



EASTERN GOLDFIELDS COLLEGE

2019 ASSESSMENTS & COURSE OUTLINES



AN INDEPENDENT PUBLIC SCHOOL



ASSESSMENT & COURSE OUTLINES

ATAR APPLIED INFORMATION TECHNOLOGY YEAR 11
ATAR COMPUTER SCIENCE YEAR 11
GENERAL APPLIED INFORMATION TECHNOLOGY YEAR 11
GENERAL BUSINESS MANAGEMENT AND ENTERPRISE YEAR 11
GENERAL COMPUTER SCIENCE YEAR 11
ATAR ACCOUNTING & FINANCE YEAR 12
ATAR APPLIED INFORMATION TECHNOLOGY YEAR 12
ATAR COMPUTER SCIENCE YEAR 12
GENERAL APPLIED INFORMATION TECHNOLOGY YEAR 12
GENERAL BUSINESS MANAGEMENT AND ENTERPRISE YEAR 12
GENERAL COMPUTER SCIENCE YEAR 12
ATAR VISUAL ARTS YEAR 11
GENERAL VISUAL ART YEAR 11
GENERAL VISUAL ART YEAR 12
GENERAL DESIGN PHOTOGRAPHY YEAR 11
GENERAL DESIGN GRAPHICS YEAR 12
GENERAL DESIGN PHOTOGRAPHY YEAR 12
GENERAL AUTOMOTIVE ENGINEERING TECHNOLOGY YEAR 11
GENERAL MATERIALS DESIGN & TECHNOLOGY METALS YEAR 11
GENERAL AUTOMOTIVE ENGINEERING TECHNOLOGY YEAR 12
GENERAL MATERIALS DESIGN & TECHNOLOGY METALS YEAR 12
FOUNDATION ENGLISH YEAR 11
FOUNDATION ENGLISH YEAR 11/12
ATAR ENGLISH YEAR 11
ATAR MEDIA PRODUCTION & ANALYSIS YEAR 11
GENERAL DRAMA YEAR 11
ENGLISH AS AN ADDITIONAL LANGUAGE YEAR 11
GENERAL ENGLISH YEAR 11
ATAR LITERATURE YEAR 11
ATAR ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT YEAR 12
ATAR ENGLISH YEAR 12
ATAR MEDIA PRODUCTION & ANALYSIS YEAR 12



ASSESSMENT & COURSE OUTLINES

FOUNDATION ENGLISH YEAR 12
GENERAL DRAMA YEAR 12
GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE YEAR 12
GENERAL ENGLISH YEAR 12
GENERAL MEDIA YEAR 12
ATAR LITERATURE YEAR 12
GENERAL MEDIA PRODUCTION AND ANALYSIS YEAR 11
GENERAL FOOD SCIENCE & TECHNOLOGY YEAR 11
GENERAL FOOD SCIENCE & TECHNOLOGY YEAR 12
GENERAL CHILDREN FAMILY & COMMUNITY YEAR 11
MATERIALS DESIGN AND TECHNOLOGY – TEXTILES YEAR 11
CHILDREN FAMILY AND THE COMMUNITY YEAR 12
MATERIALS DESIGN AND TECHNOLOGY – TEXTILES YEAR 12
ATAR PHYSICAL EDUCATION YEAR 11
ATAR PHYSICAL EDUCATION YEAR 12
GENERAL DANCE YEAR 11
GENERAL HEALTH STUDIES YEAR 11
GENERAL PHYSICAL EDUCATION COURSE YEAR 11
GENERAL HEALTH STUDIES YEAR 12
GENERAL PHYSICAL EDUCATION STUDIES YEAR 12
MATHEMATICS APPLICATIONS YEAR 11
MATHEMATICS METHODS YEAR 11
MATHEMATICS SPECIALIST YEAR 11
MATHEMATICS FOUNDATIONS YEAR 11
GENERAL MATHEMATICS ESSENTIAL YEAR 11
ATAR MATHEMATICS APPLICATIONS YEAR 12
MATHEMATICS METHODS YEAR 12
MATHEMATICS SPECIALIST YEAR 12
MATHEMATICS FOUNDATIONS YEAR 12
MATHEMATICS ESSENTIAL YEAR 12
GENERAL MODERN HISTORY YEAR 11
ATAR POLITICS AND LAW YEAR 12



ASSESSMENT & COURSE OUTLINES

ATAR GEOGRAPHY YEAR 12
ATAR MODERN HISTORY YEAR 11
ATAR GEOGRAPHY YEAR 11
ATAR POLITICS AND LAW YEAR 11
ATAR PSYCHOLOGY YEAR 11
GENERAL GEOGRAPHY YEAR 11
GENERAL PSYCHOLOGY YEAR 11
ATAR PSYCHOLOGY YEAR 12
GENERAL PSYCHOLOGY YEAR 12
ATAR MODERN HISTORY YEAR 12
GENERAL MODERN HISTORY YEAR 12
CERTIFICATE II CREATIVE INDUSTRIES MEDIA YEAR 11 CUA20215
CERTIFICATE II BUSINESS – BSB20115
CERTIFICATE II COMMUNITY SERVICES CHC22015 CERTIFICATE II
IN FINANCIAL SERVICES FNS20115 CERTIFICATE II IN SPORT &
RECREATION SIS20115 CERTIFICATE II IN TOURISM SIT20116
CERTIFICATE II IN TOURISM/HOSPITALITY
CERTIFICATE II BUSINESS BSB20115
CERTIFICATE II IN TOURISM
ATAR BIOLOGY YEAR 11
ATAR CHEMISTRY YEAR 11
ATAR HUMAN BIOLOGY YEAR 11
ATAR INTEGRATED SCIENCE YEAR 11
ATAR PHYSICS YEAR 11
GENERAL HUMAN BIOLOGY YEAR 11
GENERAL INTEGRATED SCIENCE YEAR 11
ADWPL WORKPLACE LEARNING

ASSESSMENT OUTLINE 2019

ATAR APPLIED INFORMATION TECHNOLOGY

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 40%	Task 1: E-Portfolio Students create an E-Portfolio that will showcase their skills and knowledge in developing graphics, audio & spreadsheets.	10%	Term 1 Week 7
	Task 2: Hardware Poster(s) Students plan and produce a poster of series of posters for an educational institution on Computer Hardware.	10%	Term 1 Week 10
	Task 7: Skills Portfolio Students create a website which will showcase their skills and knowledge in animation, audio, compression & website elements and managing data.	10%	Term 3 Week 5
	Task 8: Networking Website Students create a website explaining networking for a small business.	10%	Term 3 Week 9
Short Answer 15%	Task 3: Design Process Test A test where students are required to interpret and critically analyse a scenario related to the creation and management of an information system.	2.5%	Term 2 Week 1
	Task 5: In-class test An in-class test consisting of multiple choice and short answer questions on Hardware, Software, Legal and Design.	5%	Term 2 Week 6
	Task 9: Design Process Test A test where students are required to interpret and critically analyse a scenario related to the creation and management of an information system.	2.5%	Term 3 Week 10
	Task 11: In-class test An in-class test consisting of multiple choice and short answer questions on Data Management, Networks, and legal, ethical & social impacts of technology.	5%	Term 4 Week 4
Extended Answer 15%	Task 4: Report – Social Impact of Technology Students research, analyse and respond to a series of question related to social networks, virtual communities and their impact on the digital citizenship of users.	7.5%	Term 2 Week 5
	Task 10: Technology Impact Report Students research, analyse and respond to a series of questions related to legal, ethical and social issues related to e-commerce and e-communication in business.	7.5%	Term 4 Week 3
Exam 30%	Task 6: Semester One Exam	10%	Term 2 Week 8
	Task 12: Semester Two Exam	20%	Term 4 Week 6

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COURSE OUTLINE 2019

ATAR APPLIED INFORMATION TECHNOLOGY

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 7	<p>Design Concepts The elements of design, the principles of design, relationship between the elements of design and the principles of design, typography, compositional rules, identify and explain the elements of design and the principles of design in an existing digital product and/or digital solution, apply the elements of design and the principles of design developing a digital product and/or digital solution, create accurate visuals/layouts, apply principles of layout and composition and develop and apply detailed annotations for digital designs relevant to a design brief demonstrating the following considerations...:</p> <p>Impacts of technology Intent and purpose of the <i>Copyright Act 1968</i> (Australia), appropriate referencing techniques for digital publications and acknowledgement of the intellectual property (IP) owner.</p> <p>Application skills Purpose of data organisation, common file formats for graphics and audio, management of software, types of software licences, considerations for the construction and design of lookup tables in spreadsheets, organisation and management of data, using sort filters in spreadsheets, apply data organisation techniques for user and/or client needs, apply appropriate graphic and audio file types, use lookup tables in spreadsheets, composition, layout and design considerations for the construction of spreadsheets and apply sort filters in spreadsheets.</p> <p>Project Management Components of a project design process, components of a design plan, criteria required to evaluate a digital product and/or digital solution, apply the elements of design and the principles of design relevant to a particular design brief, apply a design process to create a digital product and/or digital solution and apply techniques for representing the design of a digital product and/or digital solution.</p> <p>Hardware Identification of software compatibility issues.</p>	<p>Task 1: E-Portfolio Week 7</p>	Class Activities
8 - 10	<p>Hardware Hardware components of a computer system, purpose of the central processing unit (CPU), purpose of memory/storage, types of memory/storage, types of peripheral devices, types of computer systems, purpose of an operating system types of operating systems and functions of an operating system (OS) and</p>	<p>Task 2: Hardware Poster(s) Week 10</p>	Class Activities

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1	Design Concepts Modify a digital product and/or digital solution to meet a design need/consideration and apply the elements of design and the principles of design relevant to a particular design brief Test Revision: Revision of syllabus and test preparation	Task 3: Design Process Test Week 1	
2 - 5	Impacts of technology Concept of digital citizenship, the impact of digital technologies on work-life balance, concept of social networking, types of social networking and their features and types of virtual communities.	Task 4: Report – Social Impact of Technology Week 5	Class Activities
6	Test Revision: Revision of syllabus and test preparation	Task 5: In-class test Week 6	Class Activities
7	Exam Revision: Revision of syllabus and exam preparation		Class Activities
7 - 8	Exams	Task 6: Semester One Exam	Class Activities
END OF SEMESTER 1			
Term 2			
8 - 10	Application Skills Features of animation software and use animation software. Project management Project management techniques, apply project management techniques to meet client requirements or a design brief, apply a design process to create a digital product and/or digital solution and ensure the digital product and/or digital solution meets identified user requirements Managing data Consideration for the compression of files for the transfer and display of data, techniques for file size minimisation, optimisation of files, strategies for efficient online data management, strategies for efficient document version control, concept of cloud computing and apply document version control.		Class Activities
Term 3			
1 - 5	Application Skills Features of audio software, features of web authoring, types of online collaboration, concept of responsive design, edit audio files, create a navigation map, use web-authoring software and use multimedia applications to edit and create a digital product and/or digital solution Managing data Use compression to optimise transfer and display of data	Task 7: Skills Portfolio Week 5	Class Activities
6 - 9	Managing data System utility tools and accessories for the efficient operation and maintenance of data and use system utility tools and accessories to ensure efficient operation and maintenance of data Networks Concept of computer networking, types of transmission media, the concept transmission rates, network topologies for local area network (LAN), network components for internet connection for a small business and design a suitable LAN topology.	Task 8: Networking Website Week 9	Class Activities
10	Test Revision: Revision of syllabus and test preparation	Task 9: Design Process Test Week 10	Class Activities

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1 - 3	Impacts of Technology Privacy Act 1988, digital divide issues, electronic commerce and issues related to the dependency of society upon electronic and visual communication in business.	Task 10: Technology Impact Report Week 3	Class Activities
4	Test Revision: Revision of syllabus and test preparation	Task 11: In-class test Week 4	Class Activities
5	Exam Revision: Revision of syllabus and exam preparation		Class Activities
6	Exams	Task 12: Semester Two Exam	Class Activities
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR COMPUTER SCIENCE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 40%	Task 1: Project 1 – DFD Review the system development methodologies and create system development documentation based upon a given scenario.	5%	Term 1 Week 4
	Task 4: Project 2 – Database Follow the System Development Life Cycle to design, develop and implement a database based upon a scenario.	15%	Term 2 Week 4
	Task 8: Project 3 – Prototype Develop a prototype software solution based upon a given scenario.	3%	Term 3 Week 6
	Task 9: Project 4 – Programming Follow SDC to design, develop and implement software solution based upon a given scenario.	17%	Term 3 Week 9
Theory Test 20%	Task 2: Theory-Test 1 System Analysis and Development	5%	Term 1 Week 6
	Task 5: Theory-Test 2 Managing Data	5%	Term 2 Week 5
	Task 7: Theory-Test 3 Developing Software	3%	Term 2 Week 9
	Task 11: Theory-Test 4 Networks and Communications	7%	Term 4 Week 4
Practical Test 10%	Task 3: Practical-Test 1 Spreadsheets	5%	Term 1 Week 9
	Task 10: Practical-Test 2 Programming	5%	Term 3 Week 10
Exam 30%	Task 6: Exam 1 Semester 1 Exam	10%	Term 2 Week 7/8
	Task 12: Exam 2 Semester 2 Exam	20%	Term 4 Week 6

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Course Introduction System Analysis and Development (knowledge) <ul style="list-style-type: none"> concept of project management, including: planning; scheduling; budgeting; and tracking types of system development methodologies: prototyping; and system development life cycle (SDLC) stages of the SDLC: preliminary analysis; analysis; design; development; implementation; evaluation and maintenance 		
2	System Analysis and Development (skills) <ul style="list-style-type: none"> systems development documentation as a part of the SDLC: context diagrams using Yourdon/DeMarco notation; data flow diagrams (DFD) using Yourdon/DeMarco notation analyse context diagrams and data flow diagrams apply context and data flow diagrams using Yourdon/DeMarco notation, as a part of the SDLC 		
3 - 4	Project 1 - DFD Develop a Context and L0 Data Flow diagrams for a business based on a given scenario	Task 1: Project 1 Week 4	
5 - 6	System Analysis and Development (knowledge) <ul style="list-style-type: none"> types of primary and secondary storage concept of boot process (power up to OS booting, including POST) storage capacities, including: bit; byte; kilobyte; megabyte; gigabyte; and terabyte hardware and software components for a computer system designed for a specific purpose role of standard operating environment (SOE) role of components in the central processing unit concept of the fetch-execute cycle troubleshooting strategies appropriate physical preventative maintenance measures purpose of an ICT code of conduct ethics in the development and use of ICT systems piracy considerations in the development and use of ICT systems digital communications etiquette when using ICT systems 	Task 2: Theory Test 1 Week 6	
7 - 8	Managing Data Knowledge: <ul style="list-style-type: none"> spreadsheet terms, including: cell; formula; label; functions (sum, average, max, min, count, countif); worksheet; lookup tables (hlookup, vlookup) Skills: <ul style="list-style-type: none"> create solutions using a spreadsheet application using: functions; charts; lookup table; sorting 		
9 - 10 T2W1	Managing Data Knowledge: <ul style="list-style-type: none"> hierarchical structure of data data protection methods data types database terms 	Task 3: Practical Test 1 Week 9	

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1	Managing Data <ul style="list-style-type: none"> design considerations for visual interfaces and navigation systems within database systems purpose of database documentation for the user ethical and legal issues related to the personal use and storage of data legal requirements and implication of information kept by various organisations about individuals 		
2	Managing Data Knowledge: <ul style="list-style-type: none"> data modelling using Chen's notation entity relationships diagrams Skills: <ul style="list-style-type: none"> resolve simple many to many (M:N) relationship in a multi-table relational database system create using Chen's notation entity relationship (ER) diagrams for a simple database solution create a working relational multi-table database create a visual interface for users of a database create database documentation 		
3 – 4	Project 2 – Database Follow the System Development Life Cycle to develop and implement a relational database based upon a given scenario	Task 4: Project 2 Week 4	
5 – 6	Exam Revision	Task 5: Theory Test 2 Week 5	
7 - 8	Exam week	Task 6 Exam 1	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
Term 2			
8 - 9	Developing Software Knowledge <ul style="list-style-type: none"> • evolution of programming languages • purpose and function of software to operate a computer system • requirements for software licensing • stages of the software development cycle (SDC): state the problem; plan and design; develop the solution; test the solution; evaluate the solution • factors affecting the development of software Skills <ul style="list-style-type: none"> • apply software development requirements • create a system solution using the SDC 	Task 7: Theory Test 3 Week 9	
Term 3			
1 - 2	Programming Knowledge <ul style="list-style-type: none"> • characteristics of data type • appropriate naming conventions for variables • types of code, including: source and executable • types of control structures • the concept of data validation • modelling of an algorithm to test for logic using flow charts • modelling of an algorithm using flow charts Skills <ul style="list-style-type: none"> • use pseudocode to represent a programming solution • create flow charts to represent a programming solution • programming solutions • apply, using pseudocode and a programming language 		
3 - 5	Programming <ul style="list-style-type: none"> • types of program or code errors, including: syntax errors; run-time errors and logical errors • types of control structures, including: selection two-way (if then else) multi-way (nested if); iteration test first (while) test last repeat until) fixed (for) • purpose of internal and external documentation • apply, using pseudocode and a programming language, the following control structures: sequence, selection and iteration 		
6	Project 3 – Prototype Develop a prototype software solution based upon a given scenario	Task 8: Project 3 Week 6	
7	Programming Use of the following number systems within a computer: binary decimal, hexadecimal		
8 - 9	Project 4 – Programming Follow SDC to develop and implement software solution based upon a given scenario.	Task 9 Project 4 Week 9	
10	Programming	Task 10 Practical Test 2 Week 10	

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1 - 4	Networks and Communications <ul style="list-style-type: none"> • functions of the following computer hardware components required for networks • types of communication networks • technologies appropriate for the implementation of a client/server and peer-to-peer network • star network topology • diagrammatic representation of network topologies for LAN and WAN • characteristics of transmission media • communication terms • types of communication protocols • Methods used to ensure security of information over the internet • Types of malware 	Task 11 Theory Test 4 Week 4	
5	Exam Revision		
6	Exam Week	Task 12 Exam 2 Week 6	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL APPLIED INFORMATION

TECHNOLOGY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 70%	Task 2: Leaving Home Students plan and produce a personal budget exemplifying the cost of leaving home and surviving on a minimum wage. Students must use appropriate layout, formulas and formatting.	15%	Term 1 Week 9
	Task 3: Impact of Digital Technology Changes Investigation Students research, analyse and respond to a series of question.	5%	Term 2 Week 2
	Task 4: Hardware Posters Students plan and produce a series of posters for an educational institution on Computer Hardware and recycling/disposing of out-dated technologies.	15%	Term 2 Week 6
	Task 8: Dream Home Wireless Network Students plan and produce a graphic that represents floor plan of their dream home that identifies all of the hardware components of their wireless network.	15%	Term 3 Week 10
	Task 7: Computer Crime Investigation Students research, analyse and respond to a series of question.	5%	Term 3 Week 6
	Task 9: Digital Technology Impacts Animation Students are to plan and produce a fully animated presentation about the impact of technology on personal health or communication. Students have to use their Audio and Presentation skills to plan and create a narrated audio track that is supported by an animated series of relevant graphics.	15%	Term 4 Week 4
Short Answer 20%	Task 5: Test Students are required to refer to use interpretative, critical thinking and analysis skills to answer a series of questions related to a scenario.	10%	Term 2 Week 7
	Task 10: Test Students are required to use interpretative, critical thinking and analysis skills to answer a series of questions related to a scenario.	10%	Term 4 Week 5
Extended Answer 10%	Task 1: Personal ICT Health and Safety A workbook consisting of questions and scenarios related to both physical and online health and safety considerations for a personal work area & information.	5%	Term 1 Week 3
	Task 6: Data Management A workbook consisting of questions, activities and scenarios related to assess students' knowledge and skills of data management.	5%	Term 3 Week 2

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COURSE OUTLINE 2019

GENERAL APPLIED INFORMATION TECHNOLOGY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Impacts of technology <ul style="list-style-type: none"> • Work health and safety • Digital citizenship • Implications of placing information and images online Application Skills <ul style="list-style-type: none"> • Types of collaborative management tools • Features of email and webmail for personal use • Use email software for personal use • Use appropriate collaborative software tools for personal communication 	Task 1: Personal ICT Health and Safety Week 3	Class Activities OHS Workbook
4	Design concepts <ul style="list-style-type: none"> • The elements of design • The principles of design • Typography • Compositional rules 		Class Activities
5 - 9	Application skills <ul style="list-style-type: none"> • Features of spreadsheet • Use spreadsheet software for personal budgets. • Apply layout and design considerations for the construction of digital product and/or digital solution Project management <ul style="list-style-type: none"> • Considerations for the development of a digital product and/or digital solution • Criteria and methods for evaluating a digital product and/or digital solution • Identify the purpose and intended audience for a digital product and/or digital solution • Identify the purpose and intended audience for a digital product and/or digital solution • Apply selected design elements and principles to create a personal digital product and/or digital solution • Evaluate the completed product and/or solution 	Task 2: Leaving Home Week 9	Class Activities
10	Impacts of technology <ul style="list-style-type: none"> • Responsibilities of users when storing and maintaining private/personal information • Consequences of different methods of disposal of out dated technologies • Impact of changes in digital technology • Consequences of using digital media compared to traditional methods of communication. • Recycling of technology products Application skills <ul style="list-style-type: none"> • Features of word processing applications • Considerations for document design and development • Considerations for the layout and design of documents • Use application software of word processing for personal use 		Class Activities

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	Completing Task 3	Task 3: Impact of Digital Technology Changes Investigation Week 2	Class Activities
3 - 6	Hardware <ul style="list-style-type: none"> Types of computer systems Purpose of the central processing unit Types of peripheral devices Purpose of input devices Purpose of output devices Purpose of memory Trouble shooting techniques to resolve common computer system faults. Application skills <ul style="list-style-type: none"> Apply a design strategy Design concepts Apply the elements of design and the principles of design to page layouts 	Task 4: Hardware Posters Week 6	Class Activities
7	Design concepts <ul style="list-style-type: none"> Identify the elements of design and the principles of design in an existing digital product and/or solution Test Revision: <ul style="list-style-type: none"> Revision of syllabus and test preparation 	Task 5: Test Week 7	Class Activities
END OF SEMESTER 1			
8 - 10	Managing data <ul style="list-style-type: none"> Types of Internet search tools Characteristics of the accuracy and reliability of sources of data Internet search strategies Awareness of common file formats Difference between data and information Personal data organisation methods Use a variety of search engines to locate similar data Use Boolean search operators for detailed searches Create and save data using different file types Apply personal data organisation methods Application skills Use online databases Features of online database tools Strategies for troubleshooting software issues and undertaking online training Apply software troubleshooting and training options 		Class Activities

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 2	Completing Task 6	Task 6: Data Management Week 2	Class Activities
3 - 6	Impacts of technology <ul style="list-style-type: none"> Types of computer crime Introduction to the relevant regulations that apply to personal ICT use Purpose of the fair dealing amendment of the <i>Copyright Act 1968</i> (Australia) for educational purposes Purpose of the <i>SPAM Act 2003</i>, (Australia) including appropriate use Responsible digital citizenship related to cyber bullying Application skills <ul style="list-style-type: none"> Use word processing software 	Task 7: Computer Crime Investigation Week 6	Class Activities
7 - 10	Networks <ul style="list-style-type: none"> Components of a personal wireless network Considerations for selecting hardware for a personal wireless network Internet service providers (ISP) considerations for network security Connect to a wireless network Check connectivity of a wireless network Application skills <ul style="list-style-type: none"> Use image manipulation software Features of image manipulation software Project management <ul style="list-style-type: none"> Components of a design process to develop a digital product and/or digital solution Time management skills Techniques for representing the design of a digital product and/or digital solution Apply a design process to create a digital product and/or digital solution Apply time management skills Apply the elements of design and the principles of design to create a digital solution to meet user requirements Present a completed project for user evaluation 	Task 8: Dream Home Wireless Network Week 10	Class Activities
Term 4			
1 - 4	Impacts of technology <ul style="list-style-type: none"> Impact of digital technology (The health of individuals, communication methods) Application skills <ul style="list-style-type: none"> Use presentation software Use audio software Features of presentation software Features of audio software Plan, design and present an interactive project 	Task 9: Digital Technology Impacts Animation Week 4	Class Activities
5	Test Revision: <ul style="list-style-type: none"> Revision of syllabus and test preparation Catch up on overdue work. Revision 	Task 10: Test Week 5	Class Activities
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL BUSINESS MANAGEMENT AND ENTERPRISE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Business Research 40%	Task 1: Identifying a business opportunity, types of business and legal requirements to set up.	7%	Term 1 Week 4
	Task 2 Part A: Sources of Finance	7%	Term 1 Week 7
	Task 3 Part A: Marketing Mix (4P's) for your business	10%	Term 2 Week 2
	Task 6: Develop a business opportunity to run at school, legal requirements to operate it.	7%	Term 2 Week 10
	Task 7: Conduct Market Research of a business idea and presentation	9%	Term 3 Week 3
Response 60%	Task 2 Part B: Sources of Finance: Business email requesting information	5%	Term 1 Week 7
	Task 3 Part B: Marketing Mix (4P's) for your business	5%	Term 2 Week 2
	Task 4: Develop Job roles for your business	8%	Term 2 Week 5
	Task 5: End of Semester 1 Test	8%	Term 2 Week 7
	Task 8: Develop a business plan and write a letter of permission to Principal	12%	Term 3 Week 7
	Task 9: Develop a report detailing your market strategy (7P's)	12%	Term 3 Week 10
	Task 10: Evaluation of your business post-operation	10%	Term 4 Week 3

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COURSE OUTLINE 2019

GENERAL BUSINESS MANAGEMENT AND ENTERPRISE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 4	<p>Political and legal, economic, socio-cultural and technological (PEST)</p> <ul style="list-style-type: none"> reasons for starting a business, including: wealth creation, development of an innovative idea, financial security, employment opportunities/choices classification of businesses: sole traders, partnerships, private companies, not-for-profit organisations, franchises identification of a business opportunity the environments of business: <ul style="list-style-type: none"> macro environment, operating environment, internal environment the relationship between business growth and innovation legal requirements in setting up sole traders and partnerships, including: <ul style="list-style-type: none"> Australian business number (ABN), business name, business registration, Partnership Act 1895 (WA), Partnership agreement, registration of tax file number, the relationship between business growth and innovation, introduction to the concept of ethical practice for business, particularly in relation to the external environment. <p>People</p> <ul style="list-style-type: none"> role of human resources in business <p>Political and legal, economic, socio-cultural and technological (PEST)</p> <ul style="list-style-type: none"> the concept of ethical business practice <ul style="list-style-type: none"> code of ethics for employer/employee, employer/employee behaviour, business/client relationship People employer obligations, including: <ul style="list-style-type: none"> payroll, superannuation, leave entitlements 	<p>Task 1: Identifying a business opportunity, types of business and legal requirements to set up Week 4</p>	
5 - 7	<p>Management: Operations</p> <ul style="list-style-type: none"> purpose of a simple business plan Key features of a business plan – mission statement & business profile the role of the manager in operating a business: planning, organising, leading, controlling factors influencing business success, including: positive cash flow, appropriate market research, experience in business planning factors influencing business failure, including: lack of cash flow, lack of market research, lack of experience in business planning sources of funding from financial institutions: short-term and long-term Business Communication 	<p>Task 2 Part A: Sources of Finance and business email requesting information</p> <p>Task 2 Part B: Sources of Finance and business email requesting information Week 7</p>	
8 - 10	<p>Marketing</p> <ul style="list-style-type: none"> the importance of identifying potential customers and competitors the following elements of the marketing mix: <ul style="list-style-type: none"> product, price, place, promotion 		

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	Marketing <ul style="list-style-type: none"> the following elements of the marketing mix: <ul style="list-style-type: none"> product, price, place, promotion 	Task 3 Part A and B: Marketing Mix (4P's) for your business Week 2	
3 - 5	Political and legal, economic, socio-cultural and technological (PEST) <ul style="list-style-type: none"> Concept of entrepreneurship People <ul style="list-style-type: none"> Key features of a job description, including: <ul style="list-style-type: none"> Skills, qualifications, experience enterprising traits, including: <ul style="list-style-type: none"> risk taking, optimism, creativity, perseverance 	Task 4: Develop Job roles for your business Week 5	
6 - 7	Semester 1 Revision <ul style="list-style-type: none"> Review of all content areas covered during semester. 	Task 5: Semester 1 Test Week 7	
8	Marketing <ul style="list-style-type: none"> factors that influence consumer purchasing decisions: <ul style="list-style-type: none"> peer groups (aspirational, associative, dissociative) psychological factors (loyalty, memory, motivation, perception of business image) 		
END OF SEMESTER 1			
8 - 10	People <ul style="list-style-type: none"> ways to work collaboratively in teams, including: <ul style="list-style-type: none"> accept responsibility, support and contribute to team effort, acknowledge other points of view key traits of teamwork that facilitate creativity and innovation, including: <ul style="list-style-type: none"> openness and honesty, valuing ideas and contributions learning from unsuccessful ideas key features of the following creative and critical thinking tools: <ul style="list-style-type: none"> Substitute, Combine, Adapt, Modify, Put to another use, Eliminate, Reverse (SCAMPER) De Bono's Six Thinking Hats decision-making tools, including: <ul style="list-style-type: none"> Plus, Minus, Interesting (PMI), Y-charts Political and legal, economic, socio-cultural and technological (PEST) <ul style="list-style-type: none"> the concept of business networks purpose of business networks types of innovation intent and purpose of the following Western Australian workplace laws <ul style="list-style-type: none"> Equal Opportunity Act 1984 (WA) Occupational Safety and Health Act 1984 (WA) rights and responsibilities of employers, including: <ul style="list-style-type: none"> implement Occupational Safety and Health Act 1984 (WA) and Worksafe practices implement Equal Opportunity Act 1984 (WA) policies rights and responsibilities of employees, including: <ul style="list-style-type: none"> follow Occupational Safety and Health Act 1984 (WA) and Worksafe practices <ul style="list-style-type: none"> report workplace hazards, work in an ethical manner, undertake appropriate training to perform duties legal requirements for operating small to medium enterprises (SMEs), including sole traders and partnerships: <ul style="list-style-type: none"> Goods and Services Tax (GST), Business activity statement (BAS) reporting, Fair Trading laws (ACCC), Copyright and plagiarism the rights of consumers in Australian consumer law, including: <ul style="list-style-type: none"> make a complaint, return faulty products engage in lay-by agreements 	Task 6: Develop a business opportunity to run at school, legal requirements to operate it Week 10	

Week	Topics/Syllabus	Assessment	Resources
Term 3			
4 - 7	Management: Operations <ul style="list-style-type: none"> risk management strategies when operating a SME business <ul style="list-style-type: none"> insurance, employee training People (revisit from Unit 1) <ul style="list-style-type: none"> ways to work collaboratively in teams, including: <ul style="list-style-type: none"> accept responsibility, support and contribute to team effort, acknowledge other points of view decision-making tools, including SWOT analysis Management: Operations <ul style="list-style-type: none"> The Business Plan - Features of a business plan nature and purpose of the following source documents: <ul style="list-style-type: none"> order forms, tax invoice Political and legal, economic, socio-cultural and technological (PEST) <ul style="list-style-type: none"> business protocols, including the use of appropriate language and business etiquette 	Task 8: Develop a business plan and a letter of permission to run the business at school Week 7	
8 -10	Management: Marketing <ul style="list-style-type: none"> the concept of competitive advantage (revisit) the following elements of the marketing mix: <ul style="list-style-type: none"> people, processes, physical presence of the business 	Task 9: Market strategy Report Week 10	
Term 4			
1 - 3	Management: Operations <ul style="list-style-type: none"> factors influencing business success, including: <ul style="list-style-type: none"> experience in business planning factors influencing business failure, including: <ul style="list-style-type: none"> lack of experience in business planning the nature and purpose of the following simple cash records <ul style="list-style-type: none"> receipts, bank deposit slip, simple business bank reconciliation methods of monitoring business activities, including: <ul style="list-style-type: none"> customer database, sales data, debt and cash nature and purpose of the following source documents (revisit): <ul style="list-style-type: none"> order forms, tax invoice simple calculation of profit using income and expenses only 	Week 1 – EGC Market Day Task 10: Running the business and post operation evaluation Week 3	
4 - 5	Introduction to the Year 12 course		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL COMPUTER SCIENCE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 60%	Task 2: Spread Sheet Project Students are required to follow the system development cycle to design and develop a spreadsheet for Hillside College.	15%	Term 1 Week 7
	Task 4: Database Project Students are required to follow the system development cycle to design and develop a database for Bulldog Apparel.	15%	Term 2 Week 3
	Task 7: Scenario investigation project Students are required to investigate the issue of piracy and online theft incorporating.	15%	Term 2 Week 9
	Task 9: Programming Project Students are to design a simple vending machine stocking service utilising 'IF' statements. (i.e keeping check of inventory control levels)	15%	Term 3 Week 9
Theory Test 20%	Task 1: Theory Test Systems, Components & Maintenance Test	5%	Term 1 Week 3
	Task 6: Managing Data Test A theory test consisting of a series of short answer questions based upon Managing Data content.	5%	Term 2 Week 5
	Task 11: Network and Communications Test Students are required to answer questions based on network and communications	5%	Term 4 Week 2
	Task 12: PAN Test A theory test for a personal area network in a house.	5%	Term 4 Week 5
Practical Test 20%	Task 3: Spreadsheet Test A practical test consisting of a series of short answer questions based upon Spreadsheet content.	5%	Term 1 Week 8
	Task 5: Database Practical Test Students are required to answer a series of questions related to the use of a database management system and create a database on the given scenario.	5%	Term 2 Week 4
	Task 8: Grok Programming Competition Students compete in various categories at ability levels.	5%	Term 3 Week 6
	Task 10: Programming Test Students are required to answer questions based on programming.	5%	Term 4 Week 1

