



GyMEA Technology
High School

INSPIRE. LEARN. SUCCEED.

Year 9 Assessment Guide

2019

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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 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

Teachers will make available the outline for each course. These outlines will indicate the approximate timing of assessment tasks in relation to the sequence of the course topics.

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 student 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, CDs 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 on 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 the Board's 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.

Child Studies

Course Outline

Students will study the following units:

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.

Term 1	Term 2	Term 3	Term 4
▪ Meet the Parents	▪ A New Life	▪ Family Ties	▪ Diverse Needs of Children

Report Outcomes

- 1 Describes 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 optimum growth and development.
- 4 Plans and implements engaging activities when caring for young children.
- 5 Describes a range of appropriate parenting practices for optimum growth and development
- 6 Describes the factors that contribute to a supportive environment for optimum child development and wellbeing.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Assisted Reproductive Techniques	1,2	30
	Task 2: Menu - Baby Showers	1,2,3	20
Semester 2	Task 3: Nursery Equipment	4	25
	Task 4: Families	5	10
	Task 5: Class Test	4,5,6	15

Commerce

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Consumer Choice ▪ Personal Finance 	<ul style="list-style-type: none"> ▪ Personal Finance ▪ Promoting and Selling 	<ul style="list-style-type: none"> ▪ Running a small business 	<ul style="list-style-type: none"> ▪ Travel

Report Outcomes

- 1 Explains commercial information through producing a presentation.
- 2 Displays skills in working independently and collaboratively.
- 3 Demonstrates knowledge and understanding of consumer, financial and business concepts and terminology.
- 4 Displays skills in decision-making and problem-solving in relation to consumer, financial and business issues.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Assignment-Consumer Choice	1,2	15
	Task 2: Semester 1 Exam	3,4	25
Semester 2	Task 3: Business Report	2,3,4	30
	Task 4: Semester 2 Exam	3,4	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">▪ Introduction to Creative Writing - Setting	<ul style="list-style-type: none">▪ Characters▪ Plot	<ul style="list-style-type: none">▪ Form and Structure▪ Exploring Language	<ul style="list-style-type: none">▪ The Publication Process▪ Independent Project 1

Report Outcomes

- 1 Explores sensory and descriptive language to develop an effective setting.
- 2 Uses the prose structure effectively to organise ideas and develop an engaging plot.
- 3 Experiments with a range of text structures in order to compose for authorial purpose.
- 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: Using Effective Language	1	25
	Task 2: What's in a Narrative?	2	25
Semester 2	Task 3: The Structures of Writing	3	25
	Task 4: The Publication Process	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">▪ Improvisation▪ Dance technique	<ul style="list-style-type: none">▪ Elements of Drama▪ Dance composition	<ul style="list-style-type: none">▪ Playbuilding▪ Dance appreciation	<ul style="list-style-type: none">▪ Script writing▪ Dance Performance

Report Outcomes

- 1 Develop knowledge, understanding and skills about dance as an artform through performance as a means of developing dance technique and performance quality to communicate ideas
- 2 Develop knowledge, understanding and skills about dance as an artform through dance composition as a means of creating and structuring movement to express and communicate ideas.
- 3 Develop knowledge, understanding and skills about dance as an artform through dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural and historical context.
- 4 Value and appreciate their engagement in the study of dance as an artform.
- 5 Manipulates the elements of drama to create character and structure a performance.
- 6 Uses performance skills to communicate dramatic meaning to an audience.
- 7 Evaluates the contribution of themselves and others to the collaborative processes of drama.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Performance of Exercises	1	15
	Task 2: Monologue	5,6,7	20
	Task 3: Composition	2	15
Semester 2	Task 4: Playbuilding Performance	5,6,7	15
	Task 5: Written script	5,6	15
	Task 6: Research task ad Performance	1,3,4	20

Drama

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Actor's Workshop	Improvisation and Playbuilding	Scripted Theatre Styles	Theatre in Education

