



# Year 9 Assessment Guide

## 2021



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

# Record of School Achievement (RoSA)

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

## Meeting Course Requirements

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

1. Satisfactory completion of courses required by the NESA (Previously BOSTES).
2. Satisfactory record of application (effort) and achievement
3. Satisfactory attendance and level of involvement and participation in class, which includes the satisfactory completion of assessment tasks, assignments, homework and class tasks.

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

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

## RoSA Reporting Credentials

The NSW Record of School Achievement (RoSA) is not a 'one point in time' document, but rather, a record of a student's achievements up until the time they choose to leave school. The NSW Educational Standards Authority (NESA) stores information provided to them by schools about student achievement and issues the RoSA electronically only when a student leaves school. Students who go on to complete the appropriate requirements will be awarded their HSC.

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

## Literacy and numeracy tests

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

# Child Studies

## Course Outline

Students will study the following units:

| Term 1        | Term 2             | Term 3       | Term 4               |
|---------------|--------------------|--------------|----------------------|
| ▪ 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   | 25         |
|            | Task 2: Assisted Reproductive Techniques Research | 2,4      | 25         |
| Semester 2 | Task 3: Create a Nursery                          | 2, 3, 4  | 25         |
|            | Task 4: Examination                               | 1, 2, 3  | 25         |

# Commerce

## Course Outline

Students will study the following units:

| Term 1   | Term 2  | Term 3  | Term 4   |
|--|---|---|--|
| <ul style="list-style-type: none"><li>▪ Consumer and Financial Decisions</li></ul> | <ul style="list-style-type: none"><li>▪ Economic and Business Environment</li></ul> | <ul style="list-style-type: none"><li>▪ Law in Action</li><li>▪ Promoting and Selling</li></ul> | <ul style="list-style-type: none"><li>▪ Promoting and Selling</li><li>▪ Travel</li></ul> |

## Report Outcomes

- 1 Researches and creates a multimedia portfolio 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 infographic presentation on law in action.
- 4 Evaluates options for solving consumer issues and problems.

## Assessments

|            | Assessment Task                                    | Outcomes | Weightings |
|------------|--|----------|------------|
| Semester 1 | Task 1: Group multimedia presentation              | 1        | 25         |
|            | Task 2: Topic Test                                 | 2        | 25         |
| Semester 2 | Task 3: Research and Infographic on Law in Action. | 3        | 20         |
|            | Task 4: Yearly Exam                                | 2,4      | 30         |

# Creative Writing

## Course Outline

Students will study the following units:

| Term 1   | Term 2  | Term 3   | Term 4  |
|--|---|--|---|
| <ul style="list-style-type: none"><li>▪ Introduction to Creative Writing - Setting</li></ul> | <ul style="list-style-type: none"><li>▪ Characters</li><li>▪ Plot</li></ul> | <ul style="list-style-type: none"><li>▪ Form and Structure</li><li>▪ Exploring Language</li><li>▪ </li></ul> | <ul style="list-style-type: none"><li>▪ The Publication Process</li><li>▪ Independent Project 1</li></ul> |

## 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: Creating Settings         | 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"> <li>Anatomy of the dancing body</li> <li>Modern Dance</li> <li>Finding Inspiration</li> </ul> | <ul style="list-style-type: none"> <li>Repertoire</li> <li>5, 6, 7, 8!</li> <li>Origins of Jazz dance</li> </ul> | <ul style="list-style-type: none"> <li>Resisting ballet in Modern Dance</li> <li>Stimulus with <i>Carmen</i></li> </ul> | <ul style="list-style-type: none"> <li>On Stage</li> <li>Composition</li> </ul> |

## Report Outcomes

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

## Assessments

|            | Assessment Task                            | Outcomes      | Weightings |
|------------|--|---------------|------------|
| Semester 1 | Task 1: Modern dance project and exercises | 1, 7, 8       | 20         |
| Semester 2 | Task 2: Jazz performance and choreography  | 2, 3, 4, 5, 8 | 20         |
|            | Task 3: Stimulus with <i>Carmen</i>        | 6, 7, 8       | 20         |
|            | Task 4: Practical Performance              | 1, 2, 3       | 20         |
|            | Task 5: Composition Task                   | 4, 5, 9       | 20         |