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL COMPUTER SCIENCE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Systems analysis and development Knowledge <ul style="list-style-type: none"> functions of computer hardware components, including: <ul style="list-style-type: none"> input: keyboard; mouse; microphone; digital camera/web cam; scanner processing: CPU; CU; ALU; registers primary storage; RAM; ROM secondary storage: mechanical drive; solid state drive; online output: monitor; printer; speaker/headphones types of computer systems, including: mobile; desktop; server the role of an operating system types of hardware booting processes: cold; warm; hot how user wants to influence the choice, use and creation of personal computer systems types of basic maintenance strategies and computer protection software, including: defragmentation; error check; disk clean; back up; anti-malware basic maintenance strategies and techniques to rectify simple computer difficulties, including: diagnosis of fault; implementation of a solution; description of process Skills <ul style="list-style-type: none"> apply the following hardware booting processes <ul style="list-style-type: none"> cold; warm; hot connect peripheral devices to a computer system using: ports universal serial bus (USB); Firewire; PS2; Ethernet; serial install simple software apply basic care and handling of hardware equipment measures to ensure personal safety and appropriate use of components apply basic maintenance strategies and computer protection software apply basic maintenance strategies and techniques to rectify simple computer difficulties 	Task 1: Theory Test Week 3	Hardware activities
4 – 7	Systems analysis and development Knowledge <ul style="list-style-type: none"> purpose of the systems development life cycle (SDLC) stages of the SDLC: preliminary analysis; analysis; design; development; implementation; evaluation and maintenance flow of data through an information system: input; processing; storage; output Managing Data Knowledge <ul style="list-style-type: none"> features of word processing software, including common formatting functions features of spreadsheet software, including: <ul style="list-style-type: none"> simple functions (sum, average, min and max) simple formulae (addition, subtraction, multiplication and division) Skills <ul style="list-style-type: none"> use spreadsheet software 	Task 2: Spreadsheet Project Week 7	Systems analysis activities Hardware activities Spreadsheet skill development tutorials
8	Test Revision: Revision of syllabus and test preparation	Task 3: Spreadsheet Test Week 8	
9 - 10	Managing Data Knowledge <ul style="list-style-type: none"> features of database software, including: components of a single table database (field, record, file); data entry forms; simple search techniques; create a simple query; simple data types (number, text, Boolean, date, currency) Skills <ul style="list-style-type: none"> use database software 		Database skill development tutorials

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 3	Completing Task 4	Task 4: Database Project Week 3	
4	Test Revision: Revision of syllabus and test preparation	Task 5: Database Practical Test Week 4	
5	Managing Data Knowledge <ul style="list-style-type: none"> data management techniques for personal computer use, including hierarchical storage of data using files and folders issues related to ethics in the storage of personal data Skills <ul style="list-style-type: none"> apply hierarchical file management techniques for personal computer use 	Task 6: Managing Data Test Week 5	
END OF SEMESTER 1			
6 - 10	Developing software Knowledge <ul style="list-style-type: none"> requirements for software licensing, including: single user; site licence ethical and legal issues associated with software, including: copyright; piracy Use word processing software Issues related to ethics in the storage of personal data 	Task 7: Scenario investigation Week 9	Developing software activities
Term 3			
1	Developing software Knowledge <ul style="list-style-type: none"> hardware and software systems used in personal computing (applications, operating systems) the roles of hardware, software and the user in a computer system interrelationship between users, hardware and software in a personal computer system the purpose of the software development cycle (SDC) stages of the SDC <ul style="list-style-type: none"> state the problem; plan and design; develop the solution; test the solution; evaluate the solution modify an existing simple software solution develop simple software solutions using the SDC 		
2	Programming Knowledge <ul style="list-style-type: none"> the components of a computer program: inputs; processing; outputs control structures: sequence; selection; iteration the concepts of variables and data types, including: integer; real; character; string 		Algorithm activities
3 - 6	Skills – Using Grok Learning <ul style="list-style-type: none"> Use variables, data types, control structures and a simple programming language to develop a software solution 	Task 8: Grok Programming competition Week 6	NCSS Grok website
7 - 10	Working on programming task Using the SDC	Task 9 Programming Project Week 9	

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1	Test Revision: Revision of syllabus and test preparation	Task 10: Programming Test Week 1	Grok and Python activities
2 – 3	Networks and communications Knowledge <ul style="list-style-type: none"> hardware components required for a personal area network (PAN) or home network, including: modem; router; wireless access point; firewall create and administer a simple peer-to-peer network to: share files; share peripheral devices (printer, scanner); share internet connection features of a network, including the ability to share: files; peripheral devices; an internet connection <ul style="list-style-type: none"> storage devices 	Task 11: Network and Communications Test Week 2	Networking activities
4 - 5	Developing software Knowledge <ul style="list-style-type: none"> comparison of website construction tools Networks and communications Knowledge <ul style="list-style-type: none"> key concepts, terminology and functions of common network components <ul style="list-style-type: none"> data transmission rates: Mbps; Gbps wired data transmission media: twisted pair; fibre optic wireless transmission types of communication software, including: browser; email; web authoring; scripting software requirements for a PAN or home network, including: browser; plugin; internet connectivity software effect of bandwidth availability on network functionality the role of an internet service provider in a PAN or home network concept of internet protocols, including: HTTP; HTTPS; FTP methods to ensure reliability of internet data for personal use measures an individual can take to help maintain data privacy and security the role of users in maintaining the security of information transmitted through communication systems Skills <ul style="list-style-type: none"> use Bluetooth to create a simple personal network use communication software to upload files to a web server analyse the suitability of a PAN or a home network solution use web tools to create linked web pages 	Task 12: PAN Test Week 5	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR ACCOUNTING & FINANCE YEAR 12

Semester 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Tests 22.5%	Task 2: Cost Volume Profit Analysis and Cost Accounting	7.5%	Term 1 Week 7
	Task 3: Business Finance, Asset Management, Capital Investment & Business Planning	7.5%	Term 1 Week 10
	Task 4: Budgeting	7.5%	Term 2 Week 3
Projects 5%	Task 1: Research Assignment 1 Role of Accountant, Internal Reporting, Control and Audit	5%	Term 1 Week 3
Exam 18%	Task 5: Semester One Exam 3 hours using the examination design brief from the ATAR Year 12 syllabus	18%	Term 2 Week 6

Semester 2 – UNIT 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Tests 27.5%	Task 6: Companies, Shares, retained earnings	7.5%	Term 2 Week 9
	Task 8: Financial Statements, External Audit & Regulation Groups	7.5%	Term 3 Week 5
	Task 9: Cash Flow Statements	7.5%	Term 3 Week 8
	Task 10: Ratio Analysis and Annual Reporting	5%	Term 3 Week 10
Projects 5%	Task 7: Research Assignment 2 Companies, Corporate Social Reporting and Ethics	5%	Term 3 Week 2
Exam 22%	Task 11: Semester Two Exam 3 hours using the examination design brief from the ATAR Year 12 syllabus	22%	Week 2 school holidays

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

ATAR ACCOUNTING & FINANCE YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Introduction Introduction to the course, distribution of the syllabus, course outline and assessment outline Role of the Accountant <ul style="list-style-type: none"> distinguish between management accounting and financial accounting the role and function of the accountant in managing business operations Internal Reporting, Control and Audit <ul style="list-style-type: none"> differences between internal and external reporting, including: <ul style="list-style-type: none"> users: internal and external regulation: accounting standards types of financial statements types of reports Internal audit and control, including: <ul style="list-style-type: none"> purpose of internal audit review of procedures and policies detection and correction of errors and deficiencies relationship to the external audit process 	Task 1: Project Out Week 1 Due Week 3	
2 - 4	Cost Volume Profit Analysis <ul style="list-style-type: none"> the nature of cost concepts for materials, labour and overheads classification of cost <ul style="list-style-type: none"> behaviours: fixed, variable and mixed costs relationships to cost objects: direct and indirect costs treatment of costs: product and period time orientation of costs: past and future explain the relationship between volume of activity, costs and profit cost-volume-profit (CVP) processing for a single and multi-product (max 3 products) business <ul style="list-style-type: none"> calculation of contribution margin / contribution margin per unit calculation of weighted average contribution per unit calculation of margin of safety calculation of selling price, variable cost, fixed cost, profit or sales volume calculation of break-even point calculation of the effect on profit/loss of make or buy decisions calculation of the effect on profit/loss of closing a department/dropping a segment product decision calculation of the gain or loss on special order decisions Cost-Volume-Profit (CVP) analysis for decision-making purposes <ul style="list-style-type: none"> cost behaviour, contribution margin, break-even point and margin of safety interpretation of CVP results and testing of sensitivity to changing decisions about: <ul style="list-style-type: none"> volumes, product mixes, pricing and costs and the impact of capacity constraints make or buy decisions close down product/business unit decisions accept or reject special orders decisions 		

Week	Topics/Syllabus	Assessment	Resources
5 - 7	Cost Accounting <ul style="list-style-type: none"> the concept of mark-up and the calculation of the unit price of a product cost accounting limited to calculation of the unit price of a product/service using only job order costing processes <ul style="list-style-type: none"> calculation of direct materials, direct labour and overhead costs calculation and application of predetermined overhead recovery rates only using normal capacity calculation of unit cost and the setting of selling/quotation prices for a job costing product/service use of standard costing and variance analysis for materials price and usage and labour rate and efficiency 	Task 2: Cost Volume Profit Analysis and Cost Accounting Week 7	
8 - 10	Financial institutions <ul style="list-style-type: none"> role of financial institutions and the management of business finance <ul style="list-style-type: none"> short term: cash management trusts, money market and term deposits long term: shares, debentures, unsecured notes, trusts and term deposits the management of business finance with short term and long term perspectives Asset Management <ul style="list-style-type: none"> the important financial principles of asset management <ul style="list-style-type: none"> appropriate levels of investment in non-current assets appropriate management of accounts receivable, inventory and cash appropriate management of short- and long-term debt appropriate level of equity capital Capital Investment <ul style="list-style-type: none"> nature and importance of capital investment decisions concept of the time value of money factors affecting capital investment decisions, including: <ul style="list-style-type: none"> consumer preferences, competition, government regulation capital investment/budgeting techniques for capital expenditure, limited to calculations for cash flows using straight-line depreciation method only and net of taxation <ul style="list-style-type: none"> discounted cash flows [net present value (NPV) only] payback period interpretation of capital investment/budgeting techniques to evaluate capital expenditure the importance of business planning including a consideration of <ul style="list-style-type: none"> goals, objectives and generic business strategies: cost leadership versus differentiation, strategic initiatives and performance management reduce costs and risks 	Task 3: Business Finance, Asset Management, Capital Investment & Business Planning Week 10	
Term 2			
1 - 3	Budgeting <ul style="list-style-type: none"> the nature and importance of the master budget the components of the master budget <ul style="list-style-type: none"> operating capital expenditure financial purpose and function of cash budgets <ul style="list-style-type: none"> importance of cash to business viability interpretation of cash budgets purpose and function of budgeted income statement interpretation of budgeted income statement difference between cash and accrual performance purpose and function of performance reports interpretation of performance reports for cash budgets and budgeted income statements preparation of cash budgets including debtors' and creditors' schedules preparation of budgeted income statements preparation of performance reports for cash budgets and budgeted income statement 	Task 4: Budgeting Week 3	

Week	Topics/Syllabus	Assessment	Resources
4	Introduction to Corporations <ul style="list-style-type: none"> characteristics of public and large proprietary companies <ul style="list-style-type: none"> liability of owners number of members and directors continuity of existence legal entity transferability of ownership separation of ownership and management the purpose and nature of the <i>Corporations Act 2001</i>, and its impact on company formation and operations <ul style="list-style-type: none"> powers and duties of directors a written constitution replaceable rules prospectus rights of shareholders 		
5	EXAM REVISION		
6	SEMESTER 1 EXAM WEEK	Task 5: Semester 1 Exam	
END OF SEMESTER 1			
7 - 10	Corporate Financial Statements <ul style="list-style-type: none"> preparation of the general journal and general ledger for the following: <ul style="list-style-type: none"> issue of ordinary shares payable in full on application bonus share issues interim and final dividends (recommended, declared or paid) share issue costs preparation of the retained earnings ledger account, including: <ul style="list-style-type: none"> profit or loss dividends transfers to and from reserve accounts debit or credit opening balances Insolvency <ul style="list-style-type: none"> the concept of insolvency as defined by the Corporations Act 2001. Alternative actions for insolvent companies, including: <ul style="list-style-type: none"> Voluntary administration Liquidation Receivership Order of priority of the distribution of funds when insolvent Corporate Social Responsibility <ul style="list-style-type: none"> identification of the costs and potential income associated with engaging in socially and environmentally responsible practices the ethical issues encountered in financial dealings between business owners/managers and their employees, clients and investors Regulation of Accounting <ul style="list-style-type: none"> the purpose of accounting standards in: <ul style="list-style-type: none"> protecting external users assisting directors in discharging their obligations providing confidence to investors in Australian capital markets the role of <i>The Framework</i> and its key elements <ul style="list-style-type: none"> the nature of the reporting entity the objective of general purpose financial reports evaluation and application of the qualitative characteristics of financial information evaluation and application of asset, liability, income and expense recognition and measurement criteria 	Task 6: Companies, Shares, retained earnings Week 9	

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 4	<ul style="list-style-type: none"> preparation of financial statements in accordance with The Framework and in accordance with the standards <ul style="list-style-type: none"> statement of changes in equity – notes not required: retained earnings, equity, share capital, reserves <p>notes to financial statements/ notes to accounts. Limited only to:</p> <ul style="list-style-type: none"> share capital other components of equity property, plant and equipment dividends <p>Note: preparation of the above financial statements is restricted to the following issues:</p> <ul style="list-style-type: none"> revaluation of property, plant and equipment: non-depreciable assets only cash dividends bonus share issues transfers to or from general reserve preliminary expenses issue of ordinary shares, including share issue costs purpose and nature of the following balance day adjustments: accrued expenses, prepaid expenses/stock of supplies, accrued income, income in advance, doubtful debts, depreciation <p>for the purpose of calculating income tax expense, profit before tax is deemed to equal taxable income</p>	<p>Task 7: Research Assignment 2</p> <p>Out Term 2 Week 10</p> <p>Due Term 3 Week 2</p>	
5	<p>External Audit</p> <ul style="list-style-type: none"> the function of the external audit, including: <ul style="list-style-type: none"> protecting external users providing confidence to stakeholders in Australian capital markets the role of the external auditor appointed by the shareholders and reappointed at the annual general meeting (AGM) <ul style="list-style-type: none"> perform an independent audit of the financial statements <p>Enhancing qualitative characteristics</p> <ul style="list-style-type: none"> the nature and importance of the following groups which regulate and influence the general purpose financial reporting of companies in Australia: <ul style="list-style-type: none"> the Financial Reporting Council (FRC) Australian Securities and Investments Commission (ASIC) International Accounting Standards Board (IASB) Australian Accounting Standards Board (AASB) Australian Securities Exchange (ASX) lobby groups <p>Corporate Social Disclosure</p> <ul style="list-style-type: none"> the extent and nature of corporate social disclosure the difficulties faced by accountants in producing social and environmental information the use made of corporate social disclosure by the company and other users critical evaluation of corporate social disclosure as made by Australian companies 	<p>Task 8: Financials Statements, External Audit & Regulation Groups Week 5</p>	
6-8	<p>Cash Flow Statements</p> <ul style="list-style-type: none"> Statement of Cash Flows as per AASB 107, including: <ul style="list-style-type: none"> benefits of the cash flow statement information concepts of cash and cash equivalents cash flow statement from comparative balance sheets and income statements using the direct method only –GST not included interpretation of movements in cash flow items 	<p>Task 9: Cash Flow Statements Week 8</p>	

Week	Topics/Syllabus	Assessment	Resources
9-10	Preparation and analysis of ratios <ul style="list-style-type: none"> • preparation and interpretation of the following ratios – application of GST not required <ul style="list-style-type: none"> ◦ liquidity ratios: working capital/current, quick asset ◦ efficiency ratios: debtor's collection, inventory/stock turnover ◦ profitability ratios: profit, rate of return on assets, times interest earned ◦ leverage ratio: debt to equity ◦ market ratios: earnings per share, price/earnings, dividend yield • examination and interpretation of annual reports, financial statements and stock exchange data to assess the position and performance of a public company • purpose of annual reporting and the use of key performance indicators by directors for accountability and decision-making purposes of the following ratios • limitations in assessing performance from financial statement analysis and from traditional financial accounting <ul style="list-style-type: none"> ◦ historical cost accounting ◦ lack of comparability between entities ◦ lack of disclosure 	Task 10: Ratios Test Week 10	
Term 4			
1	SEMESTER 2 EXAM WACE EXAM REVISION	Task 11: Semester Two Exam	
2	WACE EXAM REVISION		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR APPLIED INFORMATION TECHNOLOGY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 40%	Task 2: Infomercial Students are required to Manage their own project where they will apply Design Concepts to Produce an internet-based commercial or infomercial to increase awareness of either the legal, ethical or social Impacts of Technology	10%	Term 1 Week 9
	Task 4: Emerging Mobile Digital Devices E-Publication Students are required to Manage their own project where they will apply Design Concepts to apply publishing features to Produce an e-publication.	10%	Term 2 Week 3
	Task 8: Networks Students are required to Manage their own project where they will apply Design Concepts to Produce an online tutorial about Networks.	10%	Term 3 Week 4
	Task 10: Online Dictionary Students are required to Manage their own project where they will create and use a Service Level Agreement with a school (scenario) in order to design and produce an online dictionary.	10%	Term 3 Week 8
Short Answer 10%	Task 3: Design Process Test	2.5%	Term 1 Week 10
	Task 5: Digital Communication Technologies and Their Impacts Test	2.5%	Term 2 Week 4
	Task 9: Design Process Test	2.5%	Term 3 Week 5
	Task 11: Digital Technologies Test	2.5%	Term 3 Week 9
Extended Answer 10%	Task 1: Impacts of Technology Report Students are required to apply their knowledge and skills in researching, analysing and responding to a series questions and scenarios to do with the legal, ethical and social Impacts of Technology.	5%	Term 1 Week 4
	Task 7: Data Management Report Students are required to apply their knowledge and skills in researching, analysing and responding to a series questions and scenarios to do with data management.	5%	Term 2 Week 10
Exam 40%	Task 6: Semester One Exam	15%	Term 2 Week 6
	Task 12: Semester Two Exam	25%	Term 4 Week 1

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COURSE OUTLINE 2019

ATAR APPLIED INFORMATION TECHNOLOGY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1- 4	<p>Impacts of technology The concept of intellectual property (IP), intention and purpose of IP in Australia in relation to copyright and/or design of digital products, the concept of online defamation in Australia, legal action available in Australia to counteract online defamation, the concept of freedom of information (FOI) in Australia, key provisions of FOI in Australia in relation to digital products, advantages, disadvantages and implications of virtual and physical collaboration and impact of convergence trends in contemporary digital technologies.</p> <p>Design concepts Relationship(s) between the elements of design and the principles of design and critically analyse the relationship(s) between the elements of design and the principles of design.</p>	Task 1: Impacts of Technology Report Week 4	Class Activities
5 - 9	<p>Design Concepts: Use appropriate elements of design and the principles of design for a chosen digital medium.</p> <p>Project Management Project management software, project management tools project management approaches, choose an appropriate project management approach for the development of the chosen digital solution, develop processes and documentation to build a project brief(s), plan a digital solution project in detail, apply project management techniques to meet client requirements when creating a digital solution, appearance considerations for a digital product and/or digital solution and produce draft design plans/drawings to represent concepts.</p> <p>Application skills Sound application features, application features, publishing features, use appropriate application software, use video and/or sound application for multi-layer track editing, use multimedia software to create interactive digital products and/or digital solutions, use of the specific standard, conventions for a chosen digital medium and print/display options and appearance considerations for a digital product and/or digital solution</p>	Task 2: Infomercial Week 9	Class Activities
10	<p>Design concepts Annotate designs when working on a digital product and/or digital solution and use appropriate elements of design and the principles of design for a chosen digital medium.</p> <p>Test Revision: Revision of syllabus and test preparation</p>	Task 3: Design Process Test Week 10	Class Activities

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 3	<p>Hardware Specifications of digital devices and their impact upon usability, characteristics of development trends in emerging mobile devices, suitability of emerging mobile devices to meet client (user) needs, usability of digital devices for specified client requirements, evaluate computer system specifications for usability and compare various mobile devices with other computer systems.</p> <p>Project Management Project management software and use appropriate functionality tools to create visual layouts.</p> <p>Design Concepts Features of a user interface, logical and hierarchical organisation of content, graphical user interface (GUI) suitable for target audience, relevant help features of a graphical user interface, create logical and hierarchical organisation of content and develop navigation controls suitable to the chosen digital medium.</p> <p>Application skills Online software tools, types of digital publications, advantages and disadvantages of different types of digital publications, use appropriate application software, create templates suitable for use in appropriate application software, and create digital publications.</p>	Task 4: Emerging Mobile Digital Devices E-Publication Week 3	Class Activities
4	<p>Test Revision: Revision of syllabus and test preparation</p>	Task 5: Digital Communication Technologies and Their Impacts Test Week 4	Class Activities
5	<p>Exam Revision: Revision of syllabus and exam preparation</p>		Class Activities
6	Exams	Task 6: Semester One Exam	
END OF SEMESTER 1			
7 - 10	<p>Managing data Security techniques for the management of data, types of backup techniques and archiving of data, online data storage methods, purpose of data mining and analyse sources of information for verifiability, accuracy and currency.</p> <p>Impacts of technology Data and information security related to personal or sensitive information and issues with the use of cloud computing.</p> <p>Project management Advantages of local and global outsourcing compared with in-house production and purpose of outsourcing data management.</p>	Task 7: Data Management Week 10	Class Activities

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 4	Networks Types and characteristics of communication protocols, types and characteristics of communication standards, types of network security measures, design a LAN and justify the design of a LAN. Managing data Processing of data considering security of data and the concept of hypertext markup language (.htm/.html) Project management Apply project management techniques to meet client requirements, apply a design process to create a digital solution, use appropriate tools to evaluate the effectiveness of a digital solution in accordance with the design brief and surveys.	Task 8: Networks Week 4	Class Activities
5	Managing data Purpose of world wide web consortium (W3C), purpose of W3C conventions, purpose of the Web Design and Applications standard from the W3C standards, test and evaluate online applications for browser compatibility and apply W3C as relevant and apply the Web Design and Applications standard from the W3C standards as relevant. Test Revision: Revision of syllabus and test preparation	Task 9: Design Process Week 5	Class Activities
6 - 8	Application skills How digital communication is used for educational purposes, use available functions of online software, online tools for tutorials/learning and use forms for online data collection. Project management Concept of service level agreements, features of service level agreements and the evaluation of software, including usability. Managing data Concept of user-generated content, advantages and disadvantages of user generated content, concept of Web 2.0 and Web 3.0, purpose and features of content management systems (CMS) and validation techniques for online forms. Impacts of technology Purpose of a code of conduct, elements of a code of conduct, online censorship of information in a global context, impact of Web 2.0/Web 3.0 on the use of digital technologies and the impact of digital technologies and global markets on.	Task 10: Online Dictionary Week 8	Class Activities
9	Test Revision: Revision of syllabus and test preparation	Task 11: Digital Technologies Test Week 9	Class Activities
10	Exam Revision: Revision of syllabus and exam preparation		Class Activities
Term 4			
1	Exams	Task 12: Semester Two Exam	Class Activities
2	Wace Preparation		Class Activities
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR COMPUTER SCIENCE YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 30%	Task 1: Project 1 – DFD Review the system development methodologies and create system development documentation based upon a given scenario.	5%	Term 1 Week 4
	Task 6: Project 2 – Database Develop and implement a database solution using a system development life cycle based on a scenario.	10%	Term 2 Week 4
	Task 10: Project 3 – Programming Develop and implement a programming solution using the software development cycle based on a scenario. Pseudocode will be written under test conditions.	10%	Term 3 Week 5
	Task 12: Project 4 – Networks and Communication Develop and implement a network solution based on a scenario.	5%	Term 3 Week 9
Theory Test 20%	Task 2: Theory Test 1 System Analysis and Development	25%	Term 1 Week 5
	Task 3: Theory Test 2 Hardware	2.5%	Term 1 Week 7
	Task 4: Theory Test 3 Normalization & Database Theory	5%	Term 1 Week 10
	Task 8: Theory Test 4 Developing Software and Programming	5%	Term 3 Week 3
	Task 11: Theory Test 5 Networks and Communications	5%	Term 3 Week 8
Practical Test 10%	Task 5: Practical Test 1 Databases	5%	Term 2 Week 3
	Task 9: Practical Test 2 Programming	5%	Term 3 Week 4
Exam 40%	Task 7: Exam 1 Semester 1 Exam	15%	Term 2 Week 6
	Task 13: Exam 2 Semester 2 Exam	25%	Term 4 Week 1

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Student Signature: _____ Parent/Guardian Signature: _____

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Course Introduction System Analysis and Development (knowledge) <ul style="list-style-type: none"> types of system development methodologies advantages and disadvantages of linear and iterative system development methodologies 		
2 - 3	System Analysis and Development (knowledge) <ul style="list-style-type: none"> stages of the system development life cycle (SDLC) project management computer aided software engineering (CASE) tools systems development documentation as a part of the SDLC System Analysis and Development (skills) <ul style="list-style-type: none"> apply data gathering techniques and CASE tools analyse user and system documentation create user and system documentation as a part of the SDLC apply context diagrams and data flow diagrams, using Yourdon/DeMarco notation, as a part of the SDLC 		
4	Project 1 - DFD Develop a Context and L0 Data Flow diagrams for a business based on a given scenario	Task 1: Project 1 Week 4	
5 – 7	System Analysis and Development (knowledge) <ul style="list-style-type: none"> appropriate hardware components for a computer system designed for a specific purpose purpose of a standard operating environment (SOE) advantages and disadvantages of a SOE roles of an operating system role of file systems features of file systems role of drivers types of operating systems: embedded; stand alone; server role of the following components of the central processing unit (CPU) purpose of the fetch-execute cycle stages of the fetch-execute cycle purpose of processor architectures for different types of systems types of processing purpose of using benchmarking to determine system performance: SW; HW; OS purpose of disaster recovery plans types of disaster recovery tools benefits of virtualisation types of platform virtualization purpose of platform virtualisation with application virtualisation purpose of cloud computing advantages and disadvantages of cloud computing convergence of technologies, including the continued development of mobile devices environmental issues related to the disposal of computer components methods for the secure disposal of data purpose of intellectual property in the development of ICT systems role of law and ethics in the use of ICT systems 	Task 2: Theory Test 1 Week 5 Task 3: Theory Test 2 Week 7	

Week	Topics/Syllabus	Assessment	Resources
8	Managing Data (knowledge) <ul style="list-style-type: none"> types of physical storage of databases: online; local types of databases: distributed; centralised structure of data warehouses and data marts role of data mining compare data warehouses and data marts as methods of data storage and distribution ethical implications of the use of data warehouses, data marts and data mining 		
9	Managing Data (knowledge) <ul style="list-style-type: none"> purpose of a data dictionary elements of a data dictionary database management system concepts normalisation of data to 3rd normal form (NF) data modelling using Chen's notation entity relationship (ER) diagrams Managing Data (skills) <ul style="list-style-type: none"> normalise data to 3rd NF resolve complex many to many (M:N) relationships in a multi-table relational database system analyse existing ER diagrams create accurate ER diagrams create a model of a database solution using Chen's notation entity relationship (ER) diagrams 		
10	Managing Data (knowledge) <ul style="list-style-type: none"> role for open systems in: database interconnectivity; database development; database management; and data driven websites purpose of database documentation for the user role of law and ethics in the storage and disposal of personal data design considerations for visual interfaces and navigation systems within database systems 	Task 4: Theory Test 3 Week 10	
Term 2			
1	Managing Data (skills) <ul style="list-style-type: none"> create data dictionaries create a working relational multi-table database create visual interface and navigation systems to assist users of a database create database documentation for the user create a working relational multi-table database 		
2 – 4	Practical Test 1 - Database Project 2 – Database Develop and implement a database solution using a system development life cycle based on a scenario.	Task 5: Practical Test 1 Week 3 Task 6: Project 2 Week 4	
5	Exam Revision		
6	Exam week	Task 7: Exam 1	
END OF SEMESTER 1			
7 - 9	Developing Software (knowledge) <ul style="list-style-type: none"> types of software licence requirements factors affecting the development of software professional ethics of developers when creating new software legal obligations of developers when creating new software legal and ethical responsibilities of software users stages of the software development cycle (SDC) Developing Software (skills) <ul style="list-style-type: none"> apply software development requirements create a system solution using the SDC 		

Week	Topics/Syllabus	Assessment	Resources
10	Programming (skills) <ul style="list-style-type: none"> characteristics of simple data types characteristics of complex data types programming concepts, including: constants; variables (local, global, parameters); appropriate naming conventions for variables; control structures Programming (skills) <ul style="list-style-type: none"> use pseudocode to represent a programming solution apply, using pseudocode and a programming language, the following programming concepts: constants; variables (local, global, parameters); naming conventions for variables; control structures 		
Term 3			
1 - 3	Programming (knowledge) <ul style="list-style-type: none"> programming concepts difference between source code, byte code and executable code difference between an interpreter and a compiler types of program or code errors purpose and characteristics of internal and external documentation software development documentation as a part of the SDC: structure charts using the Yourdon and Constantine method modelling of an algorithm using trace tables to test for logic types of data validation techniques Programming (skills) <ul style="list-style-type: none"> apply, using pseudocode and a programming language, the following programming concepts: stubs; statements; modularization; functions; parameter passing apply, using pseudocode and a programming language, the following control structures: sequence; selection; iteration resolve program and code errors apply algorithmic and programming techniques use data validation techniques 	Task 8: Theory Test 4 Week 3	
4 - 5	Project 3 – Programming Follow SDC to develop a prototype software solution based upon a given scenario. Programming (skills) apply the SDC to create prototype digital solutions using pseudocode and an appropriate programming language	Task 9: Practical Test 2 Week 4 Task 10: Project 3 Week 5	
6 - 8	Networks and Communication (knowledge) <ul style="list-style-type: none"> role of the following hardware devices in network communications: router; switch; firewall; modem; NIC; WAP; bridge; gateway; repeaters role of the layers within the Department of Defence (DoD) transmission control protocol/internet protocol (TCP/IP) model in network communications purpose of the layers within the DoD TCP/IP model characteristics of wireless transmission media characteristics of wired transmission media similarities and differences of the CSMA/CD and the CSMA/CA network control protocols methods of error detection and correction in digital data transmission types of communications protocols and standards role of storage area networks and network attached storage similarities and differences of SAN and NAS methods used to ensure the security of networks, strategies used to compromise the security of networks factors influencing the performance of a network Networks and Communication (skills) <ul style="list-style-type: none"> create network diagrams using the CISCO network diagrammatic conventions to represent network topologies for LAN, WLAN, WAN 	Task 11: Theory Test 5 Week 8	
9	Project 4 – Networks and Communications Develop and implement a network solution based on a scenario.	Task 12: Project 4 Week 9	
10	Exam Revision		
Term 4			
1	Exam Week	Exam 2 Week 1	
2	WACE Revision		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL APPLIED INFORMATION TECHNOLOGY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 50%	Task 3: Impacts of Technology Students are required to Manage their own project where they will apply Design Concepts to Produce an interactive presentation within a timeframe. The presentation will outline the impacts of technology has on our society.	12.5%	Term 1 Week 10
	Task 5: Information Poster(s) Students plan and produce a poster for an educational institution on different I.T terminologies.	12.5%	Term 2 Week 5
	Task 7: Production Sample Students are required to Manage their own project where they will apply Design Concepts to Produce a sample of what their business will market, ensuring they have used appropriate data organization.	12.5%	Term 3 Week 5
	Task 8: Business LAN Students are required to Manage their own project where they will apply Design Concepts to produce graphics of their businesses floor plan and Local Area Network (LAN) design. Students will present this on a website.	12.5%	Term 3 Week 8
Short Answer 20%	Task 2: Design Test A test where students are required to interpret and critically analyse a scenario related to the creation and management of an information system.	10%	Term 1 Week 6
	Task 9: Social Impacts of Technology Test An in-class test consisting of multiple choice and short answer questions related to legal, ethical and social issues related to e-commerce and e-communication in business.	10%	Term 4 Week 1
Extended Answer 15%	Task 6: Managing Data Report Students research, analyse and respond to a series of questions related to managing data.	7.5%	Term 3 Week 9
	Task 1: Computer Hardware Report Students research, analyse and respond to a series of question related to computer hardware.	7.5%	Term 1 Week 4
Externally Set Tasks 15%	Task 4: Externally Set Task An externally set task developed by the Authority	15%	Term 2 Week 2/3