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 to contributions of groups and individuals to the process of creation in drama.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Task	4	10
	Task 2: Monologue	1,2,5	20
	Task 3: Playbuilding	2,3,5	30
Semester 2	Task 4: Theatre Styles + Written	1,4,5	20
	Task 5: Theatre in Education performance	1,2,3	20

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 Conflict: a study into how various texts explore different types of conflict. 	<ul style="list-style-type: none"> Close Study: exploring the classic Romeo and Juliet. 	<ul style="list-style-type: none"> Genre study: Dystopian worlds extracts within the context of the Dystopian Genre. The World in Pictures: an exploration into how images communicate ideas and resonate over time. 	<ul style="list-style-type: none"> The World in Pictures: (continued) Project Based Learning: creating a multimodal text on how to survive an apocalypse

Report Outcomes

- 1 Composes increasingly sustained texts to show complex ideas and arguments.
- 2 Uses a wide range of processes to compose, present and respond to increasingly sophisticated and sustained texts.
- 3 Listens to and evaluates how texts represent personal and public worlds using appropriate language forms, features and structures.
- 4 Responds to and composes increasingly sophisticated texts, using language forms, features and structures describing and explaining their effects on meaning.
- 5 Uses language forms, features and structures for a range of purposes, audiences and contexts and transfers knowledge and skills in to different contexts.
- 6 Reflects on and assesses individual skills with independence and effectiveness.
- 7 Investigates the relationships and cultural assumptions in texts and the effects on meaning.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Diagnostic Writing Task	1	10
	Task 2: Speaking Task	2	20
	Task 3: Semester One Exam	3,4	20
Semester 2	Task 4: Creative Writing - Dystopian Narrative	5, 6	20
	Task 5: Semester Two Exam	4, 5	20
	Task 6: Wide Reading Journal	7	10

Food Technology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Unit 1: Body Basics <ul style="list-style-type: none"> Examining the role of food in the body Planning and preparing foods to reflect national food guides 	Unit 1: Body Basics cont. Unit 2: The Australian Way <ul style="list-style-type: none"> Examining the history of food in Australia and planning and preparing foods reflecting the eclectic nature of Australian cuisine 	Unit 2: The Australian Way cont. Unit 3: Food for Special Occasions <ul style="list-style-type: none"> Exploring a range of foods for special occasions Planning and preparing foods with appropriate skills 	Unit 3: Food for Special Occasions cont.

Report Outcomes

- 1 Demonstrates an understanding of safety and hygienic food handling.
- 2 Describes and applies knowledge and understanding of food properties, processing and preparation.
- 3 Describes and justifies nutrition and food consumption and the appreciation of the consequences of food choices on health.
- 4 Collects, applies evaluates and communications information from a variety of sources.
- 5 Selects and uses appropriate techniques and equipment to plan, prepare, present and evaluate food for specific purposes.
- 6 Examines and evaluates the impact food has on the individual, society and the environment.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Body Basics - Development of an Educational Campaign	2,3,4	40
	Task 2: Half Yearly Exam	1,2,3,6	10
Semester 2	Task 3: Yearly Exam	1,2,3,6	10
	Task 4: Food for Special Occasions - practical food preparation and evaluation	1,5	40

Forensic Archaeology

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Introduction to Forensic Archaeology ▪ The Archaeology of Human Remains 	<ul style="list-style-type: none"> ▪ Till death do us part: Cemeteries, heritage and burial customs ▪ The Pyjama Girl Mystery: Case Study 	<ul style="list-style-type: none"> ▪ Who killed Juanita Nielson? - Case Study ▪ Crime Scene Investigations: Definition. Forensic Anthropology, fingerprinting and blood spatter 	<ul style="list-style-type: none"> ▪ The Bermuda Triangle and maritime mysteries ▪ Shipwrecks ▪ The Titanic ▪ The Lost city of Atlantis