# Design and Technology

## Course Outline

Students will study the following units:

| Term 1  | Term 2   | Term 3  | Term 4   |
|---|--|---|--|
| <b>A Holistic Approach – Material Technologies</b> <ul style="list-style-type: none"> <li>Understanding the concepts of design, decisions and reflection</li> <li>Awareness of the interdisciplinary nature of design</li> <li>Engage in a variety of practical activities using materials to develop a design project and portfolio</li> </ul> | <b>Activity of Designers – Material Technologies</b> <ul style="list-style-type: none"> <li>Research the activities of designers over time and their impacts on individuals, society and the environment</li> <li>Develop problem solving techniques to create unique design solutions</li> <li>Explore and get insight into trends and preferred futures</li> </ul> | <b>Design Processes – Digital Technologies</b> <ul style="list-style-type: none"> <li>Follow the design process to produce quality designed solutions</li> <li>Utilise digital technologies to develop and produce design products</li> </ul> | <b>Student negotiated Focus Area</b> <ul style="list-style-type: none"> <li>Students will negotiate with their teacher to produce a product for an identified need</li> <li>Students can work with their choice of materials to produce their design solution</li> </ul> |

## Report Outcomes

- Analyses, applies and justifies a range of design concepts and processes when developing design ideas and solutions.
- Evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments.
- 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.
- Develops and evaluates creative, innovative and enterprising design ideas and solutions using the appropriate management strategies and technologies competently.
- Uses appropriate techniques when communicating design ideas and solutions to a range of audiences.
- Applies risk management practices and works safely in developing design solutions.

## Assessments

| Semester 1 | Assessment Task  | Outcomes  | Weightings |
|------------|--|-----------|------------|
|            | Task 1: Design Processes - Project and Portfolio           | 1,3,4,5,6 | 30         |
|            | Task 2: Designer Research - Presentation                   | 2,3       | 10         |
| Semester 2 | Task 3: Digital Technologies - Project and Portfolio       | 1,3,4,5,6 | 30         |
|            | Task 5: Student negotiated Project – Proposal Presentation | 1,3,4,5,6 | 30         |

# 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         |

# Engineering in Technology

## Course Outline

Students will study the following units:

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

## Report Outcomes

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

## Assessments

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

# English

## Course Outline

Students will study the following units:

| Term 1  | Term 2   | Term 3   | Term 4  |
|---|--|--|---|
| <ul style="list-style-type: none"><li>▪ <b>Core Focus Conflict:</b> a study into how various texts explore different types of conflict.</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Dystopian Worlds:</b> extracts within the context of the Dystopian Genre to build imaginative writing</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Close Study:</b> exploring the classic Romeo and Juliet</li></ul> | <ul style="list-style-type: none"><li>▪ <b>From Page to Screen:</b> the role of film in transforming text to reach a wider audience</li><li>▪ <b>Project Based Learning:</b> creating a multimodal text on how to survive an apocalypse</li></ul> |

## Report Outcomes

- 1 Composes sustained persuasive text related to the concept of Conflict, making effective language and structural choices to convey complex ideas and arguments.
- 2 Analyses increasingly complex texts in relation to Conflict and uses a wide range of processes and skills to compose a sophisticated oral presentation.
- 3 Effectively analyses language forms and features to interpret and infer meaning from a wide range of texts.
- 4 Uses language forms, features and structures specific to Dystopian genre to compose a sustained imaginative text.
- 5 Responds to and composes increasingly sophisticated texts, using language forms, features and structures describing and explaining their effects on meaning based on the study of a Shakespearean text.
- 6 Investigates the relationships and contemporary, cultural assumptions in a range of visual texts to produce a personal response.
- 7 Responds to a variety of increasingly complex texts to demonstrate independent reflection skills.