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COURSE OUTLINE 2019

GENERAL APPLIED INFORMATION TECHNOLOGY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 4	Hardware <ul style="list-style-type: none"> Purpose of the central processing unit (CPU) Purpose of memory/storage Types of memory/storage Types of peripheral devices Types of computer systems Purpose of an operating system (OS) Types of operating systems Identification of software compatibility issues Considerations for the purchase of hardware Physical maintenance strategies for use of a computer system Select hardware and software for a specific purpose Apply problem solving skills for a range of simple computer problems 	Task 1: Computer Hardware Report Week 4	Class Activities
5 - 6	Design Concepts <ul style="list-style-type: none"> The elements of design The principles of design Relationship between the elements of design and the principles of design Typography Compositional rules Identify and explain the elements of design and the principles of design in an existing digital product and/or solution Modify a digital product and/or digital solution(s) to meet a design need/consideration Apply the elements of design and principles of design when developing a digital product and/or solution Create accurate visuals/layouts Apply principles of layout and composition Develop and apply detailed annotations for digital designs, relevant to a particular design brief Apply the elements of design and the principles of design relevant to a particular design brief Test Revision: <ul style="list-style-type: none"> Revision of syllabus and test preparation 	Task 2: Design Test Week 6	Class Activities
7 - 9	Impacts of technology <ul style="list-style-type: none"> Purpose of the Copyright Act 1968 (Australia) Referencing techniques for digital publications Acknowledgement of the intellectual property (IP) owner Concept of digital citizenship <ul style="list-style-type: none"> Responsible use of social networking Forms of cyber bullying Strategies to manage/limit cyber bullying The impact of digital technologies on work-life balance The concept of social networking The impact of social networking technologies on traditional methods of information publication and distribution Apply appropriate referencing techniques for digital publications Project Management <ul style="list-style-type: none"> Components of a project design process Project management considerations Techniques for the representation of a design plan Criteria required to evaluate a digital product and/or digital solution Apply the elements of design and the principles of design relevant to a particular design brief. Apply a design process to create a digital product, design and/or digital solution Apply techniques for representing the design of a digital product and/or digital solution 		Class Activities

Week	Topics/Syllabus	Assessment	Resources
10	Application Skills <ul style="list-style-type: none"> Purpose of data organisation Common file formats for graphics and audio Management of software Types of software licences Composition, layout and design considerations for the construction of spread sheets Organisation and management of data using sort filters in spread sheets Apply data organisation techniques for user and/or client needs Apply appropriate graphic and audio file types, including: Apply sort filters in spread sheets 	Task 3: Impacts of Technology Week 10	Class Activities
Term 2			
1	Externally Set Task Revision		
2 - 3	Externally Set Task Revision Working on Task 5	Task 4: Externally Set Task Week 2/3	Class Activities
4 - 5	Completing Task 5	Task 5: Information Poster(s) Week 5	Class Activities
END OF SEMESTER 1			
6 - 10	Managing data <ul style="list-style-type: none"> Purpose of file optimisation for use in print, digital and/or online environments Considerations for the compression of files for the transfer and display of data Techniques for file size minimisation Strategies for efficient online data management Strategies for efficient document version control The concept of cloud computing System utility tools and accessories for the efficient operation and maintenance of data Use compression to optimise transfer and display of data Use system utility tools and accessories to ensure efficient operation and maintenance of data Apply document version control Use digital communications media 	Task 6: Managing Data Report Week 9	Class Activities
Term 3			
1 - 5	Project management <ul style="list-style-type: none"> Project management techniques Apply project management techniques to meet client requirements or a design brief Apply a design process to create a digital product and/or digital solution Application skills <ul style="list-style-type: none"> Features of animation software Features of audio software, including Features of web authoring, including: Types of online collaboration The concept of responsive design Use animation software Edit audio files Create a navigation map Use web authoring software Use multimedia applications to edit and create digital product and or digital solution 	Task 7: Production Sample Week 5	Class Activities

Week	Topics/Syllabus	Assessment	Resources
6 – 8	Networks <ul style="list-style-type: none"> • The concept and purpose of computer networking • Advantages and disadvantages of computer networking • Types of transmission medium • The concept of transmission rates • Network topologies for local area network • Network components for internet connection • Design a suitable LAN topology for a home network 	Task 8: Business LAN Week 8 Week 7: EXHIBITION EVENT (Showoff (Student Services))	Class Activities
9 - 10	Impacts of technology <ul style="list-style-type: none"> • Role of the <i>Privacy Act 1988</i> (Australia) • The concept of the 'digital divide' • The concept of electronic commerce • Issues related to the dependency of society 		Class Activities
Term 4			
1	Test Revision: Revision of syllabus and test preparation	Task 9: Social Impacts of Technology Test Week 1	Class Activities
2	Catch up on overdue work.		Class Activities

ASSESSMENT OUTLINE 2019

GENERAL BUSINESS MANAGEMENT & ENTERPRISE

YEAR 12

Semester 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Business Research 20%	Task 1: Establishing a Small Business	7.5%	Term 1 Week 3
	Task 3: Marketing Task	12.5%	Term 1 Week 8
Response 20%	Task 4: Case Study – Australian Consumer Law	10%	Term 1 Week 10
	Task 2: Test – Organisational structures	5%	Term 1 Week 5
	Task 6: Test – The employment cycle	5%	Term 2 Week 6
Externally Set Task 15%	Task 5: Externally Set Task A task set by the SCaSA based on content from Unit 3	15%	Term 2 Week 2/3

Semester 2 – UNIT 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Business Research 20%	Task 8: Intellectual Property Case	7.5%	Term 3 Week 3
	Task 11: Business Plan	12.5%	Term 4 Week 1
Response 25%	Task 7: Test – case study motivation theories	7.5%	Term 2 Week 9
	Task 9: Research: Branding and Legislation	10%	Term 3 Week 6
	Task 10: Test – Financial Reports	7.5%	Term 3 Week 8

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COURSE OUTLINE 2019

GENERAL BUSINESS MANAGEMENT AND ENTERPRISE YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 – 2	Environments: PEST <ul style="list-style-type: none"> types of business ownership in small to medium enterprises (SMEs); sole traders, partnerships, small proprietary companies, not-for-profit organisations, franchises impact of economic factors on business function, including; inflation, interest rates, availability of skilled and unskilled labour, unemployment rates the concept of business public image methods of raising business public image, including; corporate sponsorship, donations positive and negative impacts on business image of environmental issues, including; climate change, pollution, energy use, animal testing 		
3-4	Management: Operations <ul style="list-style-type: none"> levels of management within a business; top, middle, frontline types of organisational structures, including; functional, product, divisional, team features of organisational structures, including; chain of command, span of control, delegation 	Task 1: Research Project Week 3	
5-6	Management: Marketing <ul style="list-style-type: none"> the concept of market the concepts of market size and market share the concept of market segmentation characteristics of market segmentation, including; demographic, geographic, psychographic (lifestyle and behaviour) the concept of market research key features of the market research process, including; collection of primary and secondary data, data analysis key elements of a marketing plan, including; market position, competitor analysis, target market analysis, marketing goals, marketing strategy, marketing mix the concepts of marketing and the marketing mix elements of the marketing mix (4 Ps) 	Task 2: Test Week 5	
7-8	<ul style="list-style-type: none"> elements of the marketing mix <ul style="list-style-type: none"> price: skim, penetration, psychological, premium/prestige product; positioning, features, branding, packaging place; direct distribution, indirect distribution, location promotion; advertising, publicity, sales promotion, viral marketing, telemarketing people (employees); training and customer service as part of customer relationship management (CRM) processes; procedures to deliver a service or product physical presence of the business; signage, webpage, staff uniform performance; evaluation of business marketing objectives using key performance indicators (KPIs), including: sales revenue, sales returns and customer satisfaction the use of customer profiling to determine customer needs and expectations the use of competitor profiling to determine competitor product range, prices and marketing strategies strategies for managing customer relationships, including; customer loyalty programs, early adopter incentives the use of technologies to facilitate promotional activities, including; internet, mobile devices 	Task 3: Marketing Task Week 8	

Week	Topics/Syllabus	Assessment	Resources
9-10	Environments: PEST <ul style="list-style-type: none"> Australian consumer law in relation to misleading and deceptive conduct in business marketing activity, including; bait advertising, scientific claims, country of origin consumer rights and protection, including; product safety (Australian Standards), guarantees, warranties and refunds, repair and replace key elements of a contract: intention, agreement (offer and acceptance), consideration legal requirements of contracts, including; capacity, consent, legal purpose 	Task 4: Case Study: Australia Consumer Law Week 10	
Term 2			
1	Revision		
2-3	Revision	Task 5: Externally Set Task Week 2/3	
4 - 6	People <ul style="list-style-type: none"> phases of the employment cycle <ul style="list-style-type: none"> acquisition: staffing needs, selection and recruitment development; induction, training maintenance: agreements, contracts, performance management national employment standards for employment contracts, including; minimum wage, minimum working conditions, unfair dismissal separation; retirement, resignation, retrenchment, dismissal 	Task 6: Test on The Employment Cycle Week 6	
END OF SEMESTER 1			
7-8	People <ul style="list-style-type: none"> key features of the following leadership styles; autocratic, participative, situational characteristics of the following motivation theories: <ul style="list-style-type: none"> Maslow's Hierarchy of Needs Herzberg's Motivation-Hygiene theory Vroom's Expectancy theory Adams' Equity theory 		
9-10	<ul style="list-style-type: none"> the concept of motivation in business, including: <ul style="list-style-type: none"> financial incentives for employees, including sales bonuses & shares schemes non-financial incentives for employees, including; skill improvement training, recognition and reward, penalties for employees 	Task 7: Motivation Test Week 9	
Term 3			
1-2	Environments: Political and legal, economic, socio-cultural and technological (PEST) <ul style="list-style-type: none"> the concept of intellectual property (IP) purpose of IP laws in Australia types of intellectual property registrations, including; patents, trademarks (including domain names), designs process for Australian IP registration 		
3-4	<ul style="list-style-type: none"> factors that influence spending patterns of small to medium sized enterprises (SME) and consumers, including: <ul style="list-style-type: none"> the level of economic activity prevailing community social norms, including attitudes to business public image and sustainability issues related to the marketing and promotion of the following products; alcohol, tobacco, fast food employee protections at work as provided by the <i>Fair Work Act 2009</i> 	Task 8: Intellectual Property Case Study Week 3	
5-6	<ul style="list-style-type: none"> intent and purpose of the Occupational Safety and Health (OSH) Act 1984 (WA) <ul style="list-style-type: none"> responsibility of an employer within the <i>OSH Act</i> influence of government policy on the following: <ul style="list-style-type: none"> product labelling trading hours advertising practices to children Management: Operations <ul style="list-style-type: none"> purpose and features of the following financial reports; a budget, a balance sheet (statement of financial position), a profit and loss statement 	Task 9: Branding and Legislation Week 6	

7-8	<ul style="list-style-type: none"> • function of key performance indicators (KPIs) • characteristics of the following financial indicators; profitability, cost reduction, sales • characteristics of the following non-financial indicators; quality, customer satisfaction 	Task 10: Test on Financial Reports Week 8	
9-10	<ul style="list-style-type: none"> • purpose and features of a marketing strategy • stages of the product lifecycle; development, growth, saturation. decline • applying marketing strategies for each stage of the product lifecycle • purpose of a business plan • key elements of a business plan, including; executive summary, vision statement, mission statement, business concept, operations strategy, marketing plan, including strengths, weaknesses, opportunities, threats (SWOT) analysis, financial plan, human resource management (HRM) 		
Term 4			
1-2	Continuation of Management: Marketing	Task 11: Business Plan Week 1	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL COMPUTER SCIENCE YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Project 50%	Task 2: Project 1 – Database Create a single table database based upon a given scenario	15%	Term 1 Week 9
	Task 6: Project 2 – Spreadsheets Create a spreadsheets workbook based upon a given scenario	10%	Term 2 Week 5
	Task 9: Project 3 – Team Programming Follow SDC to create a program based on a search and rescue scenario	7.5%	Term 3 Week 6
	Task 10: Project 4 – Programming Competition Follow SDC to create a program based on competition requirements and compete in an in-class competition	17.5%	Term 3 Week 8
Theory Test 20%	Task 1: Theory-Test 1 System Analysis and Development	5%	Term 1 Week 4
	Task 4: Theory-Test 2 Managing Data	5%	Term 2 Week 1
	Task 8: Theory-Test 3 Developing Software	5%	Term 2 Week 8
	Task 12: Theory-Test 4 Networks and Communications	5%	Term 4 Week 1
Practical Test 15%	Task 3: Practical-Test 1 Database	5%	Term 1 Week 10
	Task 7: Practical-Test 2 Spreadsheet	5%	Term 2 Week 6
	Task 11: Practical-Test 3 Programming	5%	Term 3 Week 9
Externally Set Task 15%	Task 5: Externally Set Task One hour assessment written by SCaSA on Unit 3 content	15%	Term 2 Week 3

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Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	System analysis and development <ul style="list-style-type: none"> the concept of project management, including: planning; scheduling; budgeting; and tracking types of system development methodologies: prototyping; system development life cycle (SDLC) 		Gantt chart activities
2 – 4	System analysis and development <ul style="list-style-type: none"> stages of the SDLC: preliminary analysis; analysis; design; development; implementation; evaluation and maintenance systems development documentation as a part of the SDLC <ul style="list-style-type: none"> context diagrams using Yourdon/Demarco notation computer system hardware and software the concept of boot process storage capacities, including: bit, byte, kilobyte, megabyte, gigabyte, terabyte. appropriate hardware components for a computer system designed for a specific purpose, including: input, output, processing, storage (primary and secondary) the role of the standard operating environment (SOE) functions of the components of the central processing unit (CPU): ALU, CU, registers, program counter, system clock the concept of the fetch-execute cycle troubleshooting strategies, including: diagnosis of fault, implement solution, document troubleshoot procedure appropriate physical preventative maintenance measures the purpose of an ICT code of conduct ethics in the development and use of ICT systems privacy considerations in the development and use of ICT systems digital communications etiquette when using ICT system 	Task 1: Theory Test 1 Week 4	Systems analysis activities Hardware activities
5 – 7	Managing Data <ul style="list-style-type: none"> design considerations for visual interfaces and navigation systems within database systems the purpose of database documentation for the user data types, including: number, date/time, currency, text (string), Boolean (true/false) database terms, including: data, field and record, data integrity, data redundancy issues related to use of online databases data protection methods, including: encryption and authentication hierarchical structure of data: character/byte, field, record, table/relation. ethical and legal issues relating to the personal use and storage of data legal requirements and implication of information kept by various organisations about individuals 		Database skill development tutorials
8-9	Project 1 Students are required to follow the system development cycle to design and develop a database based upon a scenario.	Task 2: Project 1 Week 9	
10	Practical test preparation Managing data theory consolidation and revision Term review in preparation for EST	Task 3: Practical Test 1 Week 10	

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1	Managing data theory revision and consolidation Review in preparation for EST	Task 4: Theory Test 2 Week 1	
2	EST preparation		
3 – 4	Managing Data <ul style="list-style-type: none"> spreadsheet terms, including: cell; formula; function (sum, average, max, min, count, countif); label; worksheet; lookup tables (hlookup, vlookup) 	Task 5: Externally Set Task Week 3 or 4	Spreadsheet skill development tutorials
5 – 6	<ul style="list-style-type: none"> create solutions using a spreadsheet application using: functions; charts; lookup functions; sorting 	Task 6: Project 2 Week 5	
END OF SEMESTER 1			
7	Developing Software <ul style="list-style-type: none"> purpose and function of software to operate a computer system operating systems utility software, including: file compression; defragmenter; anti-virus and anti-malware application software 	Task 7: Practical Test 2 Week 6	Developing software activities
8 – 9	Developing Software <ul style="list-style-type: none"> requirements for software licensing, including: freeware; open source and shareware stages of the software development cycle (SDC) state the problem: plan and design; develop the solution; test the solution; evaluate the solution; factors affecting the development of software, including: user needs and user interface 	Task 8: Theory Test 3 Week 8	
10	Programming <ul style="list-style-type: none"> characteristics of data types, including: integer; real (floating point number); Boolean; character naming conventions for variables types of code, including: source; executable types of control structures, including: <ul style="list-style-type: none"> sequence; selection: one-way (if then) create flow charts to represent a programming solution use pseudocode to represent a programming solution apply, using pseudocode and a programming language, the following programming concepts: constants; variables apply, using pseudocode and a programming language, the following control structures: sequence; selection 		Programming skill development tutorials
Term 3			
1 – 4	Programming <ul style="list-style-type: none"> types of control structures, including: <ul style="list-style-type: none"> sequence; selection: one-way (if then); two-way (if then else) iteration: test first (while); test last (repeat until) apply, using pseudocode and a programming language, the following control structures: sequence; selection; iteration types of program or code errors, including: syntax errors; run-time errors; logical errors the concept of data validation, including: test data; trace table modelling of an algorithm to test for logic using flow charts apply, using pseudocode and a programming language, the following techniques: develop internal and external documentation; select and apply suitable test data for checking the solution; use trace tables to test for and debug logic errors types of control structures, including: sequence; selection multi-way (nested if); iteration: fixed (for) 		Programming skill development tutorials

Week	Topics/Syllabus	Assessment	Resources
5 - 6	Project 3 Students are required to follow the software development cycle to plan and develop a program to meet the requirements of the case study.	Task 9: Project 3 Week 6	
7 – 8	Project 3 Students are required to follow the software development cycle to plan and develop a program to meet the requirements of a class competition.	Task 10: Project 4 Week 8	
9 - 10	<ul style="list-style-type: none"> • Networks and Communications • functions of the following computer hardware components required for networks: router; switch; firewall; modem; network interface card (NIC); wireless access point (WAP); bridge • communication terms, including: protocols; digital; analogue and ethernet • types of communication networks: personal area network (PAN); local area network (LAN) and wide area network (WAN) • technologies appropriate for the implementation of a client/ server and peer-to-peer network • star network topology • diagrammatic representation of network topologies for PAN, LAN and WAN • characteristics of transmission media, including: twisted pair; fibre optic; satellite; cellular and wireless. • types of communication protocols, including: POP3; IMAP; SMTP; WAP 	Task 11: Practical Test 3 Week 9	Networking activities
Term 4			
1 – 2	Networks and Communications <ul style="list-style-type: none"> • methods used to ensure security of information over the internet, including: authentication; encryption and firewalls • types of malware, including: viruses; worms; trojans and spyware. 	Task 12: Theory Test 4 Week 1	
END OF SEMESTER 2			

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Production 50%	Task 1 Part A: Portfolio Task – Concept inquiry & reflection Unit focus: <i>Differences – Expression & Gesture</i> Students explore visual art language to represent the face to produce a body of work which document their process of inquiry	5%	Term 1 Week 6
	Task 1 Part B: Portfolio Task – Concept development & proposal Personal investigation and develop a proposal that addresses the unit topic and uses visual artist to support concept with clarity.	5%	Term 1 Week 10
	Task 1 Part C: Resolved artwork Students finalize & complete artwork. Artist statement and nine pieces of evidence	15%	Term 2 Week 2
	Task 5 Part A: Portfolio Task- concept inquiry & reflection Unit focus: <i>Identities – Rituals and Self</i> Student inquiry of symbolism, portraiture, mediums, skills, techniques & influential artists. Students explore visual art language to represent the face to produce a body of work which document their process of inquiry	5%	Term 3 Week 3
	Task 5 Part B: Portfolio Task – concept development & proposal Personal investigation and develop a proposal that addresses the unit topic and uses visual artist to support concept with clarity.	5%	Term 3 Week 7
	Task 5 Part C: Final Artwork Students finalize & complete artwork. Artist statement and nine pieces of evidence	15%	Term 4 Week 1
Analysis 15%	Task 3: Seen Image Analysis Using critical analysis frameworks, respond to questions based on single images.	7.5%	Term 2 Week 4
	Task 7: In-class Comparative Analysis Essay Use frameworks to analyse artworks. In class timed comparative essay.	7.5%	Term 3 Week 6
Investigation 15%	Task 2: Investigation – Artist Case Study Students will complete a comprehensive investigation of picasso	7.5%	Term 1 Week 10
	Task 6: Investigation – Modernism Case Study Students will complete comprehensive investigation of portraiture artists in relation to identity.	7.5%	Term 3 Week 8
Examination 20%	Task 4: Examination Students prepare for & complete Year 11 ATAR written examination, based on the syllabus content from Unit 1 (modelled on the examination design brief).	10%	Term 2 Week 8
	Task 8: Examination Students prepare for & complete Year 11 ATAR written examination, based on the syllabus content from Unit 1 & 2 (modelled on the examination design brief).	10%	Term 4 Week 6

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Unit focus: Differences – Expression of Gesture Commence Production Task 1a: Body of work Due Week 4 Inquiry <ul style="list-style-type: none"> explore approaches to drawing, including representational, expressive, decorative & symbolic methods to originate artwork/s 		Unit Outline 2019 Student portfolio's
2	Commence Investigation Task 2: Artist Case Study Due Week 9 Meaning & purpose: <ul style="list-style-type: none"> identify formal, stylistic & technical elements which contribute to the function of messages in artwork/s 		Task Sheet: Investigation Task 2 Artist Case Study
3-6	Continue Investigation Task 2 – Artist Case Study Social, cultural & historical contexts: <ul style="list-style-type: none"> identify historical, social, political, religious and other contextual factors that have shaped the development of artworks within movements in different times & places Due Production Task 1a: Portfolio Task Start Production Task 1b: Portfolio Task Inquiry: <ul style="list-style-type: none"> explore & document approaches to drawing: contour, gestural, observational Visual language: <ul style="list-style-type: none"> manipulate visual language to inform the inquiry process Visual influence: <ul style="list-style-type: none"> investigate others' visual arts practice to make connections & inform this inquiry process Art forms, media & techniques: <ul style="list-style-type: none"> manipulate materials & explore techniques to develop artwork/s Art practice: <ul style="list-style-type: none"> follow correct health & safety practices, respecting & acknowledging the work & rights of others 		Worksheet: Modernism PowerPoint: Modernism Artists: Picasso [contour drawings] Sebastian Wandl Chao Lu 11 ATAR Textbook
7 - 8	Due - Production Task 1B: Body of Work Inquiry: <ul style="list-style-type: none"> organise & present work demonstrating independent planning & time management document the process of inquiry & thinking & working practices Commence Analysis Task 3 – Seen image analysis, in-class short answer assessment Due Week 2 Term 2 Modelled on Section One of the WACE written examination. Visual analysis: <ul style="list-style-type: none"> use critical analysis frameworks to analyse each artwork refer to visual language (elements & principles of art) & use art terminology to comment on artwork/s & discuss formal organisation (composition) Personal response: <ul style="list-style-type: none"> provide subjective & objective responses to artwork/s, giving reasons for opinion support arguments & interpretations when responding to artwork/s 	Production Task 1B: Body Of Work [Provisional Mark] Due Week 8	Task Sheet: Analysis Task 3: Seen Image Analysis Task Sheet: Investigation Task 2 Modernism Case Study 11 ATAR Textbook
9 - 10	Due - Production Task 1B: Body of Work Inquiry: <ul style="list-style-type: none"> organise & present work demonstrating independent planning & time management document the process of inquiry & thinking & working practices Production Task 1b: Resolved artwork Due Week 5 <ul style="list-style-type: none"> investigate others' visual arts practice to make connections & inform the development & production of own artwork. maintain on-going personal reflections on explorations 	Investigation Task 2: Artist Case Study Due Week 9 Production Task 1 B Due Week 10	

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-2	Continue Analysis Task 3: In-class seen image analysis due week 4 Commence Task 1 part C <ul style="list-style-type: none"> refer to visual language & use art terminology to comment on artwork & discuss formal organisation (composition). Social, cultural & historical contexts <ul style="list-style-type: none"> identify historical, social, political, religious, contextual factors that have shaped production of artworks 	Analysis Task 3: In Class Seen Image Analysis Due Week 4	11 ATAR Textbook
3-4	Presentation of Production task 1-part C <ul style="list-style-type: none"> display of your resolved artwork/s Reflection: <ul style="list-style-type: none"> provide an artist statement [meaning, influences and ideas] 	Task 1 Part C Due Task 3 Seen Image Analysis Due	11 ATAR Textbook
5	Commence Examination Task 4: Written Exam Due Week 8 <ul style="list-style-type: none"> prepare for Year 11 ATAR written examination, based on the syllabus content from Unit 1 (modelled on the examination design brief). 		Task Sheet Exam exemplar Revision booklet
6-7	Commence Examination Task 4: Written Exam Due Week 8 <ul style="list-style-type: none"> prepare for Year 11 ATAR written examination, based on the syllabus content from Unit 1 (modelled on the examination design brief). 		
8	Examination Task 4: Written Exam <ul style="list-style-type: none"> Content reflects themes and concepts learned in Unit 3 	Examination Task 4: Exam Held Week 8	
END OF SEMESTER 1			
9-10	Unit focus: <i>Identities – Persecuting Portraits [unpleasant combinations]</i> Commence Production Task 5a: Body of work Due Week 3 Inquiry <ul style="list-style-type: none"> Explore identities through drawing styles, experiment with layout & design – scale, framing Explore various approaches to portraiture 		11 ATAR Textbook Artists: Tracy Emmins
Term 3			
1	Commence Task 5a production task Unit Focus: Identities = self and ritual		11 ATAR Textbook Artists: Del Kathryn Barton
2	Commence Investigation Task 6: Artist Case Study Due Week 8 Meaning and purpose: <ul style="list-style-type: none"> identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s Social, cultural and historical contexts: <ul style="list-style-type: none"> examine artwork/s that has been shaped or influenced by specific social, cultural or historical concerns 		11 ATAR Textbook 2016 student portfolio & artworks
3	Commence Production Task 5b: artwork Development due Week 3 week 7 Continue studio production (review each week) Art forms, media and technique: <ul style="list-style-type: none"> manipulate materials and explore techniques to resolve and refine artwork/s Reflection <ul style="list-style-type: none"> maintain documentation & reflect upon practices acknowledge primary and/or secondary visual influence/s drawing on references collected throughout the unit Presentation: <ul style="list-style-type: none"> organise, arrange and document thinking and working draft artist's statement 	Production Task 5a: Body Of Work Due Week 3	

Week	Topics/Syllabus	Assessment	Resources
4-6	Commence Analysis Task 7: Comparative Analysis Essay <ul style="list-style-type: none"> use critical analysis frameworks to analyse artworks refer to visual language & use art terminology to comment on artworks discuss composition Personal response: <ul style="list-style-type: none"> provide subjective & objective responses to artworks, giving reasons for opinion support arguments & interpretations when responding 	Analysis Task 7: Unseen Image Analysis Due Week 6	Task sheet Writing comparative analysis Exemplar comparative analysis
7-10	Continue Investigation Task 6: Artist Case Study Meaning and purpose: <ul style="list-style-type: none"> identify meaning, values and beliefs communicated identify formal, stylistic and technical elements which contribute to the function or messages in artwork/s Social, cultural and historical contexts: <ul style="list-style-type: none"> identify historical, social, political, religious and other contextual factors that have shaped the production of art DUE Production Task 5b: artwork development Art forms, media and technique: <ul style="list-style-type: none"> manipulate materials and techniques to refine artwork Reflection <ul style="list-style-type: none"> maintain documentation of development draft artist's statement that describes the ideas, meaning, influences and personal direction taken in art making Presentation: <ul style="list-style-type: none"> organise, arrange and document thinking and working practices 	Investigation Task 6: Artist Case Study Due Week 8	Example Artist case studies 11 ATAR Textbook
Term 4			
1	Task 6 C: Final Artwork Due Presentation <ul style="list-style-type: none"> organise, arrange & document thinking & working practices display selected artwork Reflection <ul style="list-style-type: none"> provide an artist statement that describes the ideas, meaning, influences & personal direction taken in art making. 	Production Task 5b: Resolved Artwork Due Week 1	Final Artwork Materials
4-5	Examination Revision <ul style="list-style-type: none"> Students prepare for & complete Year 11 ATAR written examination, based on the syllabus content from Unit 1 & 2 (modelled on the examination design brief). 	Examination Task 8: Written In Class Timed Week 6	11 ATAR Textbook Revision booklet
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL VISUAL ART YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Production 70%	Task 1 Part A: Inspiration Students present a portfolio of work demonstrating exploration of their concept using visual art language, skills, mediums and techniques.	5%	Term 1 Week 4
	Task 1 Part B: Design Students present a portfolio of work demonstrating refinement of their concept using visual art language, skills, mediums and techniques.	10%	Term 1 Week 9
	Task 1 Part C: Create Students present an artwork demonstrating resolved concepts use of skills, mediums and techniques.	20%	Term 2 Week 7
	Task 4 Part A: Inspiration Students present a portfolio of work demonstrating exploration of their concept using visual art language, skills, mediums and techniques.	5%	Term 3 Week 2
	Task 4 Part B: Design Students present a portfolio of work demonstrating refinement of their concept using visual art language, skills, mediums and techniques.	10%	Term 3 Week 6
	Task 4 Part C: Create Students present an artwork demonstrating resolved concepts use of skills, mediums and techniques.	20%	Term 4 Week 2
Investigation 15%	Task 2: Investigation of Public & Street art Written case study	7.5%	Term 1 Week 10
	Task 5: Investigation of Portraiture Practical and written case study	7.5%	Term 3 Week 5
Analysis 15%	Task 3: Analysis test [elements, principles & STICI] Respond to an artwork studied in class using visual art language and STICI framework.	7.5%	Term 2 Week 4
	Task 6: Internally set task Modelled on the structure of the Externally Set Task using content from unit one and unit two of the year 11 syllabus.	7.5%	Term 4 Week 2

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Unit Focus: Explorations — The Great Western Woodlands mural project Commence Production Task 1 Part A DUE WK 4 Inquiry <ul style="list-style-type: none"> collect visual sources & produce observational drawings experiment with media & techniques to develop ideas/designs organise information, research, plan & document design process 		DoE Connect-Yr. 11 General Visual Art Assessment policy Production task
3 - 4	Continue Production Task 1 Part A Visual influence <ul style="list-style-type: none"> analyse & take influence from art practices of Guy Denning Art forms, media and techniques explore media & refine techniques to achieve particular effects Visual language explore the use of visual language in artwork – E&P Art practice <ul style="list-style-type: none"> experiment, selectively apply & refine use of materials and skills when developing artwork follow correct OH&S procedures and copyright laws Visual language <ul style="list-style-type: none"> incorporate visual language [E&P] in the development of artwork Commence Investigation Task 2 DUE WK 10 Social, cultural and historical contexts <ul style="list-style-type: none"> identify/interpret features of artwork specific to artist/movement 	Task 1: Production Part A Due Week 4	Stress free standards Student work samples Teacher portfolio samples Related artworks Investigation task Research table
5 - 6	Commence Production Task 1 Part B DUE WK 9 Visual influence <ul style="list-style-type: none"> explore diverse techniques and processes used by different artists collect imagery sourced from an array of artists to refine ideas Visual language <ul style="list-style-type: none"> purposefully apply visual language [E&P] to develop artwork Art forms, media and techniques <ul style="list-style-type: none"> select, apply & refine use of media/techniques with purpose Continue Investigation Task 2 Social, cultural and historical contexts <ul style="list-style-type: none"> determine factors that influence the art practice of artists discuss contextual factors influencing own art practice 		Related artworks Student work samples Teacher portfolio samples Investigation task Research table A5 books for Investigation task
7 - 8	Continue Production Task 1 Part B Art practice <ul style="list-style-type: none"> apply skills/processes sensitively to produce artwork follow correct OH&S procedures and copyright laws on-going self-evaluation Continue Investigation Task 2 Personal response <ul style="list-style-type: none"> provide reasons for personal opinions & interpret artworks discuss the subject and theme used by artists in their artwork Meaning and purpose <ul style="list-style-type: none"> use visual language to communicate meaning in artwork identify purpose/interpret meaning communicated in artworks Social, cultural and historical contexts identify and interpret features of artwork specific to artists, movements, times or places 		Elements of art Principles of design Rules of composition

