Task 2: Designer Research - Presentation	2, 3	15
	Task 3: Formative Tasks	2, 3, 4, 6	10
Semester 2	Task 4: Digital Technologies - Project and Portfolio	1, 3, 4, 5, 6	25
	Task 5: Yearly Examination	1, 3, 4, 5, 6	15
	Task 6: Formative Tasks	2, 3, 4, 6	10

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
	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
▪ **Core Focus: Conflicting Voices:** Students study how various poems and songs explore different types of conflict and protest, with a focus on the experience of First Nations people.	▪ **A Glimpse Into the Future:** Students will engage with a range of texts within the Dystopian genre to build imaginative writing. ▪ **Close Study of a Dystopian Novel:** Students will engage with a novel study to apply their knowledge of dystopia and to develop skills in closely examining the features of prose fiction.	▪ **Life, Love and Conflict**: Students are introduced to the world of William Shakespeare and will explore the classic play, Romeo and Juliet	▪ **From Page to Screen**: Students examine the role of film in transforming text to reach a wider audience ▪ **Film and Auteurs**: Students will examine the distinctive style of directors to represent diverse experiences.

Report Outcomes

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

2 Effectively analyses language forms and features to interpret 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, specific to the Dystopian genre.

4 Responds to a Shakespearean play by composing an increasingly skilful extended response, analysing how the themes and qualities of the text contribute to its overall value.

5 Investigates and considers intertextuality and the contemporary, cultural assumptions in the appropriation of a short story to a film, to produce a sustained extended response.

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

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Online Reading Skills Task	1	15
	Task 2: Semester 1 Exam	2, 3	25
	Task 3: Formative Tasks	6	10
Semester 2	Task 4: Open Book In-Class Task	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 in Australia ▪ Examining the history of food in Australia and the effects of eating patterns ▪ Planning and preparing foods reflecting the eclectic nature of Australian cuisine ▪ Prepare and present a variety of food items	**Food Equity** ▪ Researching global food inequality and how this impacts the community ▪ Examine food production and distribution ▪ Prepare and present a variety of food items	**Food for Specific Needs** ▪ Examine the reasons that influence food requirements ▪ Explore the impact of food choices ▪ Plan, prepare and present safe and nutritious foods to meet dietary requirements	**Food for Special Occasions** ▪ Explore the relationships between food and a range of special occasions ▪ Research special occasions and celebrations in many cultures ▪ Plan, prepare and present food for a special occasion

Report Outcomes

1 Demonstrates an understanding of safety and hygienic food handling to ensure a safe and 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 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: Australian Food Advertisement and Practical Cook	4, 5, 6	20
	Task 2: Food Equity - Aid Agency Research and Recipe Creation	1, 2, 3, 5, 6	20
	Task 3: Formative Tasks	3, 4, 6	10
Semester 2	Task 4: Food for Specific Needs – Preparing a Nutritious Meal	1, 3, 4, 5, 6	30
	Task 5: Yearly Exam	1, 3, 6	10
	Task 6: Formative Tasks	3, 4, 6	10

Forensic Archaeology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ **Mummy Murder Mysteries**: the application of science, history and archaeology in the study of preserved human remains	▪ **Crime and Punishment:** examination of how the legal system has developed over time.	▪ **CSI True Crime:** investigations into crime scenes using forensic methodologies	▪ **Marine Archaeology**: the application of science, history and archaeology in the study of shipwrecks

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 a knowledge and understanding of forensic methodologies as applied to true crime.

4 Researches and composes a group presentation addressing the archaeology and conservation of a famous shipwreck.

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 Writing Task	2	20
	Task 3: Formative Tasks	5	10
Semester 2	Task 4: Topic Test	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 1	Term 2
▪ **Sustainable Biomes:** An investigation of the world's climatic zones and spatial distributions of biomes and their capacity to support food	▪ **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 report on sustainable biomes.

2 Interprets, constructs and applies geographical tools: including maps, statistics and graphs.

3 Demonstrates knowledge and understanding of the physical characteristics and productivity of biomes and assesses management strategies for their sustainability.