## 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: Analytical Extended Response | 5        | 20         |
|            | Task 5: Semester Two Exam            | 3,6      | 20         |
|            | Task 6: Wide Reading Task            | 7        | 10         |

# Food Technology

## Course Outline

Students will study the following units:

| Term 1   | Term 2  | Term 3  | Term 4   |
|--|---|---|--|
| <b>Food in Australia</b> <ul style="list-style-type: none"> <li>Examining the history of food in Australia and the effects of eating patterns</li> <li>Planning and preparing foods reflecting the eclectic nature of Australian cuisine</li> <li>Prepare and present a variety of food items</li> </ul> | <b>Food Equity</b> <ul style="list-style-type: none"> <li>Researching global food inequality and how this impacts the community</li> <li>Examine food production and distribution</li> <li>Prepare and present a variety of food items</li> </ul> | <b>Food for Specific Needs</b> <ul style="list-style-type: none"> <li>Examine the reasons that influence food requirements</li> <li>Explore the impact of food choices</li> <li>Plan, prepare and present safe and nutritious foods to meet dietary requirements</li> </ul> | <b>Food for Special Occasions</b> <ul style="list-style-type: none"> <li>Explore the relationships between food and a range of special occasions</li> <li>Research special occasions and celebrations in many cultures</li> <li>Plan, prepare And present food for a special occasion</li> </ul> |

## 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: Food in Australia - 'Foodie Adventure' | 4,5,6     | 30         |
|            | Task 2: Food Equity - 'The Hunger Case'        | 1,2,3,5,6 | 30         |
| Semester 2 | Task 3: Food for Specific Needs - 'Funtiki'    | 1,3,4,5,6 | 30         |
|            | Task 4: Yearly Exam                            | 1,3,6     | 10         |

# Forensic Archaeology

## Course Outline

Students will study the following units:

| Term 1   | Term 2  | Term 3   | Term 4  |
|--|---|--|---|
| <ul style="list-style-type: none"><li>▪ <b>Mummy Murder Mysteries:</b> the application of science, history and archaeology in the study of preserved human remains</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Crime and Punishment:</b> examination of how the legal system has developed over time.</li></ul> | <ul style="list-style-type: none"><li>▪ <b>CSI True Crime:</b> investigations into crime scenes using forensic methodologies and a case study (Azaria Chamberlain)</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Marine Archaeology:</b> the application of science, history and archaeology in the study of shipwrecks</li></ul> |

## Report Outcomes

- 1 Identifies contexts, perspectives and interpretations of historical sources and makes a judgement of significance and value.
- 2 Researches and composes a written report on the impact of history and memory on the changing nature of historical personalities over time.
- 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.

## Assessments

|            | Assessment Task                   | Outcomes | Weightings |
|------------|-----------------------------------|----------|------------|
| Semester 1 | Task 1: Skills Test               | 1        | 20         |
|            | Task2: Research and Writing Task  | 2        | 30         |
| Semester 2 | Task 3: Topic Test                | 3        | 20         |
|            | Task 4: Research and Presentation | 4        | 30         |

# Geography

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

## Course Outline

Students will study the following units:

| Term 3   | Term 4   |
|--|--|
| <ul style="list-style-type: none"><li>▪ <b>Sustainable Biomes:</b> An investigation of the world's climatic zones and spatial distributions of biomes and their capacity to support food</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Human Well-being:</b> An investigation of the nature of, and differences in, human wellbeing within and between countries</li></ul> |

## Report Outcomes

- 1 Researches and composes a report on challenges to food production and security.
- 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 characteristics and spatial variations in human well-being.
- 5 Qualities of a successful learner demonstrated through pride in the presentation of all tasks with bookwork that is organised and complete.

## Assessments

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

# History

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

## Course Outline

Students will study the following units:

| Term 1   | Term 2  |
|--|---|
| <ul style="list-style-type: none"><li>▪ <b>Australians at War:</b> A historical study of World War I and II (1914-1918, 1939-1945)</li></ul> | <ul style="list-style-type: none"><li>▪ <b>Making a Better World?</b> : A historical study of the influences of the industrial revolution on the movement of people throughout the world</li><li>▪ <b>Making a Nation:</b> A historical study of the historical forces and factors that shaped modern Australia</li></ul> |

## Report Outcomes

- 1 Researches and composes a written response on Australian's 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 and key events resulting in the movement of people, making a nation and Australian's at war.
- 4 Uses evidence from primary and secondary sources to support historical narratives and explanations of Australian's at war.
- 5 Qualities of a successful learner demonstrated through pride in the presentation of all tasks with bookwork that is organised and complete.