Week	Topics/Syllabus	Assessment	Resources
9 - 10	Continue Investigation Task 2 Social, cultural and historical contexts <ul style="list-style-type: none"> identify/interpret specific features of artwork, artist & movement define factors that influence art practice of artists within artworks discuss contextual factors influencing own art practice Commence Production Task 1 Part C DUE T2 WK 7 Art forms, media and techniques <ul style="list-style-type: none"> purposefully apply media & techniques to achieve specific effects Presentation plan and consider presentation for critique and exhibition display resolved artwork with considerations for audience evaluate working practices & present in artist statement 	Task 1: Production Part B Due Week 9 Task 2: Investigation Due Week 10	Elements of art Principles of design Rules of composition
Term 2			
1-2	Commence Analysis Task 3 DUE WK 4 <ul style="list-style-type: none"> use critical analysis frameworks to interpret artwork use visual language to describe subject matter, composition, technique & meaning in artwork 		STICI example artworks
3-4	Analysis Internally Set Task 3 TEST WK 4 <ul style="list-style-type: none"> interpret artworks using visual language to describe subject matter, composition, technique & meaning in artwork 	Task 3: Analysis Due Week 4	What-where-what PPT What-where-what template Elements of art Principles of design Rules of composition
5-7	Production Task 1 Part C DUE WK 5 Presentation <ul style="list-style-type: none"> plan & present resolved artwork for critique and exhibition reflect & evaluate working practices & present artist statement 	Task 1: Production Part C Due Week 7	
END OF SEMESTER 1			
8	Unit Focus: Investigations – Portraits with Purpose Commence Production Task 4 Part A DUE T3 WK 2 Inquiry <ul style="list-style-type: none"> collect visual sources & produce observational drawings experiment with media & techniques to develop ideas/designs organise information, research, plan & document design process 		DoE Connect -Yr. 11 General Visual Art Assessment policy Production task
9-10	Continue Production Task 4 Part A Visual influence <ul style="list-style-type: none"> analyse & take influence from art practices of artists Art forms, media and techniques <ul style="list-style-type: none"> explore media & refine techniques to achieve particular effects Visual language <ul style="list-style-type: none"> explore the use of visual language in artwork – E&P Commence Investigation Task 5 DUE T3 WK 4 Social, cultural and historical contexts <ul style="list-style-type: none"> identify/interpret features of artwork specific to artist/movement 		Stress free standards Student work samples Teacher portfolio samples Related artworks Investigation task Research table

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 2	Commence Production Task 4 Part B DUE WK 6 Visual influence <ul style="list-style-type: none"> explore diverse techniques and processes used by different artists collect imagery sourced from an array of artists to refine ideas Visual language <ul style="list-style-type: none"> purposefully apply visual language [E&P] to develop artwork Art forms, media and techniques <ul style="list-style-type: none"> select, apply & refine use of media/techniques with purpose Continue Investigation Task 5 Social, cultural and historical contexts <ul style="list-style-type: none"> determine factors that influence the art practice of artists discuss contextual factors influencing own art practice Identify/interpret features of artwork specific to artists, movements Personal response <ul style="list-style-type: none"> provide reasons for personal opinions & interpret artworks discuss the subject and theme used by artists in their artwork Meaning and purpose <ul style="list-style-type: none"> use visual language to communicate meaning in artwork identify purpose/interpret meaning communicated in artworks 	Task 4: Production Part A Due Week 2	Case study template Student case study example
3 - 4	Continue Investigation Task 5 Social, cultural and historical contexts <ul style="list-style-type: none"> identify/interpret specific features of artwork, artist & movement define factors that influence art practice of artists within artworks discuss contextual factors influencing own art practice Continue Production Task 4 Part B Art practice <ul style="list-style-type: none"> apply skills/processes sensitively to produce artwork follow correct OH&S procedures and copyright laws on-going self-evaluation 	Task 5: Investigation DUE Week 4	
5 - 6	Commence Production Task 4 Part C DUE T4 WK 2 Art forms, media and techniques <ul style="list-style-type: none"> purposefully apply media & techniques to achieve specific effects Presentation <ul style="list-style-type: none"> plan and consider presentation for critique and exhibition display resolved artwork with considerations for audience evaluate working practices & present in artist statement 	Task 4: Production Part B Due Week 6	
7 - 8	Commence Analysis Task 6 DUE T3 WK 10 Analysis <ul style="list-style-type: none"> use critical analysis frameworks to interpret artwork use visual language to describe subject matter, composition, technique & meaning in artwork 		Analysis revision booklet
9 - 10	Continue Production Task 4 Part C DUE T4 WK 2 Presentation <ul style="list-style-type: none"> plan & present resolved artwork for critique and exhibition reflect & evaluate working practices & present artist statement Analysis Task 6 TEST T3 WK 10 Analysis <ul style="list-style-type: none"> use critical analysis frameworks to interpret artwork use visual language to describe subject matter, composition, technique & meaning in artwork 	Task 6: Analysis Test Week 10	Analysis revision booklet
Term 4			
1 - 2	Production Task 4 Part C DUE T4 WK 2 Presentation <ul style="list-style-type: none"> plan & present resolved artwork for critique and exhibition reflect & evaluate working practices & present artist statement 	Task 4: Production Part C Due Week 2	
3-4	Begin revision tasks for Year 12 EST		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL VISUAL ART YEAR 12

Semester 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Production 65%	Task 1 Part A: Inspiration Students present a portfolio of work demonstrating exploration of their concept using visual art language, skills, mediums and techniques.	6.25%	Term 1 Week 5
	Task 1 Part B: Design development Students present a portfolio of work demonstrating refinement of their concept using visual art language, skills, mediums and techniques.	6.25%	Term1 Week 9
	Task 1 Part C: Resolved artwork Students present an artwork demonstrating resolved concepts use of skills, mediums and techniques.	20%	Term 2 Week 5
Investigation 10%	Task 2: Case Study [Expressionism] Students will produce a book on Expressionism	5%	Term 2 Week 4
Analysis 10%	Task 3: Internally set task Students will complete an image analysis within timed conditions.	5%	Term 1 Week 10
EST 15%	Task 4: External set task A task set by the SCaSA Based on the content from unit 3.	15%	Term 2 Week 2

Semester 2 – UNIT 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Production 65%	Task 5 Part A: Inspiration Students present a portfolio of work demonstrating exploration of their concept using visual art language, skills, mediums and techniques.	6.25%	Term 3 Week 1
	Task 5 Part B: Design development Students present a portfolio of work demonstrating refinement of their concept using visual art language, skills, mediums and techniques.	6.25%	Term 3 Week 5
	Task 5 Part C: Resolved artwork Students present an artwork demonstrating resolved concepts use of skills, mediums and techniques.	20%	Term 3 Week 10
Investigation 10%	Task 6: Case Study [artist] Students will produce a written report on an artist.	5%	Term 3 Week 4
Analysis 10%	Task 7: Image analysis [test] Students will complete analysis of artworks in test conditions	5%	Term 3 Week 8

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Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Unit Focus: Inspirations — The Memory Project Commence Production Task 1 Part A DUE WK 5 Inquiry <ul style="list-style-type: none"> collect visual sources & produce observational drawings experiment with media & techniques to develop ideas/designs organise information, research, plan & document design process 		DoE Connect- Yr 12 General Visual Art Assessment policy Production task Stress free standards book Student work samples Teacher portfolio samples
3 - 4	Continue Production Task 1 Part A Visual influence <ul style="list-style-type: none"> analyse & take influence from art practices of Guy Denning Art forms, media and techniques <ul style="list-style-type: none"> explore media & refine techniques to achieve particular effects Visual language <ul style="list-style-type: none"> explore the use of visual language in artwork – E&P Commence Investigation Task 2 DUE T2 WK 5 Social, cultural and historical contexts <ul style="list-style-type: none"> identify/interpret features of artwork specific to artist/movement 		Related artworks Student work samples Teacher portfolio samples Investigation task Research table
5 - 6	Continue Production Task 1 Part A Art practice <ul style="list-style-type: none"> experiment, selectively apply & refine use of materials and skills when developing artwork follow correct OH&S procedures and copyright laws Visual language <ul style="list-style-type: none"> incorporate visual language [E&P] in the development of artwork Commence Production Task 1 Part B DUE WK 9 Visual influence <ul style="list-style-type: none"> explore diverse techniques and processes used by different artists collect imagery sourced from an array of artists to refine ideas Visual language <ul style="list-style-type: none"> purposefully apply visual language [E&P] to develop artwork Art forms, media and techniques <ul style="list-style-type: none"> select, apply & refine use of media/techniques with purpose Continue Investigation Task 2 Social, cultural and historical contexts <ul style="list-style-type: none"> determine factors that influence the art practice of artists discuss contextual factors influencing own art practice 	Task 1: Production Part A Due Week 5	Faye Helfer, Heather Murray & Jane Sakowsky artworks Student work samples Teacher portfolio samples Investigation task Research table A5 books for Investigation task

Week	Topics/Syllabus	Assessment	Resources
7 - 8	Continue Production Task 1 Part B Art practice <ul style="list-style-type: none"> • apply skills/processes sensitively to produce artwork • follow correct OH&S procedures and copyright laws • on-going self-evaluation Continue Investigation Task 2 Social, cultural and historical contexts <ul style="list-style-type: none"> • identify and interpret features of artwork specific to artists, movements, times or places 		EST revision booklet
9 - 10	Commence Production Task 1 Part C DUE T2 WK 5 Art forms, media and techniques <ul style="list-style-type: none"> • purposefully apply media & techniques to achieve specific effects Presentation <ul style="list-style-type: none"> • plan and consider presentation for critique and exhibition • display resolved artwork with considerations for audience • evaluate working practices & present in artist statement Analysis Internally Set Task 3 DUE WK 10 <ul style="list-style-type: none"> • use critical analysis frameworks to interpret artwork • use visual language to describe subject matter, composition, technique & meaning in artwork 	Task 1: Production Part B Due Week 9 Task 3: Analysis [Internally Set Task] Due Week 10	Analysis task EST revision booklet
Term 2			
1-2	EST Task 4 DUE WK 2 <ul style="list-style-type: none"> • interpret artworks using visual language to describe subject matter, composition, technique & meaning in artwork 	Task 4: External Set Task DUE Week 2	
3-4	Continue Investigation Task 2 Personal response <ul style="list-style-type: none"> • provide reasons for personal opinions & interpret artworks • discuss the subject and theme used by artists in their artwork Meaning and purpose <ul style="list-style-type: none"> • use visual language to communicate meaning in artwork • identify purpose/interpret meaning communicated in artworks Social, cultural and historical contexts <ul style="list-style-type: none"> • identify/interpret specific features of artwork, artist & movement • define factors that influence art practice of artists within artworks • discuss contextual factors influencing own art practice 	Task 2: Investigation Due Week 4	
5-6	Production Task 1 Part C DUE WK 5 Presentation <ul style="list-style-type: none"> • plan & present resolved artwork for critique and exhibition • reflect & evaluate working practices & present artist statement 	Task 1: Production Part C Due Week 5	
END OF SEMESTER 1			
7-8	Unit Focus: Investigations – Portraits with Purpose Commence Production Task 5 Part A Due Week 1 Inquiry <ul style="list-style-type: none"> • collect visual sources & produce observational drawings • experiment with media & techniques to develop ideas/designs • organise information, research, plan & document design process 		Assessment policy Production task Stress free standards book
9-10	Continue Production Task 5 Part A Visual influence <ul style="list-style-type: none"> • analyse & take influence from art practices of artists Art forms, media and techniques <ul style="list-style-type: none"> • explore media & refine techniques to achieve particular effects Visual language <ul style="list-style-type: none"> • explore the use of visual language in artwork – E&P Commence Investigation Task 6 DUE T3 WK 4 Social, cultural and historical contexts <ul style="list-style-type: none"> • identify/interpret features of artwork specific to artist/movement 		Banksy, Shepard Fairey, Molly Crabapple artworks Student work samples Teacher portfolio samples Investigation task Case study template

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 2	Commence Production Task 5 Part B Due Week 5 Visual influence <ul style="list-style-type: none"> explore diverse techniques and processes used by different artists collect imagery sourced from an array of artists to refine ideas Visual language <ul style="list-style-type: none"> purposefully apply visual language [E&P] to develop artwork Art forms, media and techniques <ul style="list-style-type: none"> select, apply & refine use of media/techniques with purpose Continue Investigation Task 6 Social, cultural and historical contexts <ul style="list-style-type: none"> determine factors that influence the art practice of artists discuss contextual factors influencing own art practice 	Task 5: Production Part A Due Week 1	Case study template Student case study example
3 - 4	Continue Investigation Task 6 Social, cultural and historical contexts <ul style="list-style-type: none"> Identify/interpret features of artwork specific to artists, movements Personal response <ul style="list-style-type: none"> provide reasons for personal opinions & interpret artworks discuss the subject and theme used by artists in their artwork Meaning and purpose <ul style="list-style-type: none"> use visual language to communicate meaning in artwork identify purpose/interpret meaning communicated in artworks Social, cultural and historical contexts <ul style="list-style-type: none"> identify/interpret specific features of artwork, artist & movement define factors that influence art practice of artists within artworks discuss contextual factors influencing own art practice Continue Production Task 5 Part B Art practice <ul style="list-style-type: none"> apply skills/processes sensitively to produce artwork follow correct OH&S procedures and copyright laws on-going self-evaluation 	Task 6: Investigation Due Week 4	STICI analysis template
5 - 6	Commence Production Task 5 Part C DUE T3 WK 10 Art forms, media and techniques <ul style="list-style-type: none"> purposefully apply media & techniques to achieve specific effects Presentation <ul style="list-style-type: none"> plan and consider presentation for critique and exhibition display resolved artwork with considerations for audience evaluate working practices & present in artist statement 	Task 5: Production Part B Due Week 5	STICI analysis template
7 - 8	Analysis Task 7 DUE WK 8 Analysis <ul style="list-style-type: none"> use critical analysis frameworks to interpret artwork use visual language to describe subject matter, composition, technique & meaning in artwork 	Task 7: Analysis Due Week 8	STICI analysis template
9 - 10	Continue Production Task 5 Part C DUE WK 10 Presentation <ul style="list-style-type: none"> plan & present resolved artwork for critique and exhibition reflect & evaluate working practices & present artist statement 	Task 5: Production Part C Due Week 10	
Term 4			
1 - 2	Class of 2019 Mural project <ul style="list-style-type: none"> collaboratively produce a large-scale mural for display to celebrate the success of 2019 		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL DESIGN PHOTOGRAPHY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Production 70%	TASK 1: DESIGN FUNDAMENTALS PORTFOLIO Students will present a portfolio of work demonstrating skills & Knowledge related to photography controls, design fundamentals and digital editing and presentation techniques. This will be conducted through a range of class activities and workshop tutorials.	20%	Term 1 Week 9
	TASK 4: PHOTOGRAPHY STYLES Student put into practice the research they conducted in their investigation. They are to produce a series of images that explore a range of techniques associated with their chosen style.	15%	Term 2 Week 6
	TASK 6: CREATIVE TRIPTIGE PHOTO DESIGN Design, plan and produce a photographic image that incorporates the use of Photoshop editing skills to produce an effective artistic design that communicates an aspect of your personal message - 'Artist Statement'. The skills & techniques should be influenced by Steve Parish or other well-known artists.	15%	Term 3 Week 4
	TASK 7: CALENDAR DESIGN Design, plan and produce a calendar for 2020 based on a chosen theme. Must demonstrate the use of elements and principles of Design as well as Photographic composition and editing processes.	20%	Term 3 Week 10
Response 30%	TASK 2: IN CLASS RESPONSE / ANALYSIS Describe and explain how the photography fundamentals & dominant design elements and principles are applied in a series of selected images.	5%	Term 1 Week 5
	TASK 3: PHOTOGRAPHY STYLES INVESTIGATION Choose one photographic style & photographer to investigate and explore. Students are to explore its use in society and techniques required to effectively emulate and create photographic designs of their chosen styles.	10%	Term 2 Week 3
	TASK 5: STEVE PARISH CASE STUDY – NATURE CONNECT Explore the works and photographic styles of renowned nature photographer Steve Parish. Students are to investigate and present their findings in an engaging and informative format. Their research should enable them to explore their own 'Creative Purpose'.	10%	Term 3 Week 1
	TASK 8: 'MY YEAR IN PICTURES' REFLECTIVE PRESENTATION Students will compile and present a multi-media presentation that presents their work throughout the year. Students will require to critically reflect on their own development and provide peer feedback as part of the process.	5%	Term 4 Week 3

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL DESIGN PHOTOGRAPHY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	COURSE INTRODUCTION: <ul style="list-style-type: none"> Overview of the course Students will be introduced to class expectations, copyright, intellectual property, personal responsibilities, sustainability and OHS. Introduction to Portfolio requirements – set up class records & files. Introduction to basic camera controls Intro to exposure basics – <i>Aperture, Shutter Speed & ISO</i>. Students will construct a design terminology word bank for use as a learning /revision tool. 	Portfolio Activities Begin Task 1: Design Fundamentals Portfolio Due Week 9	Student files PowerPoint Class Connect Photography equipment
3 - 4	PHOTOGRAPHY FUNDAMENTALS: <ul style="list-style-type: none"> Intro to Elements & Principle of Design & Colour theory. Introduction to image evaluation & analysis – <i>TASK 2</i> Developing image analysis skills – <i>identify, describe, evaluate, annotate.</i> Introduction to types of lighting – <i>studio, natural (WB)</i> Experiment and develop camera controls to produce examples of photographic technical codes, composition and design elements – <i>Portfolio Work</i> Introduction to creation of diagrams, layouts, plans & drawings. 	Portfolio Activities	Student files PowerPoint Class Connect Photography equipment
5 - 6	DESIGN FUNDAMENTALS: <ul style="list-style-type: none"> Unpacking the design process – research, idea development, production & evaluation Digital photographic skills – file types, image resolution, basic image manipulation tools and techniques (contrast, hue & saturation, histograms) Development of basic editing techniques – using Photoshop tutorials. 	Portfolio Activities Task 2: In-Class Response / Analysis Week 5	Student files PowerPoint Class Connect Photography equipment and Adobe Suite Software
7 - 8	PHOTOGRAPHY STYLES: <ul style="list-style-type: none"> Development of Portfolio & Learning Journals. Students will investigate composition & photographic styles: <i>Rule of thirds, leading lines, point of interest; Nature, Portrait, Macro, Black & White, time lapse/motion etc.</i> Development of basic editing techniques – using Photoshop tutorials 	Portfolio Activities	Student files PowerPoint Class Connect Photography equipment
9 - 10	PHOTOGRAPHY STYLES: <ul style="list-style-type: none"> Development of basic editing techniques – using Photoshop tutorials. Review of photographic skills and terminology Development of photographic planning, annotations & design problem solving skills. 	Portfolio Activities Task 1: Design Fundamentals Portfolio Due Week 9	Student files PowerPoint Class Connect Photography equipment

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	PHOTOGRAPHY STYLES: <ul style="list-style-type: none"> Developing image analysis skills – identify, describe, evaluate, annotate. Identifying codes and conventions in print media – focus on Photography Styles in society Explore representation and stereotypes in relation to design – stakeholders & target audience Review of elements and principles of design Introduction to copyright & referencing for production Develop research and information processing skills Explore photographic techniques associated with a range of styles. 		Student files PowerPoint Class Connect portfolio Photography equipment
3-4	PHOTOGRAPHY STYLES: <ul style="list-style-type: none"> Photographic styles – nature, landscape, portrait, black & white, abstract, Macro, montage Development of design process – Statement of intent & research, inspiration board, production planning & processes, annotating & evaluating design process. Photo production – studio & location Explore the print process – from digital to printing press Photoshop & tutorials – editing & print layout Location shoot – excursion TBA 	Task 3: Photography Styles Investigation Due Week 3	Student files PowerPoint Class Connect portfolio Photography equipment Photoshop & InDesign
5-6	PHOTOGRAPHY STYLES: <ul style="list-style-type: none"> Development of design process – Statement of intent & research, inspiration board, production planning & processes, annotating & evaluating design process. Development of photographic planning, annotations & design problem solving skills. Photo production – studio & location Portfolio development 	Task 4: Photography Styles Production Due Week 6	Student files Class Connect portfolio Photography equipment Photoshop & InDesign
7 - 8	PHOTOGRAPHY STYLES: <ul style="list-style-type: none"> Exploring professional portfolio presentations & Photography blogs/websites Development of Portfolio presentation Explore other photographic styles through experimentation & tutorials. 		Student files PowerPoint Class Connect portfolio Photography equipment Photoshop
END OF SEMESTER 1			
9 - 10	CREATIVE PERSONAL DESIGN <ul style="list-style-type: none"> Introduction to unit 2 – personal design Explore personal beliefs, values, connections & styles Explore representation & communication methods Introduction to Semiotics CASE STUDY – Steve Parish 'Nature Connect' Intro to Artist Statements & 'Creative Purpose' Develop research and information processing skills Developing critical reflection and analysis skills. 		Student Data Drive PowerPoint Slides Class Connect Portfolio

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 2	CASE STUDY STEVE PARISH – NATURE CONNECT <ul style="list-style-type: none"> Develop research and information processing skills Developing critical reflection and analysis skills. Explore purpose of communication – personal vs. social Develop ideas for Creative photo task Photoshop tutorials – advanced editing and effects 	Task 5: Steve Parish Case Study – Nature Connect Due Week 1	Student files PowerPoint Class Connect portfolio Photo equipment Photoshop
3 - 4	CREATIVE PERSONAL DESIGN <ul style="list-style-type: none"> Develop studio photography skills – still life / portrait Photoshop tutorials – advanced editing & effects Explore audience effect on design planning and production Communication theories- Semiotics & Shannon & Weaver. 		Student files PowerPoint Class Connect portfolio Photo equipment Photoshop
5 - 6	CALENDAR DESIGN <ul style="list-style-type: none"> Calendar Design – Statement of intent & research calendar designs codes & conventions Development of design process – inspiration board, production planning & processes, annotating & evaluating design process. Typography in Design Developing Genre based designs Photo production – studio & location 	Task 7: Creative Photo Design Due Week 5	Student files PowerPoint Class Connect portfolio
7 - 8	CALENDAR DESIGN <ul style="list-style-type: none"> Photoshop Tutorials –design, advanced editing Design Development – ideation, planning, production Explore the print process – from digital to printing press Photoshop & InDesign tutorials – editing & print layout Prepare for 'SHOW OFF' Exhibition 		Student files PowerPoint Class Connect portfolio Photo equipment Photoshop
9 - 10	CALENDAR DESIGN <ul style="list-style-type: none"> Design Development – production, editing, refinement, reflection, presentation Evaluating the design process - Self-reflection and peer feedback Printing & presenting the product Prepare for 'SHOW OFF' Exhibition – week 9 	Portfolio Activities Task 7: Calendar Design Due Week 10	Student files PowerPoint Class Connect portfolio Photo equipment Photoshop
Term 4			
1 - 2	PORTFOLIO / REVISION <ul style="list-style-type: none"> Review semester concepts Develop analytical writing skills Development of Portfolio presentation 		Student files PowerPoint Class Connect portfolio
3 - 4	PORTFOLIO <ul style="list-style-type: none"> Exploring professional portfolio presentations & Photography blogs/websites/videos Editing and presenting work for multi-media Development of Portfolio presentation Evaluating design process - reflection & peer feedback 	Task 8: 'My Year In Pictures' Reflective Presentation Due Week 3	Student files PowerPoint Class Connect portfolio Photo equipment Photoshop
5	EXTENTION – PERSONAL EXPLORATION WEEK <ul style="list-style-type: none"> Student catch-up week Explore personal interest project 		Student files Class Connect Photoshop
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL DESIGN GRAPHICS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Production 65%	Task 1: Digital Drawing Design Students will design a digital drawing that communicates them as a designer. They will incorporate Basic Adobe suite tools and techniques to create the design.	10%	Term 1 Week 3
	Task 3: Product Packaging Design Present package design to 'client' with design solutions and design process; include research, investigation, analysis, idea development and critical reflection. Students utilize the Gestalt design principles as a focus for their designs.	20%	Term 1 Week 10
	Task 6: Pop Culture Playing Cards Students investigate, explore ideas and follow a design process in response to a design brief related to cultural design and design styles that reflect popular culture & stereotypes.	15%	Term 2 Week 9
	Task 7: T-Shirt Graphic Design Students investigate, explore ideas and follow a design process in response to a design brief related to cultural design. Students are to explore ethical/social issues & create a design to communicate a message that informs/promotes this & apply it to t-shirt & other promotional products.	20%	Term 3 Week 7
Response 20%	Task 2: Design Fundamentals Students research and present a series of portfolio pages that demonstrates understanding of design fundamentals and how it is used within society.	5%	Term 1 Week 5
	Task 4: EST Preparation In-class response on key course concepts, analysis of designs and design terminology. Practice responses and development of Sketch Notes and revision activities	5%	Term 2 Week 1
	Task 8: Evaluate Final Designs Students complete a peer review activity and written evaluation that reflects on the effectiveness of their design process, practices and final design solution from the course.	10%	Term 3 Week 10
Externally Set Task 15%	Task 5: Externally Set Task A task set by the SCaSA based on the content from Unit 3 – content defined on Task Sheet. Expected responses may include short answer, analysis and creative drawing response to a design prompt.	15%	Term 2 Week 3

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COURSE OUTLINE 2019

GENERAL DESIGN GRAPHICS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	INTRODUCTION: REVIEW DESIGN FUNDAMENTALS Overview of Unit 3 and assessment requirements. <ul style="list-style-type: none"> Explore design fundamentals such as Elements & Principles of Design and Colour Theory. Develop basic skills in Adobe Illustrator & Photoshop to design a personal digital Drawing to display in their portfolio. 		Student files Class Connect Fundamentals & Glossary Booklet Adobe Illustrator / Photoshop tutorials
3 - 4	DESIGN IN SOCIETY <ul style="list-style-type: none"> investigate how Design impacts society and its role within different industries. conduct a case study on Paula Scher – New York Graphic Designer and Typographer. Students investigate Typography and its impact on Product design. investigate target audiences and the impact psychographics and demographics have on design choices. 	Task 1: Digital Drawing Design Due Week 3	Student files Class Connect Art of Design – episode 4 “Paula Scher – Graphic Design” Netflix / ClickView
5 - 6	PRODUCT PACKAGING DESIGN Introduction to Product Design: <ul style="list-style-type: none"> Develop knowledge of design terminology Investigate wide range of fonts and their impact on designs. Develop practical skills in typography and font creating platforms. interpret design brief and begin developing and documenting design process. consider use of representation and semiotics to develop meaning and depth in packaging designs. 	Task 2: Design Fundamentals Due Week 5	Student files Class Connect Canva - https://designschool.canva.com/typography/ Canva - https://designschool.canva.com/blog/packaging-design/
7 - 8	PRODUCT PACKAGING DESIGN <ul style="list-style-type: none"> develop practical skills using Adobe Illustrator and on-line design platforms to create a font based on a set criterion. develop understanding of font and layout conventions through use of Gestalt principles. interpret designs to consider design processes needed to create a mock-up design. create annotated planning sketches as part of the design process. 		Student files Class Connect Sample Package designs
9 - 10	PRODUCT PACKAGING DESIGN <ul style="list-style-type: none"> develop practical skills using Adobe software to further develop their designs. refine product design based on peer and teacher feedback. record design processes as part of a visual portfolio of evidence. plan and use problem solving strategies in the creation and presentation of a mock-up design. prepare and present design process portfolio evidence to the 'client'. conduct Peer Review and provide constructive feedback as part of the evaluation process. 	Task 3: Product Packaging Design Due Week 10	Student files Class Connect Adobe – Tutorials

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	EXTERNALLY SET TASK – REVISION <ul style="list-style-type: none"> prepare for EST assessment through revision activities. create a Mind-map of Design Concepts to assist them in preparing for the EST. use current design task to answer EST preparation questions. 	Task 4: Est Preparation Due Week 1	Student files Class Connect Revision booklet
3	EXTERNALLY SET TASK Externally set task by the SCaSA based on the prescribed content from Unit 3 of the General Year 12 syllabus: <ul style="list-style-type: none"> design elements and principles (including Gestalt design principles) interpretation of client briefs, design process and methods creation & interpretation of diagrams, drawings & mind maps identification of specific audiences & attributes. Reflection & evaluation of design solutions. 	Task 5 Externally Set Task In-Class Week 3	Student files Class Connect Revision booklet
4 - 5	DIGITAL DRAWING & COMMUNICATION THEORIES <ul style="list-style-type: none"> continue to develop practical skills in Adobe software. explore visual representations of stereotypes and popular culture sub-cultures. develop understanding of digital imaging formats suitable for print vs. web. Develop understanding of copyright and intellectual property. Rights & responsibilities of designers. develop sketching to communicate ideas and planning of design process. Explore developing designs within a 'Theme' 		Student files Class Connect
END OF SEMESTER 1			
6-7	INTRODUCTION TO CULTURAL DESIGN <ul style="list-style-type: none"> explore the meaning of culture within a design context and how design is influenced by culture over time. Identify target audience key attributes and consider design choices to accurately reflect target audience. Explore existing designs and their effectiveness on communicating the message and engaging the target audience. continue to develop practical skills in Adobe software. plan and use problem solving strategies in the creation and presentation of a mock-up design. 		Student files Class Connect
8-10	POPULAR CULTURE PLAYING CARDS <ul style="list-style-type: none"> Compare & evaluate different digital formats to develop and distribute designs. Develop understanding of copyright and intellectual property. Rights & responsibilities of designers. Continue development of production skills using Adobe software with focus on print requirements. apply colour theory, design styles, design elements and principles and formatting when planning design concepts Prepare and present portfolio of evidence as part of Triad Peer Review and Evaluation. 	Task 6: Pop Culture Playing Cards Due Week 9	Student files Class Connect IP Australia - https://www.ipaust.gov.au/ - Copyright Council Australia http://www.copyright.org.au/acc_pr od/ACC/Home/ACC/Home.aspx ADOBE - tutorials

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 – 2	SHANNON & WEAVER MODEL/ T-SHIRT DESIGNS <ul style="list-style-type: none"> Continue development of production skills using Adobe software with focus on print requirements. record design processes as part of a visual portfolio of evidence. Explore sending and receiving messages using the Shannon & Weaver Model Explore impact of 'Noise' has on message & receiver response. 		Student files Class Connect Make Playing Cards http://www.makeplayingcards.com/
3 - 4	T-SHIRT DESIGNS <ul style="list-style-type: none"> Research an ethical / social issue related to the client brief. Explore existing designs and their effectiveness on communicating the message and engaging the target audience. develop sketching to communicate ideas and planning of design process. Explore developing designs within a 'Theme' Explore and analyse design and production processes for commercial distribution of designs & products 		Student files Class Connect Shannon & Weaver activity & PowerPoint Threadless & Artistshop https://www.threadless.com/ RedBubble.com.au
5 - 6	T-SHIRT DESIGNS <ul style="list-style-type: none"> Review key design concepts and terminology for in-class response. Generate ideas based on the interpretation of a client brief Identify target audience key attributes and consider design choices to accurately reflect target audience. Use a range of sources for inspiration, providing references and copyright considerations. 		Student files Class Connect
7 - 8	T-SHIRT DESIGNS <ul style="list-style-type: none"> apply colour theory, design styles, design elements and principles and formatting when planning design concepts Utilize Adobe software to develop concept designs. refine T-Shirt design based on peer and teacher feedback. plan and use problem solving strategies in the creation & presentation of a mock-up design. prepare and present design process portfolio evidence to the 'client'. 	Task 7: T-Shirt Design Due Wk 7	Student files Class Connect Adobe Software T-shirt Template
9-10	PORTFOLIO PRESENTATION & EVALUATION <ul style="list-style-type: none"> Reflect on Design process practices, collect feedback from teacher and peers. Prepare and present portfolio of evidence as part of Triad Peer Review and Evaluation. Utilizing guiding questions, produce a written reflection of design processes and effective communication of ideas and quality of final design. Students assist with set up of SHOW-OFF exhibition 	Show-Off Exhibition Task 8: In-Class Response Week 10	Student files Class Connect Triads – peer evaluation guide A3 PORTFOLIOS
Term 4			
1 - 2	CLASS DESIGN CHALLENGE: <ul style="list-style-type: none"> Utilizing skills developed over the year, students to participate in a series of small design challenges. Additional support for students requiring Catch-up. 		Student files Class Connect
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL DESIGN PHOTOGRAPHY YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Production 65%	Task 1: Design Fundamentals – Greeting Cards Students will present a series of images that demonstrate fundamental skills and understanding of design concepts such as elements & principles, composition, colour theory and basic editing. Selected images should follow a suitable greeting card theme.	10%	Term 1 Week 5
	Task 2: Product Design Students will produce a design based on a 'client brief' using the design process; including research, investigation, analysis, idea development and critical reflection. This will include the development of still life and product photography for advertisement and commercial production purposes.	20%	Term 2 Week 5
	Task 6: Cultural Photo-Essay Students aim to inform or persuade their audience in a Photo-story / Journalistic style through the production a series of images that explore and communicate an aspect of their local community / culture. This will be done through the use of the design process; including research, investigation, analysis, idea development and critical reflection. This will include the development of portrait, landscape and event photography to communicate cultural beliefs and values.	15%	Term 3 Week 4
	Task 7: Cultural Design Students will produce a design based on a 'client brief' that explores an event within their local community. This will be done through the use of the design process; including research, investigation, analysis, idea development and critical reflection. This will include the development of portrait, landscape and event photography to communicate cultural beliefs and values.	20%	Term 3 Week 9
Response 20%	Task 3: Advert Design Analysis Students will analyse how advertisements effectively use codes and conventions to communicate & promote their message to audiences. This will be conducted under timed test conditions.	5%	Term 1 Week 10
	Task 5: Photojournalism Investigation Students will investigate how photojournalism has impacted society & used to communicate cultural beliefs & values through the investigation and analysis of a chosen photojournalist.	10%	Term 2 Week 9
	Task 8: In-Class Response Students will reflect on and demonstrate their understanding of design processes and course concepts in an In-Class Response.	5%	Term 3 Week 10
External Set Task 15%	Task 4: External Set Task A task set by the SCaSA based on the content from Unit 3 – content defined on Task Sheet. Expected responses may include short answer, analysis and creative drawing response to a design prompt.	15%	Term 2 Week 3