4 Analyses and evaluates the nature and impact of urbanisation, migration and future sustainability.

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

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Skills Test	2	30
	Task 2: Research and Writing Test	1	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 3	Term 4
▪ **Australians at War:** A historical study of World War I and II (1914-1918, 1939-1945)	▪ **Making of a Better World?** A historical study of the influences of the industrial revolution on the movement of people throughout the world

Report Outcomes

1 Researches and composes a written response on Australians at war.

2 Identifies contexts, perspectives and interpretations of historical sources and makes a judgement on significance and value.

3 Demonstrates knowledge and understanding of the significant developments resulting in the movement of people, and Australians at war.

4 Uses evidence from primary and secondary sources to support historical narratives and explanations of Australians at war.

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

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

Industrial Technology - Multimedia

Course Outline

Students will study the following units:

Semester 1	Semester 2
▪ Video Production ○ Links to Industry ○ Film Study ○ Video Techniques, Skills, Tools and Experimentation ○ Advanced Video editing and Special Effects ○ Video Design Project	▪ Web Design ○ Links to Industry ○ Effective Web Design ○ Web Design Techniques, Skills, Tools and Experimentation ○ Scripting ○ Web Design Project

Report Outcomes

1 Plans and manages the production of designed solutions utilising collaborative practice.

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 and Quiz	3, 4	15
	Task 2: Short Film Project	1, 2, 3, 4	25
	Task 3: Formative Tasks	2, 3, 4	10
Semester 2	Task 4: Web Design Project	3, 4	20
	Task 5: Yearly Examination	1, 2, 3, 4	20
	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
▪ Algebraic Techniques ▪ Equations ▪ Financial Mathematics	▪ Linear Relationships ▪ Area, Surface Area and Volume	▪ Trigonometry ▪ Indices	▪ Data Analysis ▪ Probability

Report Outcomes

1 Develops understanding and fluency in Mathematics through exploring and connecting concepts, applying mathematical techniques to solve problems and communicating their thinking and reasoning clearly.

2 Simplifies algebraic fractions with numerical denominators and expands algebraic expressions.

3 Solves linear equations of up to 3 steps.

4 Solves financial problems involving simple interest, earning money and spending money.

5 Determines the midpoint, gradient and length of an interval, and graphs linear relationships.

6 Applies measurement techniques to calculate surface area and volume of solids.

7 Applies trigonometric ratios to solve right angled triangle problems.

8 Simplifies algebraic expressions involving indices.

9 Compares and analyses datasets using summary statistics and graphical representations.

10 Solves problems involving probabilities in multistage experiments and simulations.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: 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, 6, 7, 8, 9, 10	25
	Task 6: Formative Tasks	1, 6, 7, 8, 9, 10	10

Music

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Making a Cover ▪ Methods of Notation	▪ Australian Music	▪ Songwriting	▪ Aural Skills

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: Composition – Making a copy	2, 4	20
	Task 2: Performance – Australian music	1, 3, 5	20
	Task 3: Formative Tasks	1, 2, 3	10
Semester 2	Task 4: Composition - Songwriting	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
▪ Positive Relationships ▪ Invasion Games	▪ Too Smart to Start - Drugs ▪ Cultural Games	▪ Peace of Mind ▪ Dance – Boot Scooting	▪ All for one and one for all ▪ Net, court and target games

Report Outcomes

1 Appraises and justifies choices of actions when solving complex movement challenges.

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: Positive Relationships Exam	1, 3, 5	20
	Task 2: Cultural Games Practical Assessment	2, 4	20
	Task 3: Formative Tasks	1, 3	10
Semester 2	Task 4: Boot Scooting Practical Assessment	2, 4	20
	Task 5: Peace of Mind – Mental Health Research and Website Creation Task	1, 3, 5	20
	Task 6: Formative Tasks	1, 3	10

Photographic and Digital Media

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Introduction to Photography	▪ Vanitas	▪ Digital Manipulations	▪ Artist's Choice

Report Outcomes

1 Develops a range of photographic and digital methods with an understanding of the function of artmaking and how perspectives affect meaning.

2 Investigates the world as a source of ideas to make meaningful choices about themes in the making of refined artworks which demonstrates photographic and digital technical accomplishment.