## Assessments

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

# Industrial Technology - Multimedia

## Course Outline

Students will study the following units:

| Semester 1   | Semester 2   |
|--|--|
| <ul style="list-style-type: none"><li>▪ Video Production<ul style="list-style-type: none"><li>○ Links to Industry</li><li>○ Film Study</li><li>○ Video Techniques, Skills, Tools and Experimentation</li><li>○ Advanced Video editing and Special Effects</li><li>○ Video Design Project</li></ul></li></ul> | <ul style="list-style-type: none"><li>▪ Web Design<ul style="list-style-type: none"><li>○ Links to Industry</li><li>○ Effective Web Design</li><li>○ Web Design Techniques, Skills, Tools and Experimentation</li><li>○ Scripting</li><li>○ Web Design Project</li></ul></li></ul> |

## 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       | 20         |
|            | Task 2: Video Design Project  | 1, 2, 3, 4 | 30         |
| Semester 2 | Task 3: Skills Folio and Quiz | 3, 4       | 20         |
|            | Task 4: Web Design Project    | 1, 2, 3, 4 | 30         |

# Mathematics

## Course Outline

Students will study the following units:

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

## Report Outcomes

- 1 Solves problems using mathematical reasoning.
- 2 Simplifies, factorises and operates with algebraic expressions.
- 3 Applies algebraic techniques to solve equations.
- 4 Uses appropriate mathematical techniques to solve financial problems.
- 5 Interprets and graphs linear relationships.
- 6 Applies measurement techniques to calculate surface area and volume.
- 7 Applies trigonometric ratios to solve problems.
- 8 Applies algebraic techniques involving scientific notation.
- 9 Analyses single data sets using various statistical 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         |

# Music

## Course Outline

Students will study the following units:

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

## Report Outcomes

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

## Assessments

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

# Personal Development, Health & Physical Education

## Course Outline

Students will study the following units:

| Term 1  | Term 2  | Term 3  | Term 4  |
|---|---|---|---|
| <ul style="list-style-type: none"><li>▪ Positive Relationships</li><li>▪ Invasion Games</li></ul> | <ul style="list-style-type: none"><li>▪ Too Smart to Start - Drugs</li><li>▪ Cultural Games</li></ul> | <ul style="list-style-type: none"><li>▪ Peace of Mind</li><li>▪ Dance - Boot Scooting</li></ul> | <ul style="list-style-type: none"><li>▪ All for one and one for all</li><li>▪ Net, court and target games</li></ul> |

## Report Outcomes

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

## Assessments

|            | Assessment Task                  | Outcomes | Weightings |
|------------|----------------------------------|----------|------------|
| Semester 1 | Task 1: Positive Relationships   | 1, 3, 5  | 30         |
|            | Task 2: Cultural Games Practical | 2, 4     | 20         |
| Semester 2 | Task 3: Boot Scooting Practical  | 2, 4     | 20         |
|            | Task 4: Peace of Mind            | 1, 3, 5  | 30         |

# Photographic and Digital Media

## Course Outline

Students will study the following units:

| Term 1   | Term 2  | Term 3  | Term 4  |
|--|---|---|---|
| <ul style="list-style-type: none"><li>▪ History of photography</li><li>▪ Getting to know your camera</li><li>▪ Photoshop Tutorials</li></ul> | <ul style="list-style-type: none"><li>▪ History of Australian photography</li></ul> | <ul style="list-style-type: none"><li>▪ Appropriation</li><li>▪ Conceptual Photography.</li></ul> | <ul style="list-style-type: none"><li>▪ Short Films</li></ul> |

## 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"><li>▪ Body Systems and Energy for Physical Activity</li></ul> | <ul style="list-style-type: none"><li>▪ Physical Fitness</li><li>▪ Fundamentals Movement Skills</li></ul> | <ul style="list-style-type: none"><li>▪ Fundamentals Movement Skills (cont.)</li><li>▪ Australia's Sporting Identity</li></ul> | <ul style="list-style-type: none"><li>▪ Technology, Participation and Performance</li></ul> |