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

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COURSE OUTLINE 2019

GENERAL DESIGN PHOTOGRAPHY YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	DESIGN Fundamentals: <ul style="list-style-type: none"> Overview of the course Students will be re-introduced to class expectations, copyright, intellectual property, personal responsibilities, sustainability and OHS. Introduction to Portfolio requirements – set up class records & files. Review design concepts, terminology and communication theory: elements and principles, colour theory, design process, Shannon and Weaver, semiotics, stakeholders, representation, codes & conventions 		Student files PowerPoint Class Connect Portfolio Camera Equipment
3 - 4	DESIGN FUNDAMENTALS: <ul style="list-style-type: none"> Students will learn new design terminology: Gestalt design principles, visual hierarchy, layout principles, communication environment Produce a terminology guide as a response to what they have learnt previously and currently. Experiment and develop camera controls to produce examples of photographic technical codes, composition and design elements – Portfolio Work 		Student files PowerPoint Class Connect Camera Equipment Adobe Editing suite
5 - 6	DESIGN FUNDAMENTALS: <ul style="list-style-type: none"> Digital photographic skills – file types, image resolution, basic image manipulation tools and techniques (contrast, hue & saturation, histograms) Development of basic to advanced editing techniques – using Photoshop tutorials. Development of presentation formats suitable for client presentation. 	Task 1: Design Fundamentals Greeting Cards Week 5	Student files PowerPoint Class Connect Camera Equipment Adobe Editing suite
7 - 8	PRODUCT DESIGN & ADVERTISING: <ul style="list-style-type: none"> Introduction to product design – different types of promotional products, purpose and representation (educate, inform, promote, entertain, decorate) Exploration of target audience characteristics – demographics, lifestyle choices, interests, values. Socioeconomic impact on design – physical, economic, social, cultural, geographic, interpersonal. Codes and Conventions of Advertising Use a range of sources for inspiration, providing references and copyright considerations. Introduction to studio lighting and still life photography – lights, setup, angles, composition, depth of field, use of props. 	Portfolio Activities Begin Task 3: Product Design Due Term 2 Week 5	Student files PowerPoint Class Connect Camera Equipment Adobe Editing suite
9 - 10	PRODUCT DESIGN & ADVERTISING: <ul style="list-style-type: none"> Advertisement Analysis – Identifying how codes, conventions and design elements are used effectively. Exploration of Typography & Semiotics in Advertising – Fonts, slogans, logos, symbols Developing Analytical writing skills – Prep Task 3 Continued development of Task 2: Product Design – <i>Idea development & production</i> 	Task 3: Advert Design Analysis Week 10	Student files PowerPoint Class Connect Camera Equipment Adobe Editing suite

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	PRODUCT DESIGN & ADVERTISING: <ul style="list-style-type: none"> Continued development in still life and product Photography techniques Editing skills – Photoshop effects – developing effective advertisement composition. Developing suitable formats for presentation. Audience and peer feedback – using surveys and PMI evaluation prepare for EST assessment through revision activities. create a Mind-map of Design Concepts to assist them in preparing for the EST. 		Photoshop tutorials Connect Class Photography & Lighting Equipment Practice EST questions
3 - 4	EXTERNAL SET TASK Externally set task by the SCASA based on the prescribed content from Unit 3 of the General Year 12 syllabus: <ul style="list-style-type: none"> design elements and principles – colour theory interpretation of client briefs, design process and methods awareness of copyright, intellectual property issues and personal responsibilities in product design creation & interpretation of diagrams, drawings & mind maps application of production processes, methods, skills and techniques relevant to the defined context, with an acknowledgement of sustainability 	Task 4: External Set Task Week 3	Revision Booklet PowerPoint Slides Connect Class Practice EST questions
5 - 6	PRODUCT DESIGN & ADVERTISING: <ul style="list-style-type: none"> Continued development on Portfolio presentation. Generate photographic ideas that demonstrate a wide range of skills and techniques as additional evidence to Portfolio Photoshop Tutorials – development of editing skills 	Task 2: Product Design Week 5	Student files PowerPoint Class Connect Photography and lighting equipment and Adobe Suite Software
END OF SEMESTER 1			
7 - 8	CULTURAL DESIGN: <ul style="list-style-type: none"> Identifying culture & making connections to design Photography in society – focus on photojournalism Analysing photos – telling stories through images Introduction to Culture and Designs' role in society Communication strategies – <i>semiotics, shock tactics, humour, metaphor, emotion</i> Explore existing designs and their effectiveness on communicating the message and engaging the target audience. 		Student files PowerPoint Class Connect Photojournalism Case study examples
9-10	PHOTOJOURNALISM: <ul style="list-style-type: none"> Socioeconomic impact on design - physical, economic, social, cultural, geographic, interpersonal. Communication strategies – semiotics, shock tactics, humour, metaphor, emotion Investigating photojournalists and their techniques 	Task7: Investigation Of Design In Society Week 9	Student files PowerPoint Class Connect
Term 3			
1 - 2	PHOTOJOURNALISM: <ul style="list-style-type: none"> Begin Task 6 Photo-Essay Task Reinforcing cultural identification & relationships between cultures & design. Generate ideas based on the interpretation of a client brief Identify target audience key attributes and consider design choices to accurately reflect target audience. Investigation of landscape/streetscape photography; Portrait and action techniques. 		Student files PowerPoint Class Connect Photography & Lighting Equipment

Week	Topics/Syllabus	Assessment	Resources
3 - 4	PHOTOJOURNALISM: <ul style="list-style-type: none"> Continued development of Cultural Design Task develop sketching to communicate ideas and planning of design process. Explore developing designs within a 'Theme' Exploring Landscape /streetscape Photography – focus on location shooting Lens types and composition – <i>telephoto, fish eye, macro</i>. 	Task 6: Cultural Photo-Essay Week 4	Student files PowerPoint Class Connect Photography & Lighting Equipment
5 - 6	CULTURAL DESIGN: <ul style="list-style-type: none"> Research an ethical / social issue related to the client brief. Explore existing designs and their effectiveness on communicating the message and engaging the target audience. develop sketching to communicate ideas and planning of design process. Explore developing designs within a 'Theme' Codes & Conventions – layout principles, visual hierarchy, composition, typography 		Student files PowerPoint Class Connect Photography & Lighting Equipment
7 - 8	CULTURAL DESIGN: <ul style="list-style-type: none"> apply colour theory, design styles, design elements and principles and formatting when planning design concepts Utilize Adobe software to develop concept designs. Continued development of Cultural Design Task Audience feedback – peer feedback, surveys Developing suitable formats for presentation – file types, printing requirements 		PowerPoint Class Connect Photography and lighting equipment and Adobe Suite Software
9	CULTURAL DESIGN: <ul style="list-style-type: none"> Continued Exploration editing & Layout techniques Editing - Photoshop effects, montage layers, Photoshop actions plan and use problem solving strategies in the creation & presentation of a mock-up design. prepare and present design process portfolio evidence to the 'client'. Revision of key photographic design concepts. Students assist with set up of SHOW-OFF exhibition 	Task 6: Cultural Design Week 9 Show-Off Exhibition	Student files PowerPoint Class Connect Adobe Suite Software
10	PORTFOLIO PRESENTATION & EVALUATION <ul style="list-style-type: none"> Reflect on Design process practices, collect feedback from teacher and peers. Prepare and present portfolio of evidence as part of Triad Peer Review and Evaluation. Utilizing guiding questions, produce a written reflection of design processes and effective communication of ideas and quality of final design. Students assist with set up of SHOW-OFF exhibition 	Task 8: In-Class Response Week 10	Student files PowerPoint Class Connect Photography equipment Adobe Suite Software
Term 4			
1-2	PHOTO PRODUCTION & EDITING SKILLS <ul style="list-style-type: none"> Catch-up and additional experimentation in areas in interest. In-class Photography & Design competition Guest workshops (<i>to be confirmed</i>) 		Photography equipment & Adobe Suite
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL AUTOMOTIVE ENGINEERING

TECHNOLOGY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation & Diagnostics 20%	Task 1: Safety in the Workshop: Safety Booklet, Safety section in student textbook, Drive Safe Qns	5%	Term 1 Week 3
	Task 2A: Scientific Principles: Otto cycle, reciprocating & rotary motion, hydraulics, forces	5%	Term 1 Week 5
	Task 2B: Relevant Technologies: Students research various technologies		Term 1 Week 7
	Task 4: Garage Creeper – Design Brief: Students use design process for their Garage Creeper	5%	Term 2 Week 1
	Task 13: Workshop Tool Design Brief: Students design a tool suitable for an automotive workshop	5%	Term 4 Week 4
Production & Assembly 60%	Task 3: Engine Rebuild: Students learn how to rebuild an engine	20%	Term 1 Week 9
	Task 5: Garage Creeper – Construction: Students fabricate their own Garage Creeper	10%	Term 2 Week 4
	Task 9: Basic Car Troubleshooting Techniques: Students perform a compression test, tune up on an engine, jump start a vehicle, fault finding & diagnosis	10%	Term 3 Week 5
	Task 10: Car Maintenance Techniques: Students perform oil & filter change, fuel system inspection, cooling system inspection on an engine	10%	Term 3 Week 10
	Task 11: Vehicle Inspection: Students learn how to inspect a motor vehicle & report on condition	10%	Term 3 Week 9
Response 20%	Task 6: 2 & 4 Stroke Engine Cycles: Students research 2 & 4 stroke engine cycles	5%	Term 2 Week 5
	Task 7: Employment in Auto Industry: Students research career in auto industry	5%	Term 2 Week 8
	Task 8: Report on Fuels & Lubricants: Students research fuels & lubricants	5%	Term 2 Week 10
	Task 12: Report on Costs Associated with Operating a Passenger Vehicle: Students research costs, insurance, fuel, servicing etc.	5%	Term 4 Week 2

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL AUTOMOTIVE ENGINEERING TECHNOLOGY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-3	Introduction to course, requirements, workshop and tasks Rules and regulations <ul style="list-style-type: none"> storage, use and care of tools and machinery occupational safety and health (OSH) procedures, working safely in the workshop and safe use of prescribed machinery and technologies apply the rules associated with the use of vehicles when servicing/maintenance traffic rules associated with the safe use of vehicles road traffic control and different types of vehicles rules and regulations, legal implications, road use 	Task 1: Safety in the Workshop Due Week 3	Student Textbook Workshop Safety Booklet Drive Safe Handbook WA pdf Drive Safe Handbook Question Booklet PC EGconnect
3-9	Principles <ul style="list-style-type: none"> the scientific principles in relation to automotive functioning Otto cycle reciprocating and rotary motion hydraulics forces mechanical advantage alignment Maintenance and repair <ul style="list-style-type: none"> identify and use tools, equipment, parts and materials used in repair and correction of mechanical faults apply testing techniques involved with daily/weekly checks and monitoring of the operation of multi-cylinder engines identify and use tools, equipment, parts and materials used in automotive industry Managing production <ul style="list-style-type: none"> prepare and execute simple production plans, time planning, identification of resource needs, an evaluation of the manufacturing process 	Task 2A: Scientific Principles Due Week 5 Task 3: Engine Rebuild Due Week 9	Student Textbook Workshop Tools Precision Measuring Tools – Micrometers, Telescoping Gauges PC EGconnect
5-7	Social, economic and environmental implications <ul style="list-style-type: none"> the impact of materials processing and the effects on the environment and society environmental issues and considerations of materials used and automotive emissions Design <ul style="list-style-type: none"> consider Australian Design Rules in relation to vehicle design 	Task 2B: Relevant Technologies Due Week 7	Student Textbook PC EGconnect
6-9	Systems <ul style="list-style-type: none"> the various systems that make up an automotive power plant or vehicle <ul style="list-style-type: none"> driveline wheels and tyres steering and suspension body and frame construction electrical systems cooling systems hydraulic braking systems Maintenance and repair <ul style="list-style-type: none"> apply testing techniques involved with daily/weekly checks and monitoring of the operation of multi-cylinder engines identify and use tools, equipment, parts and materials used in automotive industry 	Task 3: Engine Rebuild Due Week 9	Student Textbook Workshop Tools PC EGconnect

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-4	Materials <ul style="list-style-type: none"> physical and mechanical properties of materials used in automotive technologies identification and use of methods of welding materials consider workshop-based, computer-assisted fabrication techniques Managing production <ul style="list-style-type: none"> prepare and use planning for, and management of manufacturing processes compare strategies for automotive design and component design 	Task 4: Final Design Brief Due Week 1 Task 5: Garage Creeper Construction Weeks 1-4 Due week 4	Workshop Tools MIG Welder Oxy/Acetylene PC EGconnect
4-7	Principles <ul style="list-style-type: none"> the scientific principles in their relation to automotive functioning <ul style="list-style-type: none"> Otto cycle reciprocating and rotary motion hydraulics forces mechanical advantage alignment transmission of electrical and mechanical power conversion of heat energy into mechanical energy 	Task 6: 2 & 4 Stroke Engines Due Week 5	Student Textbook Workshop Tools PC EGconnect
END OF SEMESTER 1			
7-9	Social, economic and environmental implications <ul style="list-style-type: none"> categories of occupations and careers associated with the automotive and affiliated industries 	Task 7: Career in Automotive Due Week 8	PC EGconnect
9-10	Social, economic and environmental implications <ul style="list-style-type: none"> the impact of materials processing and the effects on the environment and society environmental issues and considerations of materials used and automotive emissions 	Task 8: Fuels and Lubricants Due Week 10	Student Textbook PC EGconnect
Term 3			
1-5	Systems, Maintenance and repair, Rules and regulations Complete trouble shooting tasks – compression test, tune-up, jump start a vehicle, fault finding and diagnosis	Task 9: Basic Trouble Shooting Due Week 5	Student Textbook Workshop Tools
6-10	Systems <ul style="list-style-type: none"> operating functions of the various systems that make up an automotive power plant or vehicle <ul style="list-style-type: none"> driveline wheels and tyres steering and suspension body and frame construction electrical systems cooling systems hydraulic braking systems Maintenance and repair <ul style="list-style-type: none"> carry out tune-ups, oil changes and service schedules to maintain optimal performance identify and use tools, equipment, parts and materials used in repair and correction of mechanical faults maintain Occupational Safety and Health (OSH) procedures, working safely in the workshop and safe use of prescribed machinery and technologies apply rules associated with the use of vehicles when servicing/maintenance 	Task 10: Car Maintenance Techniques Due Week 10 Task 11: Motor Vehicle Safety Inspection Due Week 9	Student Textbook Workshop Tools

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1-3	Social, economic and environmental implications <ul style="list-style-type: none"> categories of occupations and careers associated with the automotive and affiliated industries automotive design, size and capacity cost of operating different forms of vehicles environmental issues and considerations of materials used and automotive emissions 	Task 12: Costs associated with operating a passenger vehicle Due Week 2	Student Textbook PC EGconnect
3-4	Design <ul style="list-style-type: none"> applying design skills, including: <ul style="list-style-type: none"> brainstorming investigating and generating ideas fundamentals of communicating design by graphics graphical representation 	Task 13: Design Brief – Workshop Tool Due Week 4	Student Textbook PC EGconnect
5	No scheduled assessments – students to complete set practical work, workshop maintenance & repairs!	No scheduled assessments	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL MATERIALS DESIGN & TECHNOLOGY

METALS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Design 25%	Task 1 Part A: Design fundamentals Research, design fundamentals- elements and principles of design.	6.5%	Term 1 Week 4
	Task 1 Part B: Design Process for Scooter Research and design your project by using the design process.	6.5%	Term 1 Week 7
	Task 4 Part A: Design Process for Folding Shovel Using the design process, elements and principles of design, communication drawings and research to design a folding shovel. Nature and Properties of Materials in Context.	12%	Term 3 Week 6
Production 60%	Task 2 Part A: Pre Production Skills Skills development exercises, prior to the production of the scooter.	5%	Term 1 Week 6
	Task 2 Part B: Manufacturing Project Scooter Manufacture a product demonstrating a variety of metalworking hand tools, power tool, and welding skills.	30%	Term 2 Week 6
	Task 4 Part B: Manufacturing Project Folding Shovel Manufacture a product demonstrating a variety of metalworking hand tools, power tool, and welding skills.	25%	Term 4 Week 3
Response 15%	Task 3: Nature and Properties of Materials: Identification and properties of common ferrous and non-ferrous metals Materials in Context: Identification of environmental considerations and 3r's	5%	Term 1 Week 10
	Task 1 Part C: Evaluation of Scooter Evaluate project against the initial design	5%	Term 2 Week 8
	Task 4 Part C: Evaluation of Folding Shovel Evaluate project against the initial design	5%	Term 4 Week 4

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COURSE OUTLINE 2019

GENERAL MATERIALS DESIGN & TECHNOLOGY

METALS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Safety <ul style="list-style-type: none"> Introduction to course. Safety Induction booklet. Design Process- Scooter <ul style="list-style-type: none"> Investigate needs, values and beliefs, sources of design inspiration 	Safety Booklet Due Week 1 Begin Task 1A	Handouts, PC, stationary, internet
2	Design Process - Scooter <ul style="list-style-type: none"> Investigate design elements and fundamentals Research existing ideas and products. 		Handouts, PC, stationary, internet
3	Design Process- Scooter <ul style="list-style-type: none"> Drawing communication skills: sketching, rendering, annotating Pre-Production Skills <ul style="list-style-type: none"> Apply appropriate and accurate marking out tools and techniques, apply skills in using a range of tools and machinery. 	Begin Task 2A	Handouts, PC, stationary, internet, equipment, materials, consumables
4	Design Process - Scooter <ul style="list-style-type: none"> Drawing communication skills: 3D presentation drawing, 3rd angle orthographic projection. Pre-Production Skills <ul style="list-style-type: none"> Apply appropriate and accurate marking out tools and techniques, apply skills in using a range of tools and machinery. 	Task 1A Due Begin Task 1B	Handouts, PC, stationary, internet, equipment, materials, consumables
5	Design Process- Scooter <ul style="list-style-type: none"> Production planning, time line, materials list Pre-Production Skills <ul style="list-style-type: none"> Apply appropriate and accurate marking out tools and techniques, apply skills in using a range of tools and machinery. 		Handouts, PC, stationary, internet, equipment, materials, consumables
6	Design Process- Scooter <ul style="list-style-type: none"> Production planning, materials list and costing Nature and Properties of Materials <ul style="list-style-type: none"> Origins and properties of ferrous and non- ferrous metals 	Task 2A Due Begin Task 3 Due Week 10	Handout, PC, internet, stationary
7	Nature and Properties of Materials <ul style="list-style-type: none"> Identification of common metal sections Common associated materials used with metal Materials in Context <ul style="list-style-type: none"> Examples of broad areas of use for tubular metals 	Task 1 B Due Week 7	Handout, PC, internet, stationary
8	Materials in Context <ul style="list-style-type: none"> Identification of different metal finishes and impacts of disposal Identification of environmental considerations Manufacturing Project - Scooter <ul style="list-style-type: none"> Read and correctly interpret plans Use appropriate conventions and workroom terminology 		Handout, PC, internet, stationary Workshop, steel, consumables.
9-10	Materials in Context <ul style="list-style-type: none"> 3R's-reduce, re-use-recycle, ways to reduce waste, ways to re-use and recycle. Manufacturing Project -Scooter <ul style="list-style-type: none"> Select and apply appropriate and accurate marking out tools and techniques Apply skills in using a range of tools 	Task 2A Due Week 10	Handout, PC, internet, stationary Workshop, steel, consumables.

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-2	Manufacturing Project- Scooter <ul style="list-style-type: none"> • Apply skills in using a range of tools and machinery including safe machine operation • Use permanent joining and non-permanent fixing of metals 		Workshop, steel, consumables, equipment.
3-4	Manufacturing Project -Scooter <ul style="list-style-type: none"> • Apply skills in using a range of tools and machinery including safe machine operation • Use fixed or hand held grinding tools • Perform cold and hot forming of metal shapes 		Workshop, steel, consumables, equipment.
5-6	Manufacturing Project- Scooter <ul style="list-style-type: none"> • Apply metal finishes • Demonstrate workshop clean up procedures 	Task 2B Due Week 6	Workshop, steel, consumables, equipment.
7	Evaluation- Scooter <ul style="list-style-type: none"> • Evaluate product against initial design. 	Task 1C Due Week 7	Evaluation
END OF SEMESTER 1			
8	Design Process for Folding Shovel <ul style="list-style-type: none"> • Investigate needs, values, beliefs, design inspiration • Investigate design elements and fundamentals • Research existing ideas and products. 	Task 4 A Due Term 3 Week 6	Handouts, PC, internet, stationary
9-10	Design Process for Folding Shovel <ul style="list-style-type: none"> • Drawing communication skills: sketching, rendering, annotating • Drawing communication skills: 3D presentation drawing, 3rd angle orthographic projection. 		Handouts, PC, internet, stationary, drawing equipment
Term 3			
1 -2	Design Process- Folding Shovel <ul style="list-style-type: none"> • Production planning, time line, materials list • Production planning, materials list and costing Nature and Properties of Materials <ul style="list-style-type: none"> • Origins and properties of common metal alloys 		Handouts, PC, internet, stationary
3-4	Nature and Properties of Materials <ul style="list-style-type: none"> • Production processes for making alloys • Uses of common metal alloys 		Handouts, PC, internet, stationary
5	Nature and Properties of Materials <ul style="list-style-type: none"> • Identification of common metal sizes, thickness and sections • Identification of common associated materials used with metal Manufacturing Folding Shovel <ul style="list-style-type: none"> • Correctly interpret plans • Use appropriate conventions and workshop terminology • Apply appropriate and accurate marking out 	Begin Task 4 B	Handouts, PC, internet, stationary
6	Materials in Context <ul style="list-style-type: none"> • Impact of materials production processes on the workshop and local environment Manufacturing Folding Shovel <ul style="list-style-type: none"> • Correctly interpret plans • Use appropriate conventions and workshop terminology • Correct use of PPE 	Task 4A Due Week 6	Handouts, PC, internet, stationary, Workshop, steel, consumables, equipment.
7-8	Manufacturing Folding Shovel <ul style="list-style-type: none"> • Apply appropriate and accurate marking out techniques • Apply skills using a range of tools and machinery 		Workshop, steel, consumables, equipment.
9-10	Manufacturing Folding Shovel <ul style="list-style-type: none"> • Correctly interpret plans • Correct use of PPE • Apply appropriate and accurate marking out techniques 		Workshop, steel, consumables, equipment.

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1-2	Manufacturing Folding Shovel <ul style="list-style-type: none"> • Apply appropriate and accurate marking out techniques • Apply skills using a range of tools and machinery • Apply techniques for cutting external and internal threads 		Workshop, steel, consumables, equipment.
3	Manufacturing Folding Shovel <ul style="list-style-type: none"> • Apply correct processes to apply metal finishes • Demonstrate workshop clean up procedures 	Task 4B Due Week 3 Begin Task 4C	Workshop, steel, consumables, equipment.
4	Evaluation of Folding Shovel <ul style="list-style-type: none"> • Evaluate finished product by responding to evaluation questions. 	Task 4C Due Week 4	Evaluation
5	Students to complete set practical work, workshop maintenance & repairs!	No scheduled assessments	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL AUTOMOTIVE ENGINEERING TECHNOLOGY YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation and Diagnostics 20%	Task 1: Safety: Safety Booklet, Drive Safe Handbook of WA Qs, SmartMove certificate online	5%	Term 1 Week 3
	Task 6: Design a Workshop Tool or Custom Vehicle Part: Design a tool suitable for use in automotive workshop or design a customized or modified part of a vehicle	4%	Term 2 Week 8
	Task 9: Spray Painting a Motor Vehicle: Investigate the process involved in spray painting a motor vehicle	4%	Term 3 Week 8
	Task 10: Rust or Dent Repair to damaged car panel: Repair a rusted or dented part of a vehicle body or panel	7%	Term 3 Week 10
Production and Assembly 50%	Task 3: Under Vehicle Activities: Chassis component inspection, lubrication, shock absorber rem/rep, brake pad rem/rep, wheel bearing inspection	15%	Term 1 Week 8
	Task 4: Engine Rebuild: Rebuild a multi-cylinder engine in the automotive workshop	20%	Term 1 Week 10
	Task 7: Workshop Tool Construction or Custom Vehicle Part: Fabricate a workshop tool or custom part of a vehicle	15%	Term 3 Week 5
Response 15%	Task 2: Report on Rules & Regulations – Social, Economic and Environmental Implications and Consequences: Advancements in technologies, environmental sustainability	5%	Term 1 Week 6
	Task 5: Report on Scientific Principles: Research power, friction, motion, chemical & mechanical energy	5%	Term 2 Week 3
	Task 8: Workshop Tool Evaluation: Evaluate your fabricated workshop tool or custom car part	5%	Term 3 Week 6
Externally Set Task 15%	External written task set by School Curriculum and Standards Authority and administered by the school.	15%	Term 2 Week 4

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COURSE OUTLINE 2019

GENERAL AUTOMOTIVE ENGINEERING

TECHNOLOGY YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Introduction to course, requirements, workshop and tasks Workshop Safety <ul style="list-style-type: none"> Apply safety data information and workshop occupational safety and health (OSH) regulations to both individuals and small groups Task 1: Automotive mechanics – safety This task is compulsory and is to be completed prior to attempting any practical work <ul style="list-style-type: none"> Read safety booklet answer questions Drive Safe Handbook WA Dept. of Transport answer Q's Watch workshop safety video Understand general safety aspects of workshop practice Complete SmartMove certificate online Choose an automotive workshop machine or skill and describe, through demonstration, the safe operational requirements 	Task 1: Automotive Mechanics - Safety Due Week 3	Task Sheet: Safety Safety Booklet: Safety in the Workshop Drive Safe Handbook WA Dept. of Transport Drive Safe Handbook Q's Access to ICT to complete SmartMove certificate
4 - 6	Rules and regulations <ul style="list-style-type: none"> State and federal authorities and laws relating to servicing, repair and modification of automotive systems Social, economic and environmental implications and consequences <ul style="list-style-type: none"> Relationships between changes in automotive technologies and impacts on communities and society Current legislation and environmental regulations associated with engine designs and manufacture of automotive technologies Local and global concerns for: <ul style="list-style-type: none"> Advancements in automotive technologies Environmental sustainability New and emerging fuel sources, innovative designs and manufacturing processes that are sustainable on a global scale Systems <ul style="list-style-type: none"> Identification of technological improvements in systems, sub-systems and components in response to performance testing 	Task 2: Report on Auto Industry – Regulations and development of vehicle performance Due Week 6	Task Sheet: Report on the auto industry ICT- research assignment Task Sheet:
6 - 8	Maintenance and repair <ul style="list-style-type: none"> Demonstrate maintenance, testing and repair/replacement of major components in motor vehicle systems <ul style="list-style-type: none"> Electrical system Cooling system Fuel and lubrication system Perform adjustment of bearings and removal and repair of motor vehicle components, including wheels, body and mechanical parts Identify and use flow charts and problem-solving skills to diagnose faults in conjunction with the use of specialized tools and equipment Perform servicing, repair and maintenance requirements of various types of engines Identify materials and parts required for optimizing the performance of various types of engines Apply safety data information and workshop occupational safety and health (OSH) regulations to both individuals and groups Task 3: Complete under vehicle activities Occupational Health and Safety. Chassis, under-vehicle and suspension component inspection. Lubrication of parts. Shock absorber and strut remove/replace	Task 3: Under vehicle activities Due Week 8	Workshop Tools Task Sheet: Under Vehicle Activities ICT- research assignment

Week	Topics/Syllabus	Assessment	Resources
6 - 10	Maintenance and repair <ul style="list-style-type: none"> Flow charts and problem-solving skills to diagnose faults in conjunction with the use of specialised tools and equipment Service, repair and maintenance requirements of more advanced engines, and the skills, knowledge, materials, parts and equipment needed to optimise performance Occupational safety and health requirements for different processes and collaborative practices involved in workshop activities Systems <ul style="list-style-type: none"> Identification of technological improvements in systems, sub-systems and components in response to performance testing Identification of advanced systems, sub-systems and components that influence development and performance of automotive vehicles 	Task 4: Engine Rebuild Due Week 10	Workshop Tools Task Sheet: Engine Rebuild Workshop Manuals Workshop Tools
Term 2			
1-3	Principles – scientific principles <i>EST Revision</i> <ul style="list-style-type: none"> Scientific Principles – power, motion Maintenance and repair - maintenance, testing and repair/replacement of major components in motor vehicle systems <ul style="list-style-type: none"> Electrical system Cooling system Fuel and lubrication system 	Task 5: Report on Scientific Principles Due Week 3	Task Sheet: Scientific Principles ICT- research assignment
3-4	Externally set task All students enrolled in the General Automotive Engineering Technology Year 12 course will complete the externally set task developed by the Authority.	Externally Set Task Week 3/4	External set written task supplied by the Authority
5-6	Complete any outstanding activities for assessment		
END OF SEMESTER 1			
7 - 10	Revisit and re-enforce safety in the workshop Design <ul style="list-style-type: none"> Elements of design and techniques for generating and communicating design ideas Historical changes in design of automotive technologies, and their interaction with changing cultural values Managing production <ul style="list-style-type: none"> Prepare and use planning for, and management of, small-scale production prototypes, incorporating design elements underpinned by research and performance testing Materials <ul style="list-style-type: none"> Historical perspectives of materials used in the automotive industry, and how they have evolved with changing values and needs of society Service repair and maintenance of automotive vehicles using computer-assisted techniques and fabrication skills 	Task 6: Design Brief – Workshop Tool Due Week 8 Task 7: Workshop Tool Construction Commencement Week 9	Design Brief ICT- research assignment Workshop Tools Welding Equip. Workshop Tools
Term 3			
1-5	Managing production <ul style="list-style-type: none"> Prepare and use planning for, and management of, small-scale production prototypes, incorporating design elements underpinned by research and performance testing 	Task 7: Workshop Tool Construction Due Week 5	Workshop Tools Welding Equip. Workshop Tools
6	Task 8: Evaluation of workshop tool Test and evaluate finished workshop tool or device	Task 8: Due Week 6	Task Sheet: Tool Evaluation, ICT
7 - 8	Investigation and diagnostics, Maintenance and repair Task 9: Spray Painting a Motor Vehicle – Investigate the process involved in spray painting a motor vehicle	Task 9: Due Week 8	Task Sheet: Spray painting a motor vehicle, ICT

Week	Topics/Syllabus	Assessment	Resources
8 - 10	Investigation and diagnostics, Maintenance and repair Task 10: Rust or dent repair to a damaged car panel: Investigate and repair the damaged car panel supplied by your teacher demonstrating correct occupation safety and health procedures and safety precautions	Task 10: Rust or dent repair to a damaged car panel Due Week 10	Task Sheet: Rust/Dent repairs Workshop Tools, panel beating, spray painting equip.
Term 4			
1 - 2	Students to complete set practical work, workshop maintenance & repairs.	No scheduled assessments	
END OF SEMESTER 1			