Report Outcomes

- 1 Student constructs historical meanings through a range of media.
- 2 Student identifies the meaning, purpose and context of sources and can examine how these sources are useful as evidence in an inquiry.
- 3 Student evaluates modern funerary practices and communicates information effectively.
- 4 Student can locate, select and organise relevant information from a number of sources to undertake an inquiry.
- 5 Student can apply an understanding of heritage, archaeology and the methods of inquiry used in the study of graveyards and tombstones.
- 6 Student can understand our shared heritage through the investigation and evaluation of a site study.
- 7 Student has an knowledge of forensic terms and processes and can effectively communicate this in written form.
- 8 Student can use and examine evidence to gain an understanding of the past.
- 9 Student can effectively communicate in oral and written form using technology.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Source Study - The Archaeology of Human Remains	1, 2	20
	Task2: Research Presentation - Modern Funerary Practice	3,4	15
	Task 3: Site Study - Till death do us part	5,6	15
Semester 2	Task 4: Examination - Juanita Nielson & CSI	7,8	30
	Task 5: Presentation - Shipwrecks	9	20

French

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">▪ The Classroom - School in France versus School in Australia▪ Regular & irregular verbs▪ Telling the time	<ul style="list-style-type: none">▪ My day as a French student▪ Reflexive verbs▪ Let me introduce my family...▪ Using possessive adjectives	<ul style="list-style-type: none">▪ The Animal Kingdom - using adjectives▪ Bon Appétit - ordering food and drinks.	<ul style="list-style-type: none">▪ It's party time▪ Asking questions▪ Let's go shopping

Report Outcomes

- 1 Interacts in French by writing to exchange information.
- 2 Uses French grammatical structures to compose a text.
- 3 Identifies and interprets information from passages of written French.
- 4 Evaluates and responds to spoken French.
- 5 Analyses cultural features in texts.
- 6 Demonstrates how French pronunciation and intonation are used to convey meaning in a spoken text.
- 7 Composes a text for a specific audience and purpose.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: French email to Pen Pal	1,2	20
	Task2: Semester One Examination	3,4,5	30
Semester 2	Task 3: Introduce your family video	2,6	20
	Task 4: Semester Two Examination	3,4,7	30

Geography

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

Course Outline

Students will study the following units:

First term of study	Second term of study
<ul style="list-style-type: none"> ▪ Sustainable Biomes 	<ul style="list-style-type: none"> ▪ Changing Places

Report Outcomes

- 1 Accounts for perspectives of people and organisations on a range of geographical issues.
- 2 Assesses management strategies for places and environments for their sustainability.
- 3 Analyses the effect of interactions and connections between people, places and environments.
- 4 Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry.
- 5 Communicates geographical information to a range of audiences using a variety of strategies.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Geographical Inquiry: Food Security Assignment	2,5	35
	Task 2: Class Task (Skills and Tools)	4	25
	Task 3: Course Final Exam	1,3	40

History

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

Course Outline

Students will study the following units:

First term of study	Second term of study
<ul style="list-style-type: none">▪ The making of the Modern World Overview▪ Industrial Revolution▪ Making a better World? Movement of peoples	<ul style="list-style-type: none">▪ Australians at War - WW1 & WW2

Report Outcomes

- 1 Researches and selects appropriate sources that effectively communicate knowledge and understanding of historical perspectives.
- 2 Effectively demonstrates the ability to understand and interpret historical sources, in the context of their times.
- 3 Effectively communicates knowledge and understanding of the forces that have shaped the modern world and Australia.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1 or 2	Task 1: Source based in-class task - Movement of Peoples.	2	30
	Task 2: Historical Investigation - Movement of Peoples	1	30
	Task 3: Final Exam - all topics.	3	40

Industrial Technology- Metal

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Society and Environmental Impact on the metal industry. ▪ Links to industry. 	<ul style="list-style-type: none"> ▪ Work Health and Safety and Risk Management. ▪ Materials, equipment, tools and machines in the metal industry. ▪ Metal working techniques. 	<ul style="list-style-type: none"> ▪ Design in the metal industry. ▪ Workplace communication skills. 	<ul style="list-style-type: none"> ▪ Materials, equipment, tools and machines in the metal industry. ▪ Metal working techniques.