## 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 | 1, 5     | 25         |
|            | Task 2: Physical Fitness                              | 1, 3, 4  | 25         |
| Semester 2 | Task 3: Australia's Sporting Identity                 | 2, 5     | 25         |
|            | Task 4: Fundamental Movement Skills                   | 3, 4     | 25         |

# Science

## Course Outline

Students will study the following units:

| Term 1   | Term 2  | Term 3   | Term 4   |
|--|---|--|--|
| <ul style="list-style-type: none"><li>▪ Waves</li><li>▪ Earth Sphere</li><li>▪ Disasters &amp; Tectonics</li></ul> | <ul style="list-style-type: none"><li>▪ Disasters &amp; Tectonics</li><li>▪ Earth Spheres</li><li>▪ Reproduction &amp; Co-ordination</li><li>▪ Sustainability</li></ul> | <ul style="list-style-type: none"><li>▪ Chemistry</li><li>▪ Electricity, energy and efficiency</li></ul> | <ul style="list-style-type: none"><li>▪ Disease</li><li>▪ Electricity, Energy &amp; Efficiency</li></ul> |

## 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: Waves Skills Task                 | 2        | 10         |
|            | Task 2: Disasters Research Task           | 3        | 20         |
|            | Task 3: Semester 1 Examination            | 1, 2, 3  | 20         |
| Semester 2 | Task 4: Chemistry SRP Task                | 3        | 20         |
|            | Task 5: Practical Electricity Skills Task | 2        | 10         |
|            | Task 6: Semester 2 Examination            | 1, 2, 3  | 20         |

# Talented Technology: Information Processes and Technology

## Year 11 Course Outcomes

A student:

- P1.1 Describes the the nature of information processes and information technology
- P1.2 Classifies the functions and operations of information processes and information technology
- P2.1 Identifies the information processes within an inforamtion system
- P2.2 Recognises the interdependence between each of the information processes
- P3.1 Identifies social and ethical issues
- P4.1 Describes the historical developments of information systems and relates these to current and emerging technologies
- P5.1 UsSelects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1 Analyses and describes an identified need
- P6.2 Generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 Recognises and applies management and communication techniques to project work
- P7.2 Uses technology to support group work

## Assessment Schedule:

| Component                                      | Task 1<br>Case Study   | Task 2<br>Half Yearly<br>Exam      | Task 3<br>Group Project            | Task 4<br>Yearly Exam              | Weighting |
|--|------------------------|------------------------------------|------------------------------------|------------------------------------|-----------|
| Outcomes                                       | P1.1, P2.1, P3.1, P4.1 | P1.1, P1.2, P2.1, P3.1, P4.1, P6.1 | P2.2, P5.1, P6.1, P6.2, P7.1, P7.2 | P1.1, P1.2, P2.1, P2.2, P3.1, P5.1 |           |
| Introduction to information skills and systems | 30%                    |                                    |                                    |                                    | 30%       |
| Tools for information processes                |                        |                                    | 20%                                | 15%                                | 35%       |
| Developing information systems                 |                        |                                    | 20%                                | 15%                                | 35%       |
| HSC ASSESSMENT MARKS                           | 30%                    |                                    | 40%                                | 30%                                | 100%      |
| SCHOOL REPORT MARKS                            |                        | 100%                               |                                    | 100%                               |           |

# Visual Arts

## Course Outline

Students will study the following units:

| Term 1                               | Term 2                                 | Term 3     | Term 4                                     |
|--------------------------------------|--|------------|--|
| ▪ The Human Form – A Historical View | ▪ The Human Form – A Contemporary View | ▪ The Land | ▪ Artist's Choice – Project Based Learning |

## Report Outcomes

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

## Assessments

|            | Assessment Task                       | Outcomes | Weightings |
|------------|---------------------------------------|----------|------------|
| Semester 1 | Task 1: Critical and Historical Study | 1        | 20         |
|            | Task 2: Body of Work                  | 2, 3     | 30         |
| Semester 2 | Task 3: Critical and Historical Study | 1        | 20         |
|            | Task 4: Body of Work                  | 2, 3     | 30         |