ASSESSMENT OUTLINE 2019

GENERAL MATERIALS DESIGN & TECHNOLOGY

METALS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Design 25%	Task 1 Part A: Design Brief- Portfolio Investigate Materials: <ul style="list-style-type: none"> Nature and Properties of Metals Materials in Context 	7.5%	Term 1 Week 7
	Task 1 Part B: Design Brief -Portfolio Devise a solution; through concept drawings, working drawings, patterns or templates.	5%	Term 1 Week 8
	Task 4 Part A: Design Brief Project Two Review the Fundamentals of Design incorporating them in to the Design Process. Investigate Materials: <ul style="list-style-type: none"> Nature and Properties of Metals Materials in Context 	7.5%	Term 3 Week 1
	Task 4 Part B: Design Brief Project One Devise a solution; through concept drawings, working drawings, patterns or templates.	5%	Term 3 Week 2
Production 50%	Task 2 Part A: Pre-production Skills Develop production skills; apply safety and practice task/s to develop practical hand and machine skills.	5%	Term 1 Week 9
	Task 2 Part B: Production of Project One Manufacture of proposed product.	20%	Term 2 Week 5
	Task 5: Production of Project Two Manufacture of proposed product.	25%	Term 3 Week 10
Response 10%	Task 3: Evaluation of Completed Project One <ul style="list-style-type: none"> Production Journal and Evaluation 	5%	Term 2 Week 6
	Task 6: Evaluation of Completed Project Two <ul style="list-style-type: none"> Production Journal and Evaluation 	5%	Term 3 Week 10
Externally Set Task 15%	Task: Externally Set Task A task of one hour duration set by the Authority, based on the content from Unit 3 and administered by the school.	15%	Term 2 Week 3/4

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COURSE OUTLINE 2019

GENERAL MATERIALS DESIGN & TECHNOLOGY

METALS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Safety <ul style="list-style-type: none"> introduction to course. Occupational Safety and Health correct use of personal protective equipment (PPE), appropriate occupational safety and health (OSH) practices 	Safety Task Due week 1	Handouts, PC
1 & 2	Design Brief Project 1 Part A <ul style="list-style-type: none"> design fundamentals and skills. investigate: designs in practice needs, values and beliefs of the designer/developer performance criteria for products application of design fundamentals and factors affecting design 	Begin Task 1A Due week 7	Handouts, stationery, PC, Internet.
3	Design Brief Project 1 Part A <ul style="list-style-type: none"> use communication and documentation techniques; sketching, rendering, annotating elements and principles of design generate design ideas and concepts 		Handouts, stationery, PC, Internet.
4	Nature and Properties of Materials <ul style="list-style-type: none"> Investigate metals- functional differences between low, medium, high carbon steels, cast iron, cast steel. 		PC, stationery, Internet.
5	Design Brief Project 1 Part B <ul style="list-style-type: none"> final design concept using design brief and criteria design solution using 2D and 3D illustrations Production plans; materials list & costing, time line for production Nature and Properties of Materials <ul style="list-style-type: none"> Investigate metals- functional differences between low, medium, high carbon steels, cast iron, cast steel Metal alloy types and classifications, ferrous and non-ferrous 	Begin Task 1B Due week 8	Handouts, PC, stationery, Internet
6	Nature and Properties of Materials <ul style="list-style-type: none"> Metal structure, physical characteristics Aesthetics properties; lustre, colour, texture Design Brief Project 1 Part B <ul style="list-style-type: none"> final design concept using design brief and criteria design solution using 2D and 3D illustrations Production plans; materials list & costing, time line for production 		Workshop, steel, consumables Handouts, PC, stationery, Internet
7	Nature and Properties of Materials <ul style="list-style-type: none"> Identification of the different common cross sections and sizes of metals Metal physical properties; ductility, malleability, hardness, melting point, conductivity, strength Skills and Techniques- Task 2A <ul style="list-style-type: none"> select and apply appropriate and accurate marking out tools select and safely apply technical skills using a range of tools and machinery 	Begin Task 2A Due week 9 Task 1A due	Workshop, steel, consumables Handouts, PC, stationery, Internet
8	Materials in Context <ul style="list-style-type: none"> The uses and classifications of the major metal types for; furniture products, building and construction materials, consumer products Skills and Techniques- Task 2A <ul style="list-style-type: none"> select and apply appropriate methods of fixing metals together, apply correct methods of gas and electric metal welding 	Task 1B due	Workshop, steel, consumables Handouts, PC, stationery, Internet

Week	Topics/Syllabus	Assessment	Resources
9	Production of Project One – Task 2B <ul style="list-style-type: none"> select and safely apply technical skills using a range of tools and machinery Production Management <ul style="list-style-type: none"> maintain a production plan maintain time management whiles using tools, equipment and machinery maintain safety requirements 	Task 2A due	Workshop, steel, consumables, camera
10	Production of Project One – Task 2B <ul style="list-style-type: none"> select and safely apply technical skills using a range of tools and machinery Production Management <ul style="list-style-type: none"> maintain a production plan maintain time management whiles using tools, equipment and machinery maintain safety requirements 		Workshop, steel, consumables, camera
Term 2			
1	Production of Project One– Task 2B <ul style="list-style-type: none"> select and safely apply technical skills using a range of tools and machinery Production Management <ul style="list-style-type: none"> maintain a production plan maintain time management whiles using tools, equipment and machinery maintain safety requirements 	Task 2B Due Week 5	Workshop, steel, consumables, camera, stationary
2	Production of Project One– Task 2B <ul style="list-style-type: none"> select and safely apply technical skills using a range of tools and machinery Externally Set Task Revision <ul style="list-style-type: none"> Revision of unit 3 content 		Workshop, consumables, stationary, revision material
3-4	Production of Project One– Task 2B <ul style="list-style-type: none"> select and safely apply technical skills using a range of tools and machinery Externally Set Task Revision <ul style="list-style-type: none"> Revision of unit 3 content 	Externally Set Task week 3/4	Workshop, consumables, camera, stationary
5-6	Evaluation—Task 3 <ul style="list-style-type: none"> Evaluate your project against the design brief and initial design Production journal & accompanying photographic evidence 	Task 3 Due Week 5	Journal, stationary, camera
END OF SEMESTER 1			
7	Design Brief Project 2- Task 4A <ul style="list-style-type: none"> design fundamentals and skills. investigate: designs in practice needs, values and beliefs of the designer/developer performance criteria for products application of design fundamentals and factors affecting design	Begin Task 4A Due week 1 Term 3	Handouts, PC, examples, stationary, drawing equipment
8	Design Brief Project 2- Task 4A <ul style="list-style-type: none"> use communication and documentation techniques; sketching, rendering, annotating elements and principles of design generate design ideas and concepts 		Handouts, PC, examples, stationary, drawing equipment
9-10	Materials in Context <ul style="list-style-type: none"> Environmental impacts of metal production Raw material extraction and processing End of life of a product- recycling and safe disposal Nature and Properties of Materials <ul style="list-style-type: none"> Relationship of properties and end uses of metals Identification of thread types, taps and dies 		Handouts, PC, examples, stationary, Internet

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1	Design Brief Project 2- Task 4B <ul style="list-style-type: none"> final design concept using design brief and criteria design solution using 2D and 3D illustrations Nature and Properties of Materials <ul style="list-style-type: none"> Applications of metal finishes- painting, galvanizing, lacquering, enamelling, tin plating, anodizing, plastic or powder coatings. 	Task 4A due	Handouts, PC, stationary, Internet
2	Design Brief Project 2- Task 4B <ul style="list-style-type: none"> Production plans; materials list & costing, time line for production 	Task 4B due	Handouts, PC, stationary, Internet
3-4	Production of Project Two- Task 5 <ul style="list-style-type: none"> Read and correctly interpret plans/ patterns/templates select and apply appropriate and accurate marking out tools and techniques apply skills in using a range of tools and machinery, including safe machine operation 	Begin Task 5 Due week 10 Term 3	Handouts, PC, stationary, Internet
5-6	Production of Project Two- Task 5 <ul style="list-style-type: none"> perform cold and hot forming of metal shapes use permanent joining and non-permanent fixing of metals use fixed or hand held grinding tools, apply different metal finishes demonstrate workshop clean up procedures 		Handouts, PC, stationary, Internet
7-9	Production of Project Two- Task 5 <ul style="list-style-type: none"> Read and correctly interpret plans/ patterns/templates select and apply appropriate and accurate marking out tools and techniques use permanent joining and non-permanent fixing of metals use fixed or hand held grinding tools, apply different metal finishes demonstrate workshop clean up procedures. 		Workshop, steel, consumables, camera
10	Evaluation –Task 6 <ul style="list-style-type: none"> Evaluate your project against the design brief and initial design Production journal & accompanying photographic evidence 	Task 5 & 6 Due week 10	Journal, camera, stationary
Term 4			
1 -2	Skills and techniques <ul style="list-style-type: none"> Select and apply appropriate and accurate marking out tools and techniques for measuring and marking out. Select and safely apply technical skills using a range of tools and machinery. 		Workshop, steel, consumables
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

FOUNDATION ENGLISH YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Reading 35%	Task 1: Short Story <i>The Crossing</i> Short answer analysis	10%	Term 1, Week 3
	Task 2: OLNA Online Complete a series of OLNA Reading and/or Writing practice tasks.	7.5%	Term 2, Week 8
	Task 7: Short Story <i>Blue Tattoo</i> Short answer analysis (timed response)	10%	Term 3, Week 1
	Task 8: OLNA Online Complete a series of OLNA Reading and/or Writing practice tasks.	7.5%	Term 4, Week 5
Writing 35%	Task 3: Horror Creative Writing Write your own horror short story.	10%	Term 1, Week 7
	Task 5: Film Study <i>Invictus</i> Film Review	7.5%	Term 2, Week 3
	Task 9: Historical Diary Entries Write own diary entries based on a historical topic	7.5%	Term 3, Week 6
	Task 10: Speeches Short answer analysis responses of three speeches	10%	Term 3, Week 10
Oral Communication 30%	Task 4: New Report Oral presentation of own suspense/horror short story.	7.5%	Term 1, Week 10
	Task 6: Film Study <i>Invictus</i> Oral presentation of theme analysis	7.5%	Term 2, Week 7
	Task 11: Advertisement In groups present an advertisement for a given product.	15%	Term 4, Week 4

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Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Short Story: The Crossing Short story conventions read short story and go through TEEDC structure, analyse author's use of twists in story and effect on reader, draft responses, write up good copy for submission. When completing this task, students will learn; <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image • how to discuss what has been learned about how text work, for example, learning some terms, such as introduction, climax, resolution • how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer 	Short Answer Analysis Week 3	Short Story Handouts Task Sheet Marking Guide Standards Booklet
4 - 7	Suspense Short Story (Write Your Own) What is a fractured fairy tale? Go through conventions, brainstorm and read examples of fractured fairy tales, identify similarities and differences, draft and write own copy of fractured fairy tale for submission. When completing this task, students will learn; <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how and when to use punctuation: punctuation: in particular, capital letters, lower case letters, commas, semi-colons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to use the conventions of a particular form 	Write Your Own suspenseful short story Week 7	Handouts Task Sheet Marking Guide Planning Tool
8-10	Short Story (Oral Presentation of News Report) Go through news report writing conventions, inverted pyramid structure, plan own news report according to inverted pyramid structure, draft copy and present news report to class. When completing this task, students will learn; <ul style="list-style-type: none"> • how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework • how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis • how to listen attentively and purposefully, for example, active listening techniques 	Oral Presentation of News Report Week 10	Handouts Task Sheet Marking Guide
<i>Ongoing- Due end of Semester One</i>	OLNA Online Students complete a range of activities that will assess them on their literacy skills in preparation for OLNA. Activities will be assessed on a regular basis throughout the semester. Completing this student, students will learn; <ul style="list-style-type: none"> • how texts use the conventions of a particular form • how texts promote values and attitudes, for example, how people are represented in texts. 	Online Ongoing (to be checked regularly)	Workbook Marking Guide

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-4	Film Study: <i>Invictus</i> (Writing Task) Watch <i>Coach Carter</i> ; go through short comprehension questions and example film reviews. Draft responses and write up good copy of review for submission. When completing this task, students will learn; <ul style="list-style-type: none"> • how to brainstorm ideas • how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice. • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • why a particular form is appropriate • how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others 	Film Study (Writing Task) Week 4	Film Handouts Task Sheet Marking Guide
5-7	Film Study: <i>Invictus</i> (Oral Assessment) Identify main themes in <i>Invictus</i> , complete themes table, complete draft and write good copy of speech, present in front of class. When completing this task students will learn; <ul style="list-style-type: none"> • how to use the spoken language conventions of a particular form, for example, a panel discussion or debate • how to listen attentively and purposefully, for example, active listening techniques • how to use the conventions of a particular form • how promote values and attitudes, for example, the implicit versus the explicit 	Film Study (Oral Presentation) Week 7	Handouts Task Sheet Marking Guide
END OF SEMESTER 1			
Term 2, Week 8 – Term 3, Week 1	Short Stories: <i>Blue Tattoo</i> (Timed response) Read <i>Blue Tattoo</i> , go through short story conventions, go through TEEDC structure, discuss responses to example questions. Timed in class response to unseen questions. When reading students will learn; <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution • how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer 	Short Stories (Short Answer Analysis-Timed response)	Short Stories Handouts Task Sheet Marking Guide Standards Booklet
Term 3			
Ongoing-Due at the end of Semester Two	OLNA Online Students complete a range of activities that will assess them on their literacy skills in preparation for OLNA. Activities will be assessed on a regular basis throughout the semester. Completing this task, students will learn; <ul style="list-style-type: none"> • how to use language, including appropriate spelling, punctuation and grammar • how to shape language for particular purposes 	Journal Ongoing (to be checked regularly)	Workbook Marking Guide
1	Short Stories: <i>Blue Tattoo</i> Read a <i>Blue Tattoo</i> , go through short story conventions, go through TEEDC structure, discuss responses to example questions. Timed in class response to unseen questions.	Short Stories (Short Answer Analysis)	Short Stories Handouts Task Sheet Marking Guide Standards Booklet

Week	Topics/Syllabus	Assessment	Resources
2-6	Historical Diary Entries What are historical diary entries? Conventions of writing diary entries, choose a historical topic, structure draft diary entries, write up good copy of diary entries. Completing this task, students will learn; <ul style="list-style-type: none"> • how to spell and pronounce words effectively: for example, how to use awareness of phonetic qualities to visualise and pronounce words; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations • how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report • how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others 	Historical Diary Entries Week 6	Research Information Handouts Task Sheet Marking Guide
7-10	Speeches (Short Answer Analysis) Go through different types of speeches, what is the purpose of speeches? View different examples of speeches by different leaders. Discuss comprehension questions, draft and edit short answer analysis task, write up good copy of short answers. When completing this task, students will learn; <ul style="list-style-type: none"> • how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts • how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs • how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others 	Speeches (Short Answer Analysis) Week 10	Clickview Access Handouts Task Sheet Marking Guide
Term 4			
1 -4	Advertising (Oral Presentation) Go through persuasive techniques and brainstorm topics for television advertisements. Plan, draft and edit a created advert. Present to the class in groups including explanations of persuasive techniques used. When speaking students will learn; <ul style="list-style-type: none"> • why a particular form is appropriate, for example, a speech instead of a monologue • how to use the spoken language conventions of a particular form, for example, a panel discussion or debate • how to listen attentively and purposefully, for example, active listening techniques • how to use the conventions of a particular form • how promote values and attitudes, for example, the implicit versus the explicit • how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts 	Advertising (Oral Presentation) Week 4	Planning Tool Handouts Task Sheet Marking Guide
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

FOUNDATION ENGLISH YEAR 11/12

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Reading 35%	Task 1: Short Story Analysis <u>Lamb to the Slaughter</u> Analysis of short story and completion of short and extended answers	15%	Term 1 Week 3
Writing 35%	Task 2: OLNA Support Online activities Complete grammar, punctuation and grammar tasks to prepare for OLNA	2.5%	Term 1 Week 5
	Task 3: Narrative – Creative writing: <u>Lamb to the Slaughter</u> Review narrative conventions, paragraph structure, grammar and punctuation. Write a prequel in response to beginning of the prescribed text.	5%	Term 1 Week 9
	Task 4: Short Story Composition Task – Letter Review letter to the editor conventions, paragraph structure, grammar and punctuation. Write a letter to the editor campaigning for increased penalties for crimes.	5%	Term 2 Week 1
	Task 5: Externally Set Task Complete preparation activities in preparation for EST. Year 12 students to complete EST. Year 11 students will complete a different unseen timed assessment.	15%	Term 2 Week 3
Oral Communication 30%	Task 6: Short story: Fluent oral Read short story with expression, fluency, enunciation and reading rate.	Yr11 12.5% Yr12 15%	Term 2 Week 5

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Reading 35%	Task 7a: Reading Novel Once Read the novel Once and complete lead up activities.	15%	Term 2 Week 9
	Task 7b: Novel – Once Continue reading the novel and then reflect on the content and complete lead up activities building comprehension and create either a mind-map, a series of cartoon strips representing people and/or places presented in the novel, or a missing person poster	15%	Term 3 Week 5
	Task 9: OLNA Support Online activities Complete reading, grammar, punctuation and grammar tasks to prepare for OLNA	5%	Term 3 Week 5
Writing 35%	Task 11: Advertisements Identify key words in numerous advertisements. Select one advertisement and apply for a job. Revisit letter writing. Write an email applying for a job.	7.5%	Term 3 Week 10
Oral Communication 30%	Task 12: Oral – Year 11 only Interview skills applying for job	7.5%	Term 4 Week 4
	Task 10: Novel Once- Oral Write a monologue from the point of a view of a character focusing on a specific part of the text.	Yr11 10% Yr12 15%	Term 3 Week 8

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COURSE OUTLINE 2019

FOUNDATION ENGLISH YEAR 11/12

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 – 3	Task 1 Short Story: Analysis What is a short story? Conventions of the short story. Unpack the text using comprehension strategies. Complete short answer questions to show understanding of text. Study target audience, context and purpose of the text. Conventions of short and extended response questions.	Short and extended answers Term 1 Week 3	The Lamb to the Slaughter Short Story Task Questions Conventions table Task Sheet and Marking Guide – 10%
4 – 5	Task 2 OLNA preparation Study writing conventions: structure, grammar, punctuation and spelling. Reading comprehension strategies: SCORE: Skim and Scan, Connect, Organise, Reflect and Expert. Complete written and online activities to consolidate knowledge.	Journal activities Term 1 Week 5	Conventions of writing. Written / online activities Task Sheet and Marking Guide – 2.5%
6 – 9	Task 3 Short Story: Narrative Revise narrative conventions. Complete activities on TEEDC paragraph structure and essay writing skills. Write an epilogue explaining events that occurred before the book began	Additional chapter Term 1 Week 9	The Lamb to the Slaughter Stress Free Standards – TEEDC paragraph structure, Task Sheet and Marking Guide – 5%
Term 2			
10 – 1	Task 4 Letter to Editor Review letter to the editor conventions, paragraph structure, grammar and punctuation. Write a letter to the editor campaigning for increased road safety measures.	Persuasive Letter Term 2 Week 1	Stress Free Standards – Task sheet and Marking guide – 5%
2 – 3	Task 5 EST Preparation EST preparation. Revise paragraph writing; revise textual conventions; revise key concepts; revise audience, purpose and context; complete paragraph response task under timed conditions – unseen texts and questions	Externally Set Task Term 2 Week 3	Externally Set Task Sheet and Marking Guide – 15%
4 – 5	Task 6 Short Story Oral: Recount Short Story Revise conventions of an oral. Focus on expression, rate and fluency.	Oral recount Term 2 Week 5	Stress Free Standards Guide; example texts and questions; Task Sheet and Marking Guide – 10%
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
6 – 9	Task 7a Reading: Novel- Once Read the novel Hatchet and complete lead up activities demonstrating a comprehensive knowledge of the story. 66 word summary.	Reading: Novel Term 2, Week 9	Task Sheet and Marking Guide – 12.5%
Term 3			
1 – 3	Task 7b: Reading: Novel- Once Reflect on the novel and complete and create either a mind-map, a series of cartoon strips or a missing person poster representing Felix in the novel.	Novel: Mind Map/cartoon strips / missing person poster Term 3, Week 5	Novel, mind-map / cartoon strip templates, missing person poster, language activities; Task Sheet and Marking Guide – 10%
4 – 5	Task 9: OLNA preparation Study writing conventions: structure, grammar, punctuation and spelling. Reading comprehension strategies: SCORE: Skim and Scan, Connect, Organise, Reflect and Expert. Complete written and online activities to consolidate knowledge.	OLNA revision activities Term 3, Week 5	Conventions of writing. Written / online activities Task Sheet and Marking Guide – 2.5%
6 – 8	Task 10: Oral presentation Write a monologue from the point of a view of a character focusing on a specific part of the text.	Oral speech Term 3 Week 8	Character activities, novel. Task Sheet and marking guide – 12.5%
9 – 10	Task 11: Advertisements Identify key words in numerous advertisements. Select one advertisement and apply for a job. Revisit letter writing. Write an email applying for a job.	Advertisement Term 3 Week 10	Assortment of advertisements, letter sample. Task sheet and marking guide 5%
Term 4			
1 - 5	Task 12: Oral (Year 11 only) Building on the advertisement task, Year 11 students are to be interviewed by their peers modelling job interviews. Interviews can be filmed or presented live to the classroom.	Oral presentation Term 4, Week 4	<i>Stress Free Standards</i> – Job interview Click View; Task Sheet and Marking Guide – 7.5%
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR ENGLISH YEAR 11

Semester 1 - Unit 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Responding 35%- 40%	Task 1: "The Test" Short Story Analysis Series of comprehension responses completed under timed conditions; studied short story and sighted questions.	2.5%	Term 1 Week 2
	Task 2: <u>The Dressmaker</u> In-Class Essay Essay response of unseen question, in regards to studied visual text. One page of notes allowed.	5%	Term 1 Week 6
	Task 4: <u>Maus</u> Long Essay Extended response to the studied graphic novel; editing, drafting and planning processes to be utilised.	7.5%	Term 2 Week 2
	Task 6: Comprehending Timed Response Timed paragraph responses to three unsighted questions, no notes permitted (Comprehending Section).	5%	Term 2 Week 5
Creating 35%- 40%	Task 3: <u>The Dressmaker</u> Oral Presentation Oral presentation in groups, focusing on aspects of the film.	10%	Term 1 Week 8
	Task 5: <u>Maus</u> Composition Task Timed persuasive writing in response to a choice of three sighted questions, no notes permitted.	7.5%	Term 2 Week 4
Exam 20%- 30%	Task 7: Semester One Exam Examination on all topics and concepts covered in Semester One.	12.5%	Term 2 Week 7/8

Semester 2 - Unit 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Responding 35%- 40%	Task 8: <u>The Hate You Give</u> In-Class Essay Timed essay response of sighted question; no notes permitted.	5%	Term 3 Week 1/2
	Task 10: <u>The Mask You Live In</u> Long Essay Extended response completed over a series of lessons (2-3). Response to be kept with teacher in between lessons.	5%	Term 3 Week 8
	Task 12: Composition Task Choice of exam-style questions, emulating the exam.	5%	Term 4 Week 2
	Task 13: Comprehending Timed Response Timed paragraph responses to three unsighted questions, no notes permitted (Comprehending Section).	5%	Term 4 Week 4
Creating 35%- 40%	Task 9: <u>The Hate You Give</u> Oral Presentation In groups, students are to prepare a persuasive oral presentation, based on their knowledge and understandings of the studied novel.	7.5%	Term 3 Week 4
	Task 11: <u>The Mask You Live In</u> Feature Article Task Under timed conditions, compose a feature article which creatively interprets the documentary film.	10%	Term 3 Week 10
Exam 20%- 30%	Task 14: Semester Two Exam Examination on all topics and concepts covered in Semester Two.	12.5%	Term 4 Week 6

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Semester 1 & 2 – UNIT 1 & 2

Week	Syllabus Content	Teaching Points	Assessment
Term 1			
SHORT STORY ANALYSIS – “THE TEST” BY ANGELICA GIBBS			
1 – 2	Students will be introduced to a sampling of ATAR concepts and syllabus criteria, and will be required to write responses which adequately address such.	The syllabus content will be addressed through introduction to and revision of comprehending style writing, narrative conventions and language features. Students will be required to analyse the short story “The Test” by Angelica Gibbs and discuss responses to certain concepts it contains. As part of the assessment, students will answer three sighted and prepared for questions in TEEEL paragraphs.	RESPONDING: Comprehending Response Week 2
FILM STUDY – <u>THE DRESSMAKER</u> (JOCELYN MOORHOUSE)			
3 – 8	<ul style="list-style-type: none"> Investigate the relationships between language, context and meaning by explaining how texts are created in and for different contexts; analysing how language choices are made for different purposes and in different contexts using appropriate metalanguage. Examine the language, structure and features of imaginative, interpretive and persuasive texts, including explaining the ways language features, text structures and conventions communicate ideas and perspectives; analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts. Create a range of texts using evidence-based argument; using appropriate quotation and referencing protocols; using strategies for planning, drafting, editing and proofreading; using accurate spelling, punctuation, syntax and metalanguage. Analyse and evaluate how responses to texts, including students’ own responses, are influenced by personal, social and cultural context. Create a range of texts using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts; drawing on a range of technologies; combining visual, spoken and written elements where appropriate. 	<p>This syllabus content will be addressed through revision of film and narrative conventions, focusing on the underlying meanings portrayed within visual texts. Analysis and comprehension activities will be completed to assess student understandings. Students will also be required to understand and utilise an effective essay structure (inclusive of an introduction, TEEEL body paragraphs and conclusion) and should use editing and proofreading skills to improve the quality of their analysis. An introduction to ATAR concepts will allow students to properly and accurately unpack the visual text and discuss such in detail. The essay response will be completed under timed conditions.</p> <p>Following this, students will be required to plan and rehearse an oral presentation which addresses concepts contained within the studied film and uses an appropriate format to articulate such.</p>	RESPONDING: Timed Essay Response Week 5 CREATING: Oral Presentation Week 8

Week	Syllabus Content	Teaching Points	Assessment
GRAPHIC NOVEL STUDY – MAUS (ART SPIEGELMAN)			
9 – 10	<ul style="list-style-type: none"> Investigate the relationships between language, context and meaning by evaluating the choice of mode and medium in shaping the response of audiences, including digital texts. Examine the language, structure and features of imaginative, interpretive and persuasive texts, including explaining the ways text structures, language features and stylistic choices are used in different types of texts; evaluating the impact of description and imagery. Analyse and evaluate how responses to texts, including students' own responses, are influenced by purpose, taking into account that a text's purpose is often open to debate; the use of techniques associated with imaginative, interpretive and persuasive texts. 	The syllabus content will be addressed through an introduction to graphic novel conventions and development of content/ concept knowledge. Students will be required to focus on appropriate contextual knowledge, inclusive of The Holocaust, Nazi Germany and World War Two. With these understandings, students should be able to analyse and comprehend the issues and events portrayed within <i>Maus</i> , and can apply this to their development of assessment tasks. Students will begin working on their extended responses in this term and should refine such over the holiday break. The extended response will require effective utilisation of drafting and editing processes.	
Term 2			
GRAPHIC NOVEL STUDY – MAUS (ART SPIEGELMAN)			
1 – 4	<p>As well as the above content, students will be required to address the following syllabus points for this unit –</p> <ul style="list-style-type: none"> Create a range of texts using evidence-based argument; using appropriate quotation and referencing protocols; using strategies for planning, drafting, editing and proofreading; using accurate spelling, punctuation, syntax and metalanguage. Reflect on their own and others' texts by analysing textual evidence to assess the purpose and context of texts; questioning responses to texts. 	<p>Students' knowledge of this text will be extended and elaborated on, and they will continue to develop their extended responses. Responses will need to demonstrate clear understandings of both the text and appropriate essay writing techniques.</p> <p>Following this, students will be introduced to composition writing, which requires them to choose from a range of questions and write an appropriate response to such. Students will focus on imaginative and persuasive text types and should use these understandings to appropriately and effectively choose a question and form for their own composition. Compositions will be completed under timed conditions.</p>	<p>RESPONDING: Extended Response Week 2</p> <p>CREATING: Composition Response Week 4</p>
COMPREHENDING TASK			
5	Students will revise a range of ATAR concepts and syllabus criteria, and will be required to write responses which adequately address such.	As preparation for the Comprehending Task, students will revise key ATAR concepts for Unit 1 as well as appropriate TEEEL paragraph structure. Students will be given practice questions and texts and analyse and discuss, and will complete questions under timed conditions to emulate the style of assessment. The Comprehending Task will be completed under timed conditions – ten minutes reading time, one hour writing time; no notes permitted.	RESPONDING: Comprehending Task Week 5

Week	Syllabus Content	Teaching Points	Assessment
EXAM REVISION			
6-7	Covers all syllabus content for Unit 1	The exam will cover all content for Unit 1 of the ATAR English Course. As preparation for such, students will review exam structure; review course concepts; review texts studied; review conventions of narrative, expository and film texts; review essay writing process; review planning techniques for unsighted essay questions; complete practice responses and receive teacher feedback on these.	SEMESTER ONE EXAM: Week 7/8
END OF SEMESTER ONE			
NOVEL STUDY – <u>THE HATE U GIVE</u> (ANGIE THOMAS)			
8-10	<ul style="list-style-type: none"> Compare texts in a variety of contexts, media and modes by explaining the relationship between purpose and context Investigate the representation of ideas, attitudes and voices in texts, including analysing the ways language features, text structures and stylistic choices shape perspectives and interpretations. Analyse and evaluate how and why responses to texts vary through the impact of language and structural choices on shaping own and others' interpretations; the ways ideas, attitudes and voices are represented. 	This syllabus content will be assessed through the revision of narrative conventions, stylistic features and language choices. Students will investigate and research appropriate contextual information, focusing on the experiences of the past and how these have shaped the future, particularly for African-Americans. Comprehension questions and lead-up class discussions will be completed to consolidate students' understandings. After analysis and comprehension of the novel, students will be required to complete two assessment tasks which demonstrate their understandings of such.	
Term 3			
NOVEL STUDY – <u>THE HATE U GIVE</u> (ANGIE THOMAS)			
1 – 4	<p>As well as the above content, students will be required to address the following syllabus points for this unit –</p> <ul style="list-style-type: none"> Create a range of texts selecting and applying appropriate textual evidence to support arguments; using strategies for planning, drafting, editing and proofreading; using accurate spelling, punctuation, syntax and metalanguage; using appropriate quotation and referencing protocols. Create a range of texts using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences; experimenting with text structures, language features and multimodal devices; developing and sustaining voice, tone and style. 	<p>As part of their assessment tasks, students will be required to revise essay writing protocols. TEEEL paragraph structure and practising writing under timed conditions. Students will also need to identify and adequately discuss textual evidence in their timed essay response.</p> <p>Following this, students will complete an oral presentation task which should focus on their knowledge and understandings of the novel. The presentation will look at key ATAR concepts, particularly issues and context, and students are encouraged to complete additional research in order to accurately address the marking criteria. Presentations will be completed in class for peers and teacher.</p>	<p>RESPONDING: Timed Essay Response Week 1</p> <p>CREATING: Oral Presentation Week 4</p>

Week	Syllabus Content	Teaching Points	Assessment
DOCUMENTARY STUDY – THE MASK YOU LIVE IN (JENNIFER SIEBEL-NEWSOM)			
5-10	<ul style="list-style-type: none"> Compare texts in a variety of contexts, media and modes by analysing the style and structure of texts; evaluating the construction of hybrid texts. Investigate the representation of ideas, attitudes and voices in texts, including analysing the effects of using multimodal and digital conventions. Analyse and evaluate how and why responses to texts vary through the impact of language and structural choices on shaping own and others' interpretations Reflect on their own and others' texts by analysing the values and attitudes expressed in texts; evaluating the effectiveness of texts in representing ideas, attitudes and voices; critically examining how and why texts position readers and viewers. Create a range of texts selecting and applying appropriate textual evidence to support arguments; using strategies for planning, drafting, editing and proofreading; using accurate spelling, punctuation, syntax and metalanguage; using appropriate quotation and referencing protocols. Create a range of texts using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences; experimenting with text structures, language features and multimodal devices; developing and sustaining voice, tone and style. 	<p>This syllabus content will be addressed by introducing students to expository textual conventions, with a focus on documentary style texts. Students will be required to understand and identify expository techniques within the chosen documentary, and should be able to discuss how these shape/ influence particular ATAR concepts. After analysis and comprehension of the text is completed, students will be given an extended essay response question which they will need to address over the course of four lessons. Students will be required to complete all planning, drafting, editing and refining of their extended response during class time and no essay work will be taken home for study or review. This task is intended to emulate exam style writing and should compel students to use their class time more effectively.</p> <p>After they have completed the extended responses, students will revise feature article conventions and structure. They will then write a feature article under timed conditions, focusing on their own creative interpretations of the studied documentary. Students should effectively use structure, conventions and language to accurately compose their feature articles.</p>	<p>RESPONDING: Extended Response (in-class) Week 8</p> <p>CREATING: Feature Article Week 10</p>
Term 4			
COMPOSITION TASK			
1-2	<ul style="list-style-type: none"> Investigate the representation of ideas, attitudes and voices in texts, including evaluating the effects of rhetorical devices; analysing how attitude and mood are shaped. Analyse and evaluate how and why responses to texts vary through the interplay between imaginative, interpretive and persuasive techniques. 	<p>Students will be required to look at the Composing Section of the ATAR Exam, focusing on text types and appropriate conventions used within such. Students will practice addressing composition questions and should be able to identify and utilise relevant language features to do such. Students will choose from a range of questions and will plan, draft and prepare to write such under timed conditions.</p>	<p>RESPONDING: Composition Task Week 2</p>