Report Outcomes

- 1 Describes, analyses, uses and evaluates the impact on society and the environment a range of current, new and emerging technologies.
- 2 Justifies, selects and competently uses a range of materials, hand tools, machine tools and processes, assessing and managing the risks and WHS issues associated with them.
- 3 Justifies, selects and uses a range of relevant, appropriate and associated materials for specific applications.
- 4 Applies design principles in the modification of projects and selects and uses appropriate materials for projects.
- 5 Selects a range of communication techniques in the development, planning and production of ideas and projects.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Task	1	10
	Task 2: Practical Project	2, 3	25
	Task 3: Semester 1 Exam	1, 3	15
Semester 2	Task 4: Practical Project and Portfolio	2, 3, 4, 5	35
	Task 5: Semester 2 Exam	1, 5	15

Industrial Technology – Timber

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
Unit 1: A Renewable Resource Using renewable timber resources with limited impact on the environment and society	Unit 2: Forest to Home Understanding and implementing WHS practices during the construction of a timber cutting board	Unit 3: My Design <ul style="list-style-type: none"> • Design principle and processes for timber projects • Factors that affect the design of timber products • Material lists and project costing • Workplace communication skills 	Unit 4: My Design Project management of the production of a timber product – tool carry

Report Outcomes

- 1 Describes, analyses, evaluates and uses a range of current, new and emerging technologies and their impact on society and the environment.
- 2 Justifies, selects and uses a range of relevant. Appropriate and associated materials for specific applications.
- 3 Identifies, selects and competently uses a range of materials and hand tools, machine tools and processes and manages the risk and WHS issues associated with them.
- 4 Applies design principles in the modification of projects and selects and uses appropriate materials for projects.
- 5 Selects a range of communication techniques in the development, planning and production of ideas and projects.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: A Renewable Resource – Research Task	1	10
	Task 2: Forest to Home – Practical Project	2,3	25
	Task 3: Semester 1 Exam – Units 1 & 2	1,3	15
Semester 2	Task 4: My Design – Practical Project and Portfolio	2,3,4,5	30
	Task 5: Semester 2 – Units 3 & 4	1,5	20

Mathematics

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Algebra and Equations (including inequations) ▪ Financial Mathematics 	<ul style="list-style-type: none"> ▪ Linear Relationships ▪ Surface Area and Volume ▪ Trigonometry (including review of right angled triangles) 	<ul style="list-style-type: none"> ▪ Trigonometry ▪ Numbers of any Magnitude (including indices) ▪ Single Variable Data Analysis 	<ul style="list-style-type: none"> ▪ Multi-Stage Probability ▪ Properties of Geometrical Figures ▪ Congruency and Similarity

Report Outcomes

- 1 Solves problems using mathematical reasoning.
- 2 Simplifies, factorises and operates with algebraic expressions.
- 3 Applies mathematical techniques to solve equations.
- 4 Uses appropriate mathematical techniques to solve financial problems.
- 5 Interprets and graphs linear relationships.
- 6 Applies mathematical techniques in measurement and geometry.
- 7 Applies trigonometric ratios to solve problems.
- 8 Applies algebraic techniques involving scientific notation.
- 9 Analyses data using mathematical tools.
- 10 Presents, understands and calculates probabilities.

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	1,6,7,8,9,10	30

Movie and TV Production

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Project Management and WHS ▪ Video Production <ul style="list-style-type: none"> ○ Shots/Angles ○ Pre and Post Production ○ Hardware/Software 	<ul style="list-style-type: none"> ▪ Music Videos <ul style="list-style-type: none"> ○ Idea conceptualisation ○ Video and Audio Structure ○ Techniques and Tools 	<ul style="list-style-type: none"> ▪ Industry Study ▪ TV Production <ul style="list-style-type: none"> ○ Video and Audio Composition in various genres ○ Stages of Production ○ Techniques and Tools 	<ul style="list-style-type: none"> ▪ TV Production <ul style="list-style-type: none"> ○ Digital Storytelling ○ Types of Screen Content ○ Design Principles