3 Interprets and explains 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: Research Task	3	15
	Task 2: Folio	1, 2	25
	Task 3: Formative Tasks	3	5
Semester 2	Task 4: Exam	3	15
	Task 5: Body of Work Website	1, 2	35
	Task 6: Formative Tasks	3	5

Physical Activity and Sports Studies

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Body Systems and Energy for Physical Activity	▪ Physical Fitness ▪ Fundamentals Movement Skills	▪ Fundamentals Movement Skills (cont.) ▪ Australia's Sporting Identity	▪ Technology, Participation and Performance

Report Outcomes

1 Develops a foundation for participation and performance in physical activity.

2 Demonstrates knowledge and understanding about physical activity and sport across a variety of contexts.

3 Demonstrates an understanding of active participation and quality performance.

4 Develops skills to participate in physical activity and sport.

5 Appraises information, opinions and observations about physical activity.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Body Systems and Energy for Physical Activity Exam	1, 5	20
	Task 2: Physical Fitness – Aerobic Fitness Session Plan	1, 3, 4	20
	Task 3: Formative Tasks	2, 5	10
Semester 2	Task 4: Australia's Sporting Identity Exam	2, 5	20
	Task 5: Fundamental Movement Skills Practical Assessment	3, 4	20
	Task 6: Formative Tasks	2, 5	10

Science

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Disease	▪ Energy	▪ Materials	▪ Environmental Sustainability

Report Outcomes

1 Knowledge and understanding of the practice of science and how science impacts on society, technology and the environment.

2 Uses Secondary Sources and/or undertakes first-hand investigations to collect and analyse valid and reliable data, individually and collaboratively.

3 Communicates scientific findings to an audience.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Depth Study 1 Disease	3	20
	Task 2: Disasters Semester 1 Exam	1, 2, 3	20
	Task 3: Formative Tasks	3	10
Semester 2	Task 4: Depth Study 2	3	20
	Task 5: Semester 2 Exam	1, 2, 3	20
	Task 6: Formative Tasks	3	10

Talented Technology Program: Enterprise Computing

Year 11 Course Outcomes

A Student:

EC-11-01	Describes how systems are used in a range of enterprises
EC-11-02	Describes the function of data and information within enterprise computing systems
EC-11-03	Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-11-04	Describes how data is used in enterprise computing system
EC-11-05	Applies tools and resources to analyse datasets
EC-11-06	Explains how innovative technologies have influenced enterprise computing systems
EC-11-07	Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-11-08	Selects and uses tools and resources to design and develop an enterprise computing system
EC-11-09	Documents the management and evaluates the development of an enterprise solution
EC-11-10	Investigates the effectiveness of an enterprise computing system
EC-11-11	Communicates an enterprise computing solution to an intended audience

Assessment Schedule:

Component	Task 1 Interactive Media and UX Project and Documentation	Task 2 Half Yearly Exam	Task 3 Networking Systems and Social Computing Project and Documentation	Task 4 Yearly Exam	Weighting
Outcomes	EC11-1, EC11-2, EC11-3, EC11-4, EC11-5, EC11-8, EC11-9, EC11-10, EC11-11	EC11-1, EC11-2, EC11-3, EC11-4, EC11-5, EC11-6, EC11-7, EC11-8, EC11-9, EC11-10, EC11-11	EC11-1, EC11-3, EC11-4, EC11-6, EC11-7, EC11-9	EC11-1, EC11-2, EC11-3, EC11-4, EC11-5, EC11-6, EC11-7, EC11-8, EC11-9, EC11-10, EC11-11	
Knowledge and understanding of course content		20%		30%	50%
Knowledge and skills in the practical application of the content	20%		30%		50%
YEAR 11 ASSESSMENT MARKS	**20%**	**20%**	**30%**	**30%**	**100%**
SCHOOL REPORT MARK		**100%**		**100%**	

Visual Arts

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
▪ Visions of Self	▪ Pinch Me	▪ The Great Outdoors	▪ Take your Pick

Report Outcomes

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

2 Applies knowledge and understanding of artworld concepts and conceptual considerations to 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: Essay Response	3	15
	Task 5: Artmaking - Body of Work	4	35
	Task 6: Formative Tasks	1, 3	5