Week	Syllabus Content	Teaching Points	Assessment
COMPREHENDING TASK			
3-4	Students will revise a range of ATAR concepts and syllabus criteria, and will be required to write responses which adequately address such.	As preparation for the Comprehending Task, students will revise key ATAR concepts for Units 1 and 2, as well as appropriate TEEEL paragraph structure. Students will be given practice questions and texts and analyse and discuss, and will complete questions under timed conditions to emulate the style of assessment. The Comprehending Task will be completed under timed conditions – ten minutes reading time, one hour writing time; no notes permitted.	RESPONDING: Comprehending Task Week 4
EXAM REVISION			
5-6	Covers all syllabus content for Units 1 and 2.	The exam will cover all content for Units 1 and 2 of the ATAR English Course. Review exam structure; review course concepts; review texts studied; review conventions of poetry, prose and drama; review close reading process; review planning techniques for unsighted essay questions; complete practice responses and receive teacher feedback on these.	EXAM: Week 5/6 Term 4
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR MEDIA PRODUCTION & ANALYSIS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Response 30%	Task 1: Genre Research Report Research a chosen genre using at least three film trailers to justify your point.	5%	Term 1 Week 3
	Task 2: Television Analysis Extended Response Genre analysis of the television show <i>Daredevil</i>	5%	Term 1 Week 5
	Task 3: Television Analysis Extended Response Cultural context analysis of the television show <i>Veronica Mars</i>	5%	Term 1 Week 7
	Task 7: Representation Report and Response Compare the representation of a group or sub-culture across a range of news sources.	5%	Term 3 Week 3
	Task 8: Podcast Analysis Extended Response Analyse the relatively new medium of podcasts, looking for how a story is told through selection, emphasis and omission in the podcast <i>Serial</i> .	5%	Term 3 Week 5
	Task 9: Documentary Analysis Extended Response Analyse the visual documentary text <i>Solo</i> and look at how documentaries are created to challenge opinions.	5%	Term 3 Week 7
Production 50%	Task 4: DVD Cover Production Produce an appropriate narrative image suitable for marketing, demonstrating knowledge of context, values and attitudes.	10%	Term 1 Week 10
	Task 5: Film Trailer Production Produce a film trailer in a specific genre, including individual documentation component.	15%	Term 2 Week 5
	Task 10: Documentary Production Produce a documentary, including individual documentation component	25%	Term 4 Week 4
Exams 20%	Task 6: Semester One Exam Two-and-a-half-hour exam under invigilated conditions.	10%	Term 2 Week 7
	Task 12: Semester Two Exam Two-and-a-half-hour exam under invigilated conditions.	10%	Term 4 Week 6

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Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Introduction to Media: Introduce students to the course, including the unit outline, practical versus written weightings, expectations and late work policy. Start learning Media concepts through various communication theories, values and attitudes, montage and narrative. <i>Syllabus content: how codes and conventions are used to construct meaning.</i>		Various ppts and video clips
2	Introduction to Genre: Introduce students to the concept of Genre. Look at how film trailers are used to create a sense of realism for the audience and how narrative elements are used to inform and engage the audience about genre selections. <i>Syllabus content: how narrative elements are created in different genres and styles, including characters, settings, conflicts, resolutions, how realism is constructed in fictional narratives, the relationship between international and Australian media and the effect of budgets on production.</i>		
3	Genre Research Report: Students select a genre to analyse in more detail, focusing on generic conventions, historical context, and construction of a genre. <i>Syllabus content: how values shape audience interpretation of a text, how meaning is encoded by the producer and decoded by audiences and comparison of commercial and non-commercial media</i>	Genre Report Week 3	Task sheet, marking key, retrieval charts, various film trailers
4	Genre Analysis: Looking at the features of genre, through SWAT analysis and audience expectations. Students will complete pre-viewing activities on the television show <i>Daredevil</i> and analyse how content reflects the society it is created in to appeal to audiences. <i>Syllabus content: the evolution of and impact of technologies on popular media, the appeal of trends in media genres and/or styles and how marketing strategies appeal to specific audiences</i>		Media Text: <i>Marvel's Daredevil</i> episode 1 Analysis worksheets Retrieval chart Essay plan
5	Genre Analysis Extended Response: Students will focus on Media extended response writing structure and will write a draft of the response question.	Daredevil Response Week 5	
6	Cultural Context Analysis: Introducing the concept of Cultural Context. Students will analyse the historical, social and political contexts of the early 2000s through the television show <i>Veronica Mars</i> . <i>Syllabus content: the process of constructing representations, linking representations to the values of mainstream and subcultural audiences and the effect of using stereotypes</i>		Media Text: <i>Veronica Mars</i> Context sheet Retrieval chart Essay plan
7	Cultural Context Analysis: Analyse how subcultures have been represented in <i>Veronica Mars</i> , discuss what subcultures are the intended audience, and censorship and classification of the show. Link stars to value systems. is the intended audience. <i>Syllabus content: representation of subcultures, particular subcultures' media preferences, linking stars and celebrities to value systems and censorship and classification.</i>	Veronica Mars Extended Response Week 7	

Week	Topics/Syllabus	Assessment	Resources
8	Introduction to DVD Covers: Plan and sketch a narrative image for a DVD cover. Discuss effectiveness of codes and conventions to engage audiences. Introduction to Adobe Photoshop, layer-based editing, colour basics and narrative conventions. <i>Syllabus content: investigating and analysing media, implementing production processes based on proposals, scripts and plans and using conventional genres, styles and conventions</i>		Task sheet, marking key, planning sheets.
9-10	DVD Cover Production: Produce DVD Cover using Adobe Photoshop. Use codes and conventions appropriately to create an effective narrative image as marketing material. Reflect on the process and peer mark other students' work. <i>Syllabus content: evaluating own and others' productions (peer and/or professional) and reflecting on the production process</i>	DVD Cover Week 10	Adobe Photoshop
Term 2			
1	Film Trailer Pre-production: Introduction to film trailer conventions. View examples from actual films and students exemplars. Students decide if they want to work individually or in pairs. Begin brainstorming, planning and storyboarding and create a filming schedule. <i>Syllabus content: investigating and analysing media and using conventional genres, styles and conventions</i>		Storyboards Media equipment and HitFilm
2 - 3	Film Trailer Production: Once paperwork is completed, students can use media equipment to begin filming. Introduction to computer storage system and HitFilm. Once footage is filmed, students must upload and check filming for quality. Reshooting and modifications to script where required. <i>Syllabus content: application of production skills (management of time and technologies, team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions), knowledge and application of safety procedures, fulfilling defined production roles and implementing production processes based on proposals, scripts and plans.</i>		Media equipment and HitFilm
4 - 5	Film Trailer Post-production: Students focus on editing their work. All students must have practice using HitFilm. Students will focus on slicing clips and adding text, and will build their skills to introduce, montage and colour grading. Students complete reflection, screening trailers in class and self and peer marking. <i>Syllabus content: reflecting on the production process and evaluating own and others' productions (peer and/or professional)</i>	Film Trailer Due Week 5	Media equipment and HitFilm
6	Revision and Stimulus: Analysis of stimulus material for Semester 1 exam and revision of texts studied in class and		Stimulus material on V drive
7	Semester One Exam: Two-and-a-half-hour exam.	Semester One Exam Week 7	
END OF SEMESTER 1			
Term 2			
8	Exam Review: Reflect on and review exam results, correct misunderstandings and address common errors.		Exam Feedback Unit Outline
9 - 10	Introduction to Journalism: Link production task to controls and constraints. Introduce Journalism and revisit the unit outline to preview the semester. <i>Syllabus content: technologies and production processes in journalistic media, narrative conventions of journalistic media work and how codes and conventions to construct realism</i>		Various news sources Research tasks Webquest

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 2	Representation of Groups and Subcultures: Introduction of subcultures. Selecting a group or subculture to research across a range of news sources. Complete retrieval charts. <i>Syllabus content: representation of groups and issues, how changing values shape representations, how different contexts influence the point of view of media work, comparing representations in media work produced for particular audiences, immediacy and global access and characteristics, benefits and limitations of concentrated media ownership</i>		Task sheet, Marking key, Retrieval charts
3	Representation Report Writing & Response: Compiling research into report structure. Detailing how each source represents the group and comparing the similarities and differences between the sources. Unseen short answer response to turn research into an exam ready response.	Representation Report Week 3	
4	Podcast Analysis: Analysing how selection and omission persuade audiences. Introduce podcast conventions through various clips of other podcasts. Analyse the trend of 'true crime' narratives in a modern context. Introduce the concept of selection, omission, emphasis and bias to influence readings of a text. <i>Syllabus content: how producers construct preferred meanings, values and point of view, the impact of audience reach, accessibility and interaction, how social practices and cultural experiences influence the interpretation of media work and how selection processes, including sources of information, style, selection, omission and emphasis are used.</i>		Media Text: Serial Retrieval chart Response plan
5	Podcast Analysis Response Writing: Listen to the first episode of Serial, complete retrieval chart on key syllabus dot points. Practice response writing. <i>Syllabus content: linking dominant values to audiences, how media use influences production for a specific audience, ethical issues and legal consequences concerning censorship and privacy.</i>	Serial Response Week 5	
6	Documentary Analysis: Analysing how visual codes represent an issue in comparison to non-visual texts. Introduce how Australian texts represent Australian values. Look at distribution channels of texts and how this changes audience interpretation. <i>Syllabus content: media ownership, sources of revenue and expectations of particular media and social and/or political factors that bring about changes in media content</i>		Media Text: Solo (Clickview) Retrieval chart Response plan
7	Documentary Analysis Response Writing: Revisit codes and conventions, this time in regards to non-fiction texts. View the Australian documentary Solo. Syllabus guide: Research how different social practices and cultural experiences influence how the audience influences audience interpretation and explain how dominant values link to audiences.	Solo Response Week 7	
8	Documentary Pre-production: Brainstorming, planning and storyboarding. Creating a filming schedule. Recap computer storage system and HitFilm. <i>Syllabus content: investigating, analysing and evaluating media, refining skills within defined production roles and manipulating genres, styles and conventions</i>		Storyboards, filming schedule
9 - 10	Documentary Production: Filming documentary. Finalising interviews. Uploading footage and filming reshoots. <i>Syllabus content: independent application of safety procedures in all production contexts, applying production skills (independent management of time and technologies, management of team members, negotiating and adapting production processes, identifying problems and applying appropriate solutions) and implementation of production processes based on proposals and plans.</i>		Media equipment and HitFilm

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1 - 2	Documentary Post-production: Editing. Focusing on slicing, sequencing, selection, colour grading, montage, captions and audio.		Media equipment and HitFilm
3 - 4	Documentary Final Edits: Final touch-ups and exporting of documentaries. Writing reflection, screening films and self and peer marking. Syllabus content: reflecting on the production process and evaluating own and others' productions (peer and/or professional).	Documentary Production Week 4	Media equipment and HitFilm
5	Revision and Stimulus: Revision and analysis of stimulus material. Exam writing techniques and revision suggestions. Practice timed response writing.		Stimulus material on V drive
6	Semester 2 Exam: Two-and-a-half-hour exam.	Semester Two Exam Week 6	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL DRAMA YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Performance and Production 70%	Task 1: Script Interpretation Group interpretation of a key scene from <i>Blackrock</i> with design elements demonstrating selected realism approaches	20%	Term 1 Week 8
	Task 3: Monologue Construction Students are to construct a monologue reflecting on a key event or theme in <i>Blackrock</i> from a particular character's perspective.	10%	Term 2 Week 4
Response 30%	Task 2: Extended Reflection (in class) and Performance folio Use of elements of drama, spaces of performance, principles of design and visual elements to communicate dramatic meaning and relevant forces. Completed folio strengthens task development.	10%	Term 1 Week 10
	Task 4: Review of a performance Focusing on spaces of performance and design and technology.	5%	Term 2 Week 7

Semester 2 - Unit 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Performance and Production 70%	Task 5: Scripted performance to an external audience <i>the exam</i> performed demonstrating role, blocking, drama conventions, and design and management skills. Progress marks will be allocated in weeks 4 & 7.	30%	Term 3 Week 4, Week 7, Week 9
	Task 7: Script interpretation With costume and props of an extract of a play of your choice from <i>Drama for reading and performance Collection Two</i> .	10%	Term 4 Week 4
Response 30%	Task 6: Reflection Based on the impact of choices made with the elements of drama, spaces of performance, design and technology, and self and group management skills and processes. Completed in class under test conditions.	15%	Term 4 Week 1

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Introduction to Drama: Overview of the course and assessment expectations. Warm ups: body, voice, creativity and social skills. Awareness: Body and Audience awareness. Improvisation: spontaneity, showing (not telling) in dramatic storytelling.		Drama Unit 1 Outline Character Profile Worksheets
2-4	Workshop: Improvisation work exploring forces and values impacting the themes of belonging, death, family secrets, generation gap, identity and multiculturalism which are explored in the text <i>Blackrock</i> by Nick Enright. Drama Theorists: Stanislavski and Laban. Script writing conventions: Identifying techniques and approaches in the play. <i>Introduce Task 1, Script Interpretation</i> and select groups for script interpretation of key scene/section. Review of cooperative group work processes including memorizing, listening, delegation of roles, developing an agreed approach in preparing. Students will be note taking during work shopping, characterization processes as part of folio for Task 2	Task 1: Script Interpretation Due Week 8. Folio check for week 10	<i>Blackrock by Nick Enright.</i>
5-8	Voice and movement with appropriate exaggeration for dramatic storytelling. Rehearsal processes with planning and refinement through improvisation in the scripted piece to create dramatic meaning. Using the elements of drama to develop the types of characters and roles in performance. Workshop: Spaces of performance and interpretation of chosen script excerpts to define space and time create a relationship with audience and presentational performance. Effective group work processes: appropriate questioning, conflict management, listening skills. Script annotations: techniques, purposes and approaches to annotating scripts. Completion of character profiles, voice and movement techniques, annotate script excerpt. <i>Perform Task 1.</i>	Performance of Task 1: Script Interpretation Due Week 8 Folio check for week 10	Characterisation worksheets and resources. <i>Blackrock by Nick Enright.</i>
9-11	Debrief session: good techniques and key learning from Task 1. Preparation for <i>Task 2 Extended Reflection</i> ; finish one page of notes. Analyse your performance assessment in terms of characterization; design/directing roles, and quality of representational acting. Detail the impact of audience expectations, attitudes experiences and understandings on drama productions. Extended Reflection completed in week 1 under test conditions. One page of notes permitted. The folio of work leading up to the group performance must also be submitted as part of this task.	Task 2: Extended Reflection Completed in class Week 10	Drama Reflection Writing template

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 4	Debrief on Extended Reflection and writing techniques. Introduction to <i>Task 3: Monologue construction</i> . Student's will workshop the themes and events of Blackrock from different character's perspectives. Focus on improvisation to develop characterisation through extension and resolution. Using the elements of drama to shape viewpoints and create dramatic meaning. Design elements, particularly costume and staging elements, will form part of the assessment develop. Student's monologue will show insight into character language used by Enright and take a particular point of view on the tragedy using techniques to engage the audience through dramatic tension. Students to explore the audience response inspired by different forces in drama. Appropriate time management skills used in dramatic storytelling. Students to perform their monologue for the class in week 4.	Task 3: Monologue Construction Due Week 4	Characterisation worksheets and resources. <i>Blackrock by Nick Enright.</i>
5 - 7	Introduction to Task 4: Review of a live performance. This will focus on spaces of performance and design and technology. Drama conventions and audience behaviours appropriate to shared performance to peers in a classroom setting. Students will specifically analyse how costumes and props can be used to support setting and situation. Effective writing skills in drama: <ul style="list-style-type: none"> Forms of writing based on scaffolded questions Use of drama terminology, tightly structured paragraphs, specific examples and connecting ideas. Overview of other forms of writing to be explored in drama: short answer form and graphic organisers.	Task 4: Review of live performance Due Week 7	
8	Wrap up week Submission for assessments not yet completed Read <i>the exam</i> and analyse the characters, themes, issues. Research past productions, studying design and directions.	All	<i>the exam</i> Andy Hamilton
END OF SEMESTER 1			
Term 2			
9-10	Analysis of the exam by Andy Hamilton Read through the play. Discussion of themes and issues, as well as the characters' motivations and drives. Selecting characters for an external performance event Improvisation workshop: develop and extend characterisation through establishing situation, complication, climax and resolution. Intellectual property rights of drama texts.		Drama Unit 2 Outline <i>the exam</i> Andy Hamilton
Term 3			
1-4	Introduction to Task 5: Scripted performance to an external audience. Review the script of Andy Hamilton's <i>the exam</i> and analyse the additional notes to understand how the script might be performed for an external audience, as well as visualising spaces of performance based on stage directions. Time management skills (planning tasks, creating schedules, sharing roles). Blocking notes and other annotations to build a plan of how to interpret the text in performance. Selection of elements of drama and voice and movement techniques to create different types of characters and to signal change in roles. Introduction to transitions between scenes: planning for a performance that reflects drama conventions (set/strike lists, prop lists, marking up cue sheets). Assist a Year 12 in their design role as this forms part of the Task 5 requirements.	Ongoing Task 5: External performance of 'the exam' Week 9 Progress Assessment Week 4	the exam Andy Hamilton Character resources The Complete Stage Planning Kit, Gill Davies

Week	Topics/Syllabus	Assessment	Resources
5-8	Development and Performance of Task 5: Workshop: adapting performance to different performance spaces to define space, time and situation. Rehearsal completed in class to finalise memorisation of lines, continue to develop character, learn blocking, and further character interactions. Assist with the refinement of set/strike lists, prop lists and cue sheets for backstage. Planning the coordination of backstage, including movement of stage props. Safe working practices for the performance.	Task 5: External performance of 'the exam' Week 9 Progress Assessment Week 7	<i>the exam</i> Andy Hamilton Character resources <i>The Complete Stage Planning Kit</i> , Gill Davies
9	Final Assessment for Task 5 Dress and technical rehearsal in front of selected others. Perform the external performance in front of an audience (invite as many people as possible!)	Task 5 Final Assessment	
10	<i>Introduce Task 6: Reflection of Task 5 external performance.</i> Reflect the performance in class. What did you do well? What difficulties did you overcome? What did you find interesting throughout the performance? What worked well in the external production? What could have been improved? How was your individual performance/fulfillment of design or directing role?		Reflection documents & resources
Term 4			
1	Continue preparation for Task 6: Reflection of Task 5 external performance. Reflective forms of writing as self and group evaluation. Review drama terminology, tightly structured paragraphs, specific example and connecting ideas. Completed in class under test conditions.	Task 6: Reflection of Task 5 external performance. Due Term 4 Week 1.	Reflection Writing Templates and Resources
2-4	Introduction to Task 7: scripted interpretation Using representational and presentational performance techniques studied throughout the year. Students to acknowledge how performance areas will define space and time for an audience. Workshop on how context of performance impacts audience expectations, attitudes, experience and understanding of dramatic storytelling. Rehearsal completed in class to finalise memorisation of lines, continue to develop character, learn blocking, and further character interactions. Design elements incorporated into performance including costume and props. Deliver performance week 4. Self and Peer evaluation.	Task 7: scripted interpretation Due Term 4 Week 4	Range of short plays from <i>Drama for reading and performance Collection Two</i> .
5	Wrap-up week Finish and submit any tasks that are incomplete. Extra activity: improvisation workshops & reflection on coursework throughout the year. Research texts for next year.	All	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ENGLISH AS AN ADDITIONAL LANGUAGE

YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 20%- 30%	Task 5: Written Formal Report View the cultural influences on Australian foods and link it to the Aboriginal culture and living off the land. Then write a formal report on two countries that have completely different traditional foods.	12.5%	Term 2 Week 7
Response 20%- 30%	Task 1: Diary Entry Read two extracts and write a descriptive paragraph leading to two diary entries	10%	Term 1 Week 4
Production (Written) 20%- 30%	Task 2: Letter of Complaint Discuss the concerns with the new government guidelines about celebrating festivals.	10%	Term 1 Week 8
	Task 4: Continue a narrative Complete a story focusing on the character, plot or setting	10%	Term 2 Week 4
Production (Oral) 20%- 30%	Task 3: Oral Presentation Explain either a religious festival or one from your country and include your perspective as a participant.	10%	Term 1 Week 10

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 20%- 30%	Task 8: Multimodal Report Identify the conventions of the multimodal report before completing the task about the need for water.	12.5%	Term 3 Week 10
Response 20%- 30%	Task 7: Viewing Comprehension Watch a documentary and complete contextual questions, short and extended, relating to the unit descriptor	10%	Term 3 Week 5
	Task 9: Making a Poster Choose a lake/river/dam and create a poster about it.	5%	Term 4 Week 2
Production (Written) 20%- 30%	Task 6: Reading Response Read a novel and complete reading comprehension.	10%	Term 3 Week 2
Production (Oral)	Task 10: Role-playing Different scenarios to choose from for role-playing.	10%	Term 4 Week 5

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COURSE OUTLINE 2019

ENGLISH AS AN ADDITIONAL LANGUAGE

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 4	Story Extracts Read two related extracts considering setting and character in particular. Review the conventions of the diary entry – tone, point of view, tense, style, etc. Then choose one of the characters and write two diary entries.	Task 1: Diary Entries Week 4	Two extracts with comprehending questions, diary entry notes – task sheet and marking guide – 10%
5 - 8	Letter to the Editor/Letter of Complaint Read the text on festivals celebrated across the world and those popular in Australia. Tabulate your findings/opinions. Review the conventions of the formal letter to the editor and complete an in class assessment.	Task 2: Letter to the Editor/ Letter of Complaint Week 8	Extract about celebrating festivals – worksheets, task sheet and marking guide – 10%
9 - 10	Oral Presentation Research a religious/cultural festival of your home country, particularly one where you were/are a participant. Review the conventions of an oral presentation. Formulate your research and personal story into a presentation.	Task 3: Oral Presentation Week 10	Internet research on religious/cultural festival - conventions of the oral presentation, task sheet and marking guide – 10%
Term 2			
1 - 4	Short Stories Review the conventions of the short story – character, plot, setting, etc. Read part of a short story. Answer short contextual questions. Then review the conventions of the short story and complete the storyline (what happens next?).	Task 4: Writing a Narrative Week 4 (14)	Short Story Text books, notes on the short story, task sheet and marking guide – 10%
5 - 8	Formal Report View the cultural influences on Australian foods and link it to the Aboriginal culture and living off the land. Complete a formal report about the food of a particular country.	Task 5: Formal Report Week 7 (17)	Two videos - research on internet. Task sheet and marking guide – 12.5%
END OF SEMESTER 1			
9 - 10	Writing a Response Investigate the conventions of the novel – orientation, development, climax, conclusion, characters, setting, etc. Answer contextual questions relating to the unit descriptor.	Task 6: Reading Comprehension Term 3 Week 2	Copies of novel ALWTW – Task Sheet and Marking Guide – contextual questions
Term 3			
1 - 2	Writing a Response Investigate the conventions of the novel – orientation, development, climax, conclusion, characters, setting, etc. Answer contextual questions relating to the unit descriptor.	Task 6: Timed Essay Term 3 Week 2	Task Sheet and Marking Guide – 10% - contextual questions
3 - 5	Viewing Comprehension Watch the documentary <u>A World Without Water</u> and complete viewing and writing questions.	Task 7: Viewing Comprehension Week 5	Task Sheet and Marking Guide – contextual questions
6 - 10	Multimodal Report Investigate the conventions of the multimodal report – words and images. Research your allocated continent and the water resources available. Compare the continent across three time periods.	Task 8: Multimodal Report	Task sheet and marking guide – 12.5%. sample and template of possible report

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1 - 2	Making a Poster Identify a particular lake/dam/river and create a poster about its significance.	Task 9: Poster Week 2	Conventions of the poster – task sheet and marking guide – 5%
3 - 5	Role-Playing Different scenarios for role-playing, script-writing, speeches, etc. based on the picture book	Task 10: Oral Presentation Week 5	Notes on the different types of presentation – task sheet and marking guide – 10%
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL ENGLISH YEAR 11

Semester 1 – UNIT 1

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Responding 50%	Task 1: Short Story - Analysis Report Analysis of short story and production of a narrative conventions report.	10%	Term 1 Week 2
	Task 2: Feature Film Study – Essay Response Written essay that focuses on film and narrative conventions used within the film. Planning, drafting and editing processes to be utilised.	10%	Term 1 Week 6
Creating 50%	Task 3: Feature Film Study – Persuasive Oral Individually, students write and present an oral that persuades the audience about an issue contained in the studied film.	10%	Term 1 Week 9
	Task 4: Advertising - Product Pitch Students study advertising and create their own product and advertisement which they informally explain to the class.	10%	Term 2 Week 2
	Task 5: Novel Study – Narrative Writing After reading and analysing the chosen novel, students create a narrative that focuses on their understandings of characters and/ or themes.	10%	Term 2 Week 7

Semester 2 – UNIT 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Responding 50%	Task 6: Novel Study – Essay Response Written essay in response to the studied novel. Essay will be written under timed conditions; sighted question, one page of notes permitted.	10%	Term 2 Week 10
	Task 8: Sitcom Analysis – Essay Response Analytical essay in response to studied sitcom. Essay will be drafted, edited and typed up.	10%	Term 3 Week 8
	Task 9: Comprehension – Timed Response Unseen comprehension response, focusing on conventions and concepts.	10%	Term 3 Week 9/10
Creating 50%	Task 7: Sitcom Analysis – Oral Presentation In groups, students will create their own idea for a sitcom, which they will explain and justify to their peers.	10%	Term 3 Week 5
	Task 10: Creative Writing – Composition Narrative composition based off of a range of stimuli. Planning, drafting, editing and proofreading processes to be utilised.	10%	Term 4 Week 4/5

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Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Short Story: Analysis Report Discuss conventions of short stories, focusing on narrative and language devices; introduce structured writing proforma, looking at TEEDC paragraphs and how to appropriately use quotations as evidence; complete short answer questions to show understanding of text; study target audience, context and purpose of the text; under timed conditions, complete analytical conventions report using proforma provided.	Analytical Conventions Report Term 1, Week 2	Short Story Task Questions; Conventions Table; Report Proforma; Task Sheet and Marking Guide – 10%
3 - 6	Feature Film: Analytical Essay Revise filmic conventions, watch film, complete character activities; complete contextual questions. Complete activities on TEEDC paragraph structure and essay writing skills. Respond to an essay question about conventions used within the film.	Analytical Essay Term 1, Week 6	<i>Black Panther</i> or <i>Crazy Rich Asians</i> ; Lead-Up Activities/ Analysis Questions; Conventions Table; Journal Activities; Task Sheet and Marking Guide – 10%
7-9	Feature Film: Persuasive Oral Elaborate on understandings of the studied film; discuss issues within the context of the film and modern society; compose a persuasive oral that convinces the audience to act/ react to an issue contained in the film.	Persuasive Oral Term 1, Week 9	Lead-Up Activities; Journal Activities; Persuasive Speech Outline; Task Sheet and Marking Guide – 10%
10	Advertising: Product Pitch Analyse and discuss advertisements and the conventions used to create such; look at both print and film advertisements; discuss the relevance of purpose, audience and conventions in constructing advertisements; individually, students design a product and compose an advertisement for such; informally, products are 'pitched' to the class.		Lead-Up Activities; Journal Activities; Analysis Table; Example Advertisements; Pitch Outline; Task Sheet and Marking Guide – 10%
Term 2			
1 - 2	Advertising: Product Pitch Elaborate on understandings from previous term; continue planning, drafting an editing of product and pitch; present pitch to class.	Product Pitch Term 2, Week 2	As above
3 - 6	Novel Study: Narrative Composition Read the assigned novel (teacher's choice) and complete appropriate analysis of such (focus on narrative conventions and syllabus concepts); complete activities relating to study of the novel; revise narrative writing conventions (including language features, sensory writing, descriptive language) and apply this understanding to analysis of sample narratives; plan, draft and edit own narrative that elaborates on study of chosen novel (i.e.: changes characters, setting or extends the storyline).	Creative Writing Term 2, Week 6	Novel choices - <i>Chasers</i> , <i>Found</i> or <i>Sick</i> ; Lead-Up Activities; Journal Activities; Conventions for narrative writing; Sample narratives; Task Sheet and Marking Guide – 10%
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
7-10	Novel Study: Analytical Essay Elaborate on understandings of the novel by completing an analytical essay response; revise structure of essays, including TEEDC paragraphs, introduction and conclusion writing; sight and decipher essay response, discussing possible examples and ideas; under timed conditions (one hour of writing, one page of notes allowed) students complete the essay response.	Essay Response Term 2, Week 10	Novel choices - <i>Chasers</i> , <i>Found</i> or <i>Sick</i> ; Lead-Up Activities; Journal Activities; Essay Planner; Task Sheet and Marking Guide – 10%
Term 3			
1 - 5	Sitcom Analysis: Oral Presentation View a range of sitcom programs, focusing on how particular visual and narrative conventions are used to engage the audience; complete analysis activities and comprehension questions; in small groups, compose a presentation that explains an idea for a sitcom program, focusing on different conventions being used to appeal to the audience.	Group Oral Presentation Term 3, Week 5	Sitcom choices - <i>Brooklyn Nine-Nine</i> , <i>The Good Place</i> , <i>The Office</i> , <i>Parks and Recreation</i> ; Lead-Up Activities; Journal Activities; Analysis Table; Task Sheet and Marking Guide – 10%
6- 8	Sitcom Analysis: Analytical Essay Elaborate on understandings of the sitcom genre by completing an essay response; essay should demonstrate knowledge and comprehension of studied sitcom and students will be expected to use specific examples in their response; responses will need to demonstrate awareness of planning, drafting and editing processes.	Sitcom Analysis Essay Response Term 3, Week 8	Lead-Up Activities; Journal Activities; Essay Planning Table; Task Sheet and Marking Guide – 10%
9 - 10	Comprehension Task Revision of TEEDC paragraph structure; practice with a variety of texts, focusing on how different concepts are depicted through the use of specific conventions/ language features; under timed conditions, students complete a series of comprehension questions relating to a studied text.	Comprehension Task – Paragraph Responses Term 3, Week 10	Lead-Up Activities; Journal Activities; Studied Text; Analysis Questions; Task Sheet and Marking Guide – 10%
Term 4			
1 - 5	Creative Writing: Short Story Composition Review narrative conventions and creative writing techniques, applying this understanding to analysis of example narratives; discuss assessment and provide students with a choice of stimuli; students create a narrative focusing on a question/ stimuli of their choosing; planning, drafting and editing processes to be utilised – good copy of narrative should be typed up and must adhere to assessment criteria.	Creative Writing – Composition Term 4 Week 4/5	Lead-Up Activities; Journal Activities; Planning Table; Stimuli for Assessment; Example Narratives; Task Sheet and Marking Guide – 10%
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR LITERATURE YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Short written response 35%	Task 1: Gwen Harwood – In-Class Essay Timed essay response of sighted question; page of notes allowed. Essay will focus on concepts	3%	Term 1 Week 3
	Task 4: <u>Cosi</u> – In-Class Essay Timed essay response to <u>Cosi</u> focusing on reader expectations and other stipulated concepts.	7%	Term 1 Week 9
	Task 5: <u>Jasper Jones</u> – In-Class Essay Timed essay response; question given on day of assessment. Responses are expected to demonstrate clear understandings of literary devices/ language as well as context.	5%	Term 2 Week 3
	Task 7: Readings Journal Complete readings that accompany each unit of work, focusing on proper skills and practicing analysis of unseen prose, poem and drama extracts.	2.5%	Ongoing
Extended written response 15%	Task 3: <u>Cosi</u> – Extended Written Response Extended response on the studied play; drafting and editing processes to be utilised. Focus on culture, context and the power of language to represent such.	7.5%	Term 1 Week 8
Creative production of literary texts 10%	Task 2: Gwen Harwood – Creative Writing Creative production of a poem, prose or drama text, reflecting on understandings and analysis of a Gwen Harwood poem.	5%	Term 1 Week 5
Oral 10%	Task 6: <u>Jasper Jones</u> - Tutorial In pairs, construct a tutorial reviewing a particular issue/ idea and a chapter from the novel. Focus on representations of the past, language use within the text and different groups/ contexts that are presented.	5%	Term 2 Week 5
Exam 30%	Task 8: Semester One Exam Examination on all Unit 1 topics and concepts covered in Semester One.	15%	Term 2 Week 6/7