Report Outcomes

- 1 Plans and manages the production of designed solutions.
- 2 Demonstrates and applies WHS practices in a range of practical environments and scenarios.
- 3 Demonstrates and applies acquired knowledge and skills in a variety of practical projects and scenarios.
- 4 Utilises collaborative practices and effective communication in the completion of tasks.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Project Management Skills and WHS Quiz	1,2	10
	Task 2: Video Production Quiz	3	10
	Task 3: Music Video	1,2,3,4	30
Semester 2	Task 4: Industry Quiz	3,4	10
	Task 5: Script to Screen Project	1,2,3,4	40

Music

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ Medieval Music ▪ Performing 1 ▪ Music Notation and Composition ▪ Aural Skills 	<ul style="list-style-type: none"> ▪ Australian Music 1 (Aboriginal and Popular). ▪ Performing 2: focus on technique ▪ Aural Skills 	<ul style="list-style-type: none"> ▪ Baroque Music. ▪ Performing: 3 	<ul style="list-style-type: none"> ▪ Australian Music 2 (Rock and Art Music) ▪ Performing and Composing 3: focus on style ▪ 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: Performing	1, 4, 5	15
	Task 2: Musicology	3, 5	10
	Task 3: Listening and Composition	2, 3, 4, 5	25
Semester 2	Task 4: Performing	1, 4, 5	15
	Task 5: Composition	2	10
	Task 6: Listening and Musicology	3, 4, 5	25

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"> ▪ Fit for Life ▪ Athletics ▪ Healthy People, Healthy Communities 	<ul style="list-style-type: none"> ▪ Invasion Games-Touch/OzTag ▪ Invasion Games-Slide Hockey ▪ Positive Relationships 	<ul style="list-style-type: none"> ▪ Safety in the Community and the Street ▪ Alcohol Drink Smart ▪ Striking and Fielding Games ▪ Dancing with the Stars 	<ul style="list-style-type: none"> ▪ Mental Health and Wellness ▪ New Court Games ▪ Target Games

Report Outcomes

- 1 Investigates and develops strategies to promote good health.
- 2 Researches and evaluates health related information and situations.
- 3 Participates with skill in physical activity.
- 4 Explains factors that contribute to good health.
- 5 Adapts movement skills to improve performance.
- 6 Demonstrates knowledge and understanding of health information, products and services.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research report	1, 2	33
	Task 2: Performance Unlimited	3	17
Semester 2	Task 3: Movement, Performance and Composition.	3,5	15
	Task 4: Examination	1, 2, 4,6	35

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"> ▪ History of photography ▪ Getting to know your camera ▪ Photoshop Tutorials 	<ul style="list-style-type: none"> ▪ History of Australian photography 	<ul style="list-style-type: none"> ▪ Appropriation ▪ Conceptual Photography. 	<ul style="list-style-type: none"> ▪ Short Films

Report Outcomes

- 1 Demonstrates ability in applying a range of techniques with an understanding of the relationship 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 other artists through critical and historical studies.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Research Assignment.	3	20
	Task 2: Portfolio 1-4	2	30
Semester 2	Task 3: Semester 2 Exam	1, 3	20
	Task 4: Portfolio 5-8	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"> ▪ Human machine ▪ Body systems and energy ▪ Cricket/basketball 	<ul style="list-style-type: none"> ▪ Physical activity for health. ▪ Physical Fitness and assessment. ▪ Racquet sports (paddle tennis). 	<ul style="list-style-type: none"> ▪ Factors affecting performance. ▪ Fundamentals of movement skills. ▪ Components of fitness skills testing. ▪ Aerobic training. 	<ul style="list-style-type: none"> ▪ Coaching Part 1 - Teaching skills. ▪ Recreation studies. ▪ Training group sessions (Year 7 Gala, Stick sports and Lacrosse).

Report Outcomes

- 1 Demonstrates knowledge and understanding of how the body systems interact to produce efficient and good health.
- 2 Works cooperatively in a group environment.
- 3 Analyses different skills and develop strategies for skill acquisition and performance.
- 4 Adapts a variety of movement skills to improve performance.
- 5 Explain factors and understands the relationship between fitness, exercise and good health.
- 6 Demonstrates precision and expertise in movement.
- 7 Outline the factors influencing the design of a physical fitness program.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Skills Based Practical Test	4	20
	Task 2: Exam	2,3,5	30
Semester 2	Task 3: Practical task	1,2,5	20
	Task 4: Fitness Program Design	1,5,7	30

Science

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none">▪ Electricity, energy and efficiency.▪ Chemistry 1.	<ul style="list-style-type: none">▪ Sustainability and Earth's spheres.▪ Disasters and Tectonics.	<ul style="list-style-type: none">▪ Coordination.▪ Reproduction	<ul style="list-style-type: none">▪ Disease.▪ Waves and Energy.

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 valid and reliable data, individually and collaboratively.
- 3 Communicates scientific findings to an audience.

Assessments

	Assessment Task	Outcomes	Weightings
Semester 1	Task 1: Electricity Assessment.	3	20
	Task 2: Skills test	2	10
	Task 3: Semester 1 Examination	1	20
Semester 2	Task 4: Natural Hazards Research Task	3	20
	Task 5: Experimental Design Task	2	10
	Task 6: Semester 2 Examination	1	20

Talented Technology: Industrial Technology Multimedia

Industrial Technology Multimedia Course Outcomes

A student:

- P1.1 Describes the organisation and management of an individual business within the focus area industry.
- P1.2 Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies.
- P2.1 Describes and uses safe working practices and correct workshop equipment maintenance techniques.
- P2.2 Works effectively in team situations.
- P3.1 Sketches, produces and interprets drawings in the production of projects.
- P3.2 Applies research and problem-solving skills.
- P3.3 Demonstrates appropriate design principles in the production of projects.
- P4.1 Demonstrates a range of practical skills in the production of projects.
- P4.2 Demonstrates competency in using multimedia equipment and processes.
- P4.3 Identifies and explains the properties and characteristics of materials/components through the production of projects.
- P5.1 Uses communication and information processing skills.
- P5.2 Uses appropriate documentation techniques related to the management of projects.
- P6.1 Identifies the characteristics of quality manufactured products.
- P6.2 Identifies and explains the principles of quality and quality control.
- P7.1 Identifies the impact of one related industry on the social and physical environment.
- P7.2 Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.

Assessment Schedule:

Component	Task 1 Individual Project	Task 2 Half Yearly Exam	Task 3 Group Project <u>Stage 1:</u> Ideas and Development	Task 3 Group Project <u>Stage 2:</u> Project management and solution	Task 4 Yearly Exam	Weighting
Outcomes	P1.1, P1.2, P2.1, P2.2, P3.1, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P7.1, P7.2	P1.2, P2.2, P3.1, P3.2, P3.3	P4.1, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P4.2, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	10%				30%	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	20%		10%	30%		60%
HSC ASSESSMENT MARKS	30%		10%	30%	30%	100%
SCHOOL REPORT MARKS		100%			100% of total assessment	

Visual Arts

Course Outline

Students will study the following units:

Term 1	Term 2	Term 3	Term 4
<ul style="list-style-type: none"> ▪ The Human Form - A Historical View 	<ul style="list-style-type: none"> ▪ The Human Form - A Contemporary View 	<ul style="list-style-type: none"> • The Land 	<ul style="list-style-type: none"> • Artist's Choice - Project Based Learning

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 artworks.
- 2 Makes bodies of work reflecting meaning and different points of view through investigation and understanding of the practice and the frames.
- 3 Can interpret and explain art work 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: Body of Work	1, 2	30
Semester 2	Task 3: Critical and Historical Study	1, 3	20
	Task 4: Body of Work	1, 2	30