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Short written response 35%	Task 9: Seamus Heaney – In-Class Essay Timed essay response from one of two choices; reading or essay response to a question. Responses will critically evaluate text/ poet and justify such through own readings/ interpretations.	5%	Term 3 Week 2
	Task 11: <u>The Great Gatsby</u> – In-Class Essay Timed essay response on unseen question. Essay will focus on Syllabus concepts such as context, perspective and reader interpretation.	5%	Term 3 Week 8
	Task 12: <u>The Crucible</u> – In-Class Essay Timed essay response on the play, drafting and editing processes to be utilised. Response will discuss how text structures, language features and stylistic choices provide a framework for audiences' expectations, responses and interpretations.	5%	Term 3 Week 10
	Task 14: Readings Journal Complete readings that accompany each unit of work, focusing on proper skills and practicing analysis of unseen prose, poem and drama extracts.	2.5%	Ongoing
Extended written response 15%	Task 10: <u>The Great Gatsby</u>- Extended Written Response Close reading of the novel, focusing on ideologies, reader response and how textual and language features are used to form such.	7.5%	Term 3 Week 6
Oral 10%	Task 8: Seamus Heaney – Reading and Explanation Compose a reading of two Seamus Heaney poems (not studied in class) and present this to your peers with a written explanation of such. This assessment should be used to inform and teach the class about the poet and selected poems.	5%	Term 3 Week 1
Creative production of literary texts 10%	Task 13: <u>The Crucible</u> – Creative Task Rewrite part of the play, transferring the characters and events to a modern context. The rewrite can be either as a script or narrative, and should demonstrate clear knowledge of literary devices and context.	5%	Term 4 Week 3
Exam 30%	Task 15: Semester Two Exam Examination on Unit 2 topics and concepts covered in the year.	15%	Term 4 Week 5/6

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Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 1 & 2

Week	Syllabus Content	Teaching Points	Assessment
Term 1			
POETRY STUDY – GWEN HARWOOD			
1 - 5	<ul style="list-style-type: none"> How the production and reception of texts is informed by an understanding of the conventions usually associated with a genre. The use of figurative language, including simile, metaphor, symbolism, metonymy and synecdoche to represent concepts; and rhetorical devices to shape texts, including irony, hyperbole and exclamation. Developing connections between real and imagined experiences. Drawing on knowledge and understanding of storytelling, style and the structure of texts. Experimenting with aspects of style and form to achieve particular effects. Reflecting on familiar and emerging literary forms for particular audiences and purposes. 	<p>This syllabus content will be addressed through revision of poetic conventions; annotating, completing a SPECS and SLIMS analysis and comprehension/analysis activities of selected poems; examining themes and issues in selected poems; examining the context of poet and poems; completing planning, drafting and editing processes for extended written response.</p> <p>Students will also experiment with different modes, media and forms, and will adapt literary conventions for specific audiences by planning, drafting and editing their own creative production, with their choices justified by a written rationale. Their rationale should outline the impact of literary conventions and stylistic techniques, and their final product should experiment with content, form, style, language and medium to manipulate grammatical and stylistic elements for ideological and/or aesthetic purposes.</p>	<p>SHORT WRITTEN RESPONSE: In-Class Essay Week 3</p> <p>CREATIVE PRODUCTION OF LITERARY TEXTS: Creative Task Week 5</p>
DRAMA STUDY – <u>COSI</u> BY LOUIS NOWRA			
6 - 9	<ul style="list-style-type: none"> The use of sound and visual devices in literary texts to create particular effects, including alliteration, assonance, prosody, rhyme, imagery, typography, music, set design, properties and lighting. Approaches to characterisation, including the use of archetypal figures, authorial intrusion, the dramatisation of a character's inner life and the use of interior monologue. How there are different reading practices or strategies, such as reading with an emphasis on various representations; or reading with a focus on different contexts; or reading intertextually, that is, reading that focuses on connections between texts. Different reading strategies produce different readings. Structuring arguments using relevant textual evidence. Using appropriate linguistic, stylistic and critical terminology to respond to texts. 	<p>The syllabus content will be addressed through revision of dramatic conventions and language devices; reading and completing comprehension/analysis activities on <i>Cosi</i> examining themes, issues, values and attitudes presented in the play; examining the context of author and play; exploring the use of literary techniques and completing an in-class essay response under timed conditions.</p> <p>When studying <i>Cosi</i>, students should be able to make contextual connections between the play and the previously studied poetry (Gwen Harwood) and can comment on how reading intertextually helps them to understand and critique particular representations. Students should also be prompted to evaluate their own and others' ideas and readings using logic and evidence; under timed conditions, produce a reading of a studied and unstudied poem.</p>	<p>EXTENDED WRITTEN RESPONSE: Extended Analytical Essay Response Week 8</p> <p>SHORT WRITTEN RESPONSE: In-Class Essay Week 9</p>

Week	Syllabus Content	Teaching Points	Assessment
PROSE STUDY – <u>JASPER JONES</u> BY CRAIG SILVEY			
10 - 11	<ul style="list-style-type: none"> • Different narrative approaches, including multiple narrators, the unreliable narrator, the omniscient narrator and the use of specific characters' points of view. • The differences between initial personal responses and more studied and complex responses. • How text structures, language features and stylistic elements shape meaning and create particular effects and nuances, including through allusions, paradoxes and ambiguities. • Using stylistic features to craft and articulate readings/interpretations. 	<p>The syllabus content will be addressed through students' evaluating their own and others' ideas and readings, using logic and evidence, and assessed through the revision of narrative conventions; reading and completion of comprehension/analysis activities on <u>Jasper Jones</u>; examination of ideas, themes and issues in the novel; examination of the context of author and novel and completion of planning, drafting and editing processes for an in-class essay. The essay response should demonstrate an understanding of narrators can impact the responses of readers, and how this understanding is formed through text structures, language features and/or stylistic features. Students should also consider the influence of their own context, cultural assumptions, social position and gender when evaluating the novel.</p>	
Term 2			
PROSE STUDY – <u>JASPER JONES</u> BY CRAIG SILVEY			
1 - 4	<ul style="list-style-type: none"> • The degree to which individual viewpoints, experiences and contexts shape readings of texts. A reading of a text refers to a meaning that can be made of a text. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, their own experience of reading and their own way of thinking about the world. • Using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts. • Experimenting with different modes, media and forms. 	<p>Students' knowledge of this text will be extended and elaborated on, through reflecting on ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas, and by experimenting with different modes, media and forms. Students will complete planning, drafting and editing processes for tutorial; present oral tutorials. Students should draw on knowledge and experience of genre, literary devices and the interplay of visual and verbal techniques in creating their oral tutorial, and should use appropriate linguistic, stylistic and critical terminology to analyse and evaluate the studied text. In responding to the novel, students should consider the context of the author, the society in which the text was produced, their own contexts and reading strategies and practices, their own experiences of reading and their own ways of thinking about the world.</p>	<p>SHORT WRITTEN RESPONSE: In-Class Essay Week 3</p> <p>ORAL: Oral Tutorial Week 5</p>

Week	Syllabus Content	Teaching Points	Assessment
EXAM REVISION			
6 - 7	Covers all syllabus content for Unit 1	The exam will cover all content for Unit 1 of the ATAR Literature Course. As preparation for such, students will review exam structure; review course concepts; review texts studied; review conventions of poetry, prose and drama; review close reading process; review planning techniques for unsighted essay questions; complete practice responses and receive teacher feedback on these.	SEMESTER ONE EXAM: Week 7/8
END OF SEMESTER ONE			
POETRY STUDY – SEAMUS HEANEY			
8 - 10	<ul style="list-style-type: none"> The ways in which informed reading influences interpretation of texts. The use of a combination of sound and visual devices in literary texts. 	Students will address this syllabus content through a revision of poetic discourse and techniques. They will discuss and analyse the poet's context, addressing how this has an impact on their own readings and interpretations of Heaney. Students will complete activities that relate to these understandings prior to starting work on an oral presentation and in-class essay task. Both the presentation and essay response will be completed after school holidays.	
Term 3			
POETRY STUDY – SEAMUS HEANEY			
1-2	<ul style="list-style-type: none"> Transforming texts studied in one medium or genre to another for different audiences and purposes. Reflecting on the significance and effects of variations to texts. How readings are constructed as a result of the reading practices or strategies that readers apply and as a result of readers relating the text to their understandings of the world. In this way, multiple readings of a text are possible. The use of literary techniques, including poetic, dramatic and narrative structure and devices. Organising viewpoints and arguments in different ways, for example, in essays, reviews and visual presentations. Selecting appropriate argument and evidence to support readings/interpretations. 	Students will experiment with different modes, media and forms to create their own oral presentation which articulates a reading of two Heaney poems. The readings that are constructed should focus on wider understandings of the world, and how literary techniques to develop these understandings. Oral presentations should be structured appropriately and must use sufficient evidence from poems to sustain an argument.	ORAL: Reading Analysis Week 1 SHORT WRITTEN RESPONSE: In-Class Essay Week 2

Week	Syllabus Content	Teaching Points	Assessment
PROSE STUDY – <u>THE GREAT GATSBY</u> BY F. SCOTT FITZGERALD			
3-8	<ul style="list-style-type: none"> The ways in which texts resemble and/or refer to other texts, including through parody, imitation, appropriation and transformation; and the ways in which adaptations of earlier texts allow new insights into original texts. How aspects of literary texts have been appropriated into popular culture. The ways in which different literary forms may evolve by blending and borrowing conventions from other texts and/or genres. The relationship between conventions of genre, audience expectations and interpretations of texts. 	<p>This syllabus content will be addressed through the revision of textual and language features; reading and completion of comprehension/analysis activities on <u>The Great Gatsby</u>; examining the context of author and novel; reviewing the conventions of essay writing; completing an extended written response that addresses appropriate structure and format. Students should also be encouraged to discuss how aspects of literary texts have been appropriated into popular culture; a comparative essay may be expected.</p> <p>Additionally, students will be required to evaluate the relationship between conventions of genre and audience expectations in their interpretation of the text. Students will demonstrate this knowledge by writing an in class essay response under timed conditions.</p>	<p>EXTENDED WRITTEN RESPONSE: Extended Analytical Essay Response Week 6</p> <p>SHORT WRITTEN RESPONSE: In-Class Essay Week 8</p>
DRAMA STUDY – <u>THE CRUCIBLE</u> BY ARTHUR MILLER			
9-10	<ul style="list-style-type: none"> The ways in which texts are influenced by other texts and by contexts How the choice and combinations of mode and form transform texts. The ways in which text structures, language features and stylistic choices provide a framework for audiences' expectations, responses and interpretations. Using appropriate linguistic, stylistic and critical terminology to compare and contrast texts. 	<p>This syllabus content will be assessed through the revision of dramatic conventions; reading and completing comprehension/analysis activities on <u>The Crucible</u>; examining genre, ideas, values and assumptions presented in the play; examining the context of playwright, play and audience and completing an in-class essay under timed conditions.</p>	<p>SHORT WRITTEN RESPONSE: In-Class Essay Week 10</p>
Term 4			
DRAMA STUDY – <u>THE CRUCIBLE</u> BY ARTHUR MILLER			
1-3	<ul style="list-style-type: none"> Experimenting with different modes, media and forms. Integrating real and imagined experiences by selecting and adapting particular aspects of texts to create new texts. Using analysis of literary texts to inform imaginative/creative responses. Transforming texts studied in one medium or genre to another for different audiences and purposes. Reflecting on the significance and effects of variations to texts. 	<p>To elaborate on student understandings of <u>The Crucible</u>, they will complete a creative production which experiments with different modes, media and/or forms. The creative production should demonstrate a strong analysis of the studied play, and students will be expected to reflect on their work and justify their written response.</p>	<p>CREATIVE PRODUCTION OF LITERARY TEXTS: Creative Task Week 3</p>
5 - 6	Covers all syllabus content for Unit 2	<p>The exam will cover all content for Unit 2 of the ATAR Literature Course. Review exam structure; review course concepts; review texts studied; review conventions of poetry, prose and drama; review close reading process; review planning techniques for unsighted essay questions; complete practice responses and receive teacher feedback on these.</p>	<p>SEMESTER TWO EXAM: Week 5/6</p>

ASSESSMENT OUTLINE 2019

ATAR ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Component	Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Written – 75%	Written: Production 18.75%	Task 5: Letter to the Editor Cultural Australia and current issues	6.5%	Term 1 Week 9
		Task 6: Writing a Speech Different views on the ANZAC spirit	5.75%	Term 2 Week 1
		Task 14: Letter to the Editor Impact of language on behaviour	6.5%	Term 3 Week 6
	Written: Response 15%	Task 1: Listening Comprehension Audio text(s)	5%	Term 1 Week 2
		Task 3: Timed Essay Essay relating to the three stories	2.5%	Term 1 Week 4
		Task 13: Timed Essay Empowerment through film	2.5%	Term 3 Week 5
		Task 10: Listening Comprehension Audio text(s)	5%	Term 2 Week 8
	Investigation 18.75%	Task 2: Synthesis of Texts Three texts with a similar theme edited	4.75%	Term 1 Week 3
		Task 4: Feature Article The Changing Dynamic of Australia	4.5%	Term 1 Week 7
		Task 11: Synthesis of Texts Three texts with a similar theme edited	4.75%	Term 2 Week 9
		Task 12: Feature Article Novel on Language	4.5%	Term 3 Week 2
	Exam 22.5%	Task 9: Semester One Exam: Written Listening, Reading and Writing	11.25%	Term 2 Week 6
		Task 17: Semester Two Exam: Written Listening, Reading and Writing	11.25%	Term 4 Week 1
Practical – 25%	Production: Oral - 17.5%	Task 7: Oral Assessment How cultural is Australia?	8.75%	Term 2 Week 3
		Task 15: Oral Assessment The Importance of Language	8.75%	Term 3 Week 9
	Exam 7.5%	Task 8: Semester One Exam: Oral Viewing and Speaking	3.75%	Term 2 Week 5
		Task 16: Semester Two Exam: Oral Viewing and Speaking	3.75%	Term 3 Week 10

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COURSE OUTLINE 2019

ATAR ENGLISH AS AN ADDITIONAL LANGUAGE/DIALECT YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Syllabus Content	Teaching Points	Assessment
UNIT 3 AUSTRALIA AS A CULTURAL COMMUNITY			
WRITTEN TEXT: SHORT STORIES			
Term 1 Week 1 - 4	<ul style="list-style-type: none"> participating in a range of oral interactions, such as rehearsed and impromptu classroom dialogues, debates, discussions, role plays, speeches and interviews comparing and contrasting texts from different cultures and times, and discussing their purposes and effects explaining cultural beliefs and assumptions reflected in texts distinguishing between and evaluating facts and opinions presented in texts evaluating the validity and relevance of evidence and assumptions in texts using metalanguage to review and evaluate texts evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language using a range of genres and digital, multimodal and print-based technologies using language that influences the audience, or that privileges certain ideas or perspectives over others using modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content will be examined through a range of short stories each identifying the narrative conventions and linking these to the unit descriptor. Students are expected to include their context and evaluate the texts according to their own beliefs. It is essential that they use the knowledge gained to plan, draft and edit an appropriate response to the texts to show their understanding of how they link to course.</p> <p>It is vital that learners grasp the difference between fact and opinion through the use of language devices and context.</p> <p>Students will investigate the strategies used for synthesising and complete a similar assessment to validate their understanding of the skill.</p> <p>Students will authenticate their comprehension of essay writing through a timed assessment, using all the necessary conventions and examples.</p>	<p>WRITTEN: RESPONSE Task 1: Listening Comprehension Week 2</p> <p>INVESTIGATION Task 2: Synthesis of Texts Week 3</p> <p>WRITTEN: RESPONSE Task 3: Timed Essay</p>
VISUAL TEXT: MABO			
Term 1 Week 5 - 8	<ul style="list-style-type: none"> participating in a range of oral interactions, such as rehearsed and impromptu classroom dialogues, debates, discussions, role plays, speeches and interviews distinguishing between and evaluating facts and opinions presented in texts explaining cultural beliefs and assumptions reflected in texts framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts analysing how texts are influenced by other texts and contexts evaluating the effect of persuasive techniques, for example, rhetorical devices and emotive language critiquing cultural attitudes analysing the composition and layout of multimodal texts and texts containing visual elements analysing how language forms and conventions used in different modes and media influence audiences using language to express a personal evaluation of an object, a process or a performance using sources, including reference texts, graphs, data and environmental texts, to present a sustained and logical argument and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing using strategies to assess the relevance, reliability and validity of sources using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content will investigate the colonisation of Australia by the British and its impact on the First Australians, in particular the Torres Strait Islanders. Students are expected to research how far the quest for land ownership has progressed since the Mabo Decision. Additionally, they will need to keep informed of current events and how they influence decisions that First Australians will make.</p> <p>Students are expected to review and familiarise themselves with the conventions of the feature article and the use of persuasive techniques, in particular emotive language. Then they are to complete a feature article that focuses on the changing dynamic of Australia and whether progress has been made in the First Australian community.</p> <p>Learners review the conventions of the Letter to the Editor following through on several self-sample letters. These include identifying the key idea for each paragraph. They will then use their current knowledge on events pertaining to the First Australians to complete an in-class assessment.</p>	<p>INVESTIGATION Task 4: Feature Article Week 7</p> <p>WRITTEN: PRODUCTION Task 5: Letter to the Editor Week 9</p>

Week	Syllabus Content	Teaching Points	Assessment
WRITTEN TEXT: THE ONE DAY OF THE YEAR			
<i>Term 1</i> <i>Week 9 - 10</i> <i>Term 2</i> <i>Week 1</i>	<ul style="list-style-type: none"> participating in a range of oral interactions, such as rehearsed and impromptu classroom dialogues, debates, discussions, role plays, speeches and interviews using some SAE cultural references, idioms and colloquialisms explaining cultural beliefs and assumptions reflected in texts framing research questions to direct inquiry and synthesising information from multiple sources, including literary and non-literary texts reflecting on and analysing how language choices influence audience response explaining the effects of literary and humorous techniques, including figurative language, rhythm and rhyme, and dramatic irony using language to express a personal evaluation of an object, a process or a performance using language that influences the audience, or that privileges certain ideas or perspectives over others using different sentence structures and text types suited to purpose, audience and subject using sources, including reference texts, graphs, data and environmental texts, to present a sustained and logical argument and using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content will investigate the particular Australian culture and the passion with the ANZAC legend. How World War I impacted the nation's identity and beliefs. There is the expectation that learners will research the interest in ANZAC Day and its popularity or lack thereof in the text.</p> <p>With this as foundation of their appraisal, students are to explore the conventions of the written speech and how to use language devices to persuade the audience. This will include different sentence structures, drafting and editing of the text and using several convincing techniques to sway the target listeners.</p>	WRITTEN: PRODUCTION Task 6: Written Speech Term 2 Week 1
PRACTICAL: ORAL PRODUCTION AND EXAMINATION			
<i>Term 2</i> <i>Week 2 - 5</i>	<ul style="list-style-type: none"> participating in a range of oral interactions, such as rehearsed and impromptu classroom dialogues, debates, discussions, role plays, speeches and interviews using pause, stress, rhythm, pitch and intonation to emphasise meaning using non-verbal cues to create rapport in a range of situations selecting and sustaining register and tone to suit different purposes, contexts and audiences comparing and contrasting texts from different cultures and times, and discussing their purposes and effects using language to express a personal evaluation of an object, a process or a performance using metalanguage to review and evaluate texts using a range of genres and digital, multimodal and print-based technologies using language that influences the audience, or that privileges certain ideas or perspectives over others using different sentence structures and text types suited to purpose, audience and subject using modality (including modality in a hypothetical past), nominalisation, a range of discourse markers and complex clauses using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content will focus on the semester's texts and how they link to the unit descriptor. Based on the assessment completed, the students will use not only their prior knowledge, but also that gained in class time and private research to deliver a credible speech and thereby render a verdict about Australia being a Cultural Country.</p> <p>Students will review there the course content and referencing the knowledge and skills gained from the written speech, then give an overview of the semester using persuasive language techniques and focusing on the unit descriptor.</p> <p>Students view various still images while identifying the visual conventions. Using prior knowledge, fluency, clarity and linguistic resources answer previously unseen questions that disclose their understanding of underlying meanings.</p>	PRACTICAL PRODUCTION: ORAL Task 7: Oral Assessment Term 2 Week 4 PRACTICAL: ORAL EXAMINATION Task 8: Semester One Practical Exam Term 2 Week 5

Week	Syllabus Content	Teaching Points	Assessment
EXAMINATION			
	<ul style="list-style-type: none"> distinguishing between and evaluating facts and opinions evaluating the validity and relevance of evidence and assumptions in texts using language to express a personal evaluation of an object, a process or a performance using metalanguage to review and evaluate texts presented in texts using different sentence structures and text types suited to purpose, audience and subject using strategies for planning, synthesising, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus will review the texts and text types for the semester with a view to the semester examinations.</p> <p>Students will re-examine their tasks and grades achieved and familiarise themselves with the requirements for each text type for the writing section. Additionally, they will review the conventions of the synthesis of texts and ensure that they analyse the examination question before attempting an answer.</p>	WRITTEN: EXAMINATION Task 9: Semester One Written Exam Term 2 Week 6
UNIT 4: LANGUAGE AND EMPOWERMENT			
WRITTEN TEXT: THE HAPPIEST REFUGEE			
Term 2 Week 8 - 10 Term 3 Week 1 - 2	<ul style="list-style-type: none"> participating in and managing collaborative discussions and presentations in a range of contexts, including multimedia presentations, debates and seminars comparing and contrasting texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and media integrating ideas and information from a range of literary and reference texts using direct and indirect quotation analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues critiquing stereotyping using a range of text types and digital, multimodal and print-based technologies using language appropriate to the context, including imaginative, persuasive and rhetorical forms and features using a range of research sources and methods, including interviews, surveys or questionnaires using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content will review the conventions of the synthesis of texts including identifying fact and opinion, editing and adhering to word limits while including all relevant information.</p> <p>The syllabus content will reflect the students' ability to clearly understand audio questions and successfully answer allocated questions within a time limit.</p> <p>The syllabus content will focus on how essential language understanding is to communication. This includes both verbal and non-verbal language and how each empowers or disempowers both the character and the audience.</p>	WRITTEN RESPONSE Task 10: Listening Comprehension Week 8 INVESTIGATION Task 11: Synthesis of Texts Week 9 INVESTIGATION Task 12: Feature Article Term 3 Week 2
VISUAL TEXT: LIFE IS BEAUTIFUL			
Term 3 Week 3 - 5	<ul style="list-style-type: none"> participating in and managing collaborative discussions and presentations in a range of contexts, including multimedia presentations, debates and seminars analysing connotations and figurative language, including metaphors, imagery and personification evaluating how audience response to ideas and issues is manipulated reflecting on and evaluating personal interpretations and those of others analysing and explaining how changes in context create changes in meaning analysing how audiences are positioned in texts and how texts present different perspectives on personal, social and historical issues analysing how culturally based representations of concepts such as knowledge or authority are conveyed critiquing stereotyping analysing and using elements of appraisal in texts to convey attitudes and opinions and evaluate the effectiveness of texts using a range of text types and digital, multimodal and print-based technologies using appropriate paraphrasing, quotation, in-text citation and end-of-text referencing using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content will focus on how visual texts manipulate the audience to view the characters either as empowered or disempowered and how the roles are reversed during the course of the text.</p> <p>Students will review the visual conventions and relate these to the film <u>Life is Beautiful</u> to complete a timed analysis.</p>	WRITTEN RESPONSE Task 13: Timed Essay Week 5

Week	Syllabus Content	Teaching Points	Assessment
WRITTEN TEXT: SHORT STORIES			
Term 3 Week 6 - 8	<ul style="list-style-type: none">participating in and managing collaborative discussions and presentations in a range of contexts, including multimedia presentations, debates and seminarsusing pause, stress, rhythm, pitch and intonation for particular effectsusing a range of non-verbal cues to complement and enhance meaningusing persuasive devices, including understatement and exaggeration, to highlight a point of viewmodulating register and tone to achieve specific purposes and effectsusing a range of non-verbal cues to complement and enhance meaningusing persuasive devices, including understatement and exaggeration, to highlight a point of viewcomparing and contrasting texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and mediaanalysing connotations and figurative language, including metaphors, imagery and personificationreflecting on and evaluating personal interpretations and those of othersevaluating the manipulation of text structures and language features for different purposesusing language appropriate to the context, including imaginative, persuasive and rhetorical forms and featuresusing stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality in the past conditional, and subject-specific language forms and features	<p>The syllabus content will focus on the importance of language how it can be manipulated for the unaware audience. The visual aspect of the grammar and spelling focus will highlight how language is empowering without the user being aware of it.</p> <p>The students will reflect on the conventions of the letter to the editor and complete an in class assessment that demonstrates their understanding.</p> <p>The learners should review the conventions of the oral presentation and focus on the importance of language by using the two written texts as starting point and expanding their persuasive argument that it can be used as a tool of manipulation.</p>	<p>WRITTEN PRODUCTION: Task 14: Letter to the Editor Week 6</p> <p>PRACTICAL: ORAL PRODUCTION Task 15: Oral Assessment Week 9</p>
EXAMINATION			
Term 3 Week 9 - 10	<ul style="list-style-type: none">participating in and managing collaborative discussions and presentations in a range of contexts, including multimedia presentations, debates and seminarsusing pause, stress, rhythm, pitch and intonation for particular effectsusing a range of non-verbal cues to complement and enhance meaningusing persuasive devices, including understatement and exaggeration, to highlight a point of viewmodulating register and tone to achieve specific purposes and effectscomparing and contrasting texts, their purposes and effects, and the values, attitudes and biases reflected in these texts across different forms and mediaevaluating the manipulation of text structures and language features for different purposesusing a range of text types and digital, multimodal and print-based technologiesusing language appropriate to the context, including imaginative, persuasive and rhetorical forms and featuresusing stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality in the past conditional, and subject-specific language forms and featuresusing appropriate paraphrasing, quotation, in-text citation and end-of-text referencingusing strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses	<p>The syllabus content will focus on the Year 12 course work and students will reflect and review their assessments and grades achieved. Practise assessment questions will be discussed and reference will be made to the Stress Free Standards Book.</p> <p>Students are to review the visual conventions for the unseen stimulus question as well as the different texts studied for the year with a focus on the issues and topics discussed as they relate to the two unit descriptors for the Speaking Section of the Semester Exam.</p> <p>Students will need to review the synthesis of texts conventions to link to the Reading Section of the Exam as well as identify different text types and possible questions associated to the Written Section of the Exam.</p>	<p>PRACTICAL: ORAL EXAMINATION Task 16: Semester Two Practical Exam Week 10</p> <p>WRITTEN: EXAMINATION Task 17: Semester Two Written Exam Term 3 Week 2 of the school vacation</p>
REVISION			
Term 4 Week 1	Review of the Examinations with a view to the WACE Examinations.		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR ENGLISH YEAR 12

Semester 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Responding 35%	Task 1: Short Story Comprehending Task – “A Snake Down Under” Students analyse the short story and complete a series of comprehension questions about such, utilising appropriate TEEEL structure in their writing and demonstrating an understanding of ATAR concepts.	2.5%	Term 1 Week 2
	Task 2: <u>Fury Road</u> - Long Essay Extended essay response of sighted question, drafting and editing processes to be utilised.	5%	Term 1 Week 5
	Task 4: <u>The Natural Way of Things</u> - In-Class Essay Timed essay response focusing on key concepts that are present within the studied novel. Question unsighted, one page of notes permitted.	5%	Term 1 Week 9/10
	Task 6: Comprehending Timed Response Timed paragraph responses to three unsighted questions; no notes permitted.	2.5%	Term 2 Week 3
	Task 7: Composition Timed Response Students complete a composition in response to a choice of unsighted questions. Timed conditions, no notes permitted.	2.5%	Term 2 Week 4
Creating 35%	Task 3: <u>Fury Road</u> - Oral Presentation In groups, writing and presenting a tutorial on an event from the film.	7.5%	Term 1 Week 7
	Task 5: <u>The Natural Way of Things</u> - Composing Task Students complete a narrative response to a seen question of their choice. Timed conditions, no notes permitted.	10%	Term 2 Week 2
Exam 30%	Task 8: Semester One Exam Examination on all topics and concepts covered in Semester One.	15%	Term 2 Week 6

Semester 2 – UNIT 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Responding 35%	Task 9: <u>Go Back to Where You Came From</u> - In-Class Essay Timed essay response of unseen question, no notes permitted.	5%	Term 2 Week 10
	Task 11: <u>The Happiest Refugee</u> - Long Essay Extended essay response of sighted question, drafting and editing processes to be utilised. Students will complete essay response during a week of class time, planning, editing and writing the response over a course of three lessons/ four hours.	7.5%	Term 3 Week 6
	Task 13: Comprehending or Composing Timed Response Students choose to complete either a Comprehending or Composing style response to an unseen question. Students will be given reading time to decide which style of response to complete.	5%	Term 3 Week 8/9
Creating 35%	Task 12: <u>The Happiest Refugee</u> - Composing Task Compose a piece of timed expository writing.	7.5%	Term 3 Week 7
	Task 10: <u>Go Back To Where You Came From</u> - Oral Tutorial Write and present a tutorial based on study of the documentary film.	10%	Term 3 Week 2
Exam 30%	Task 14: Semester Two Exam Examination on all topics and concepts covered in Semester One and Two.	15%	Term 3 Holidays/ Term 4, Week 1

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 3 & 4

Week	Syllabus Content	Teaching Points	Assessment
Term 1			
COMPREHENDING TASK – “A SNAKE DOWN UNDER”			
1 - 2	<ul style="list-style-type: none"> Analysing and evaluating how different texts represent similar ideas in different ways. The role of the audience in making meaning. 	The syllabus content will be addressed through revision of Comprehending style writing, narrative conventions and language features. Students will be required to analyse practice texts and should answer questions similar to what will be in their assessment task.	RESPONDING: Comprehending Response Week 2
FILM STUDY – <u>MAD MAX: FURY ROAD</u> (GEORGE MILLER)			
3 - 7	<ul style="list-style-type: none"> Explaining how each text conforms to or challenges the conventions of particular genres or modes. Analysing and evaluating how similar themes, issues, ideas and concepts are treated in different texts. Considering how the conventions of genres can be challenged, manipulated or subverted. How responses to texts and genres may change over time and in different cultural contexts. Comparing and evaluating the impact of language conventions used in a variety of texts and genres. Transforming and adapting texts for different purposes, contexts and audiences. Using and experimenting with text structures and language features related to specific genres for particular effects. Sustaining analysis and argument. 	<p>The syllabus content will be addressed through revision of film and narrative conventions applicable to style of the text. Students will look into the context of the director and film, with particular focus on the changing representations of gender within this genre of text. As part of their assessment task, students will have to complete an extended essay response, demonstrating understandings of the film and keywords/ concepts, and structuring such appropriately. Marks will be allocated for engagement with the question and appropriate use of quotes/ examples, and students will be encouraged to make use of planning, editing and drafting processes. Question will be seen and discussed beforehand, and students are expected to make use of their time to adequately complete this assessment.</p> <p>Students' knowledge of this text will be extended and elaborated on, through discussion of varying presentation types (including but not limited to news stories, panel discussions and speeches). In groups, students will be expected to compose and present an oral, addressing stipulated criteria in an engaging and imaginative manner. Presentations will be given in class for peers and teacher and should demonstrate understandings of the studied film as well as an awareness of appropriate speaking and listening skills.</p>	RESPONDING: Long Essay Response Week 5 CREATING: Oral Tutorial Week 7
NOVEL STUDY – <u>THE NATURAL WAY OF THINGS</u> BY CHARLOTTE WOOD			
8 - 10	<ul style="list-style-type: none"> Compare and contrast distinctive features of genres by analysing the techniques and conventions used in different genres, media and modes; considering how the conventions of genres can be challenged, manipulated or subverted; examining how genres and their conventions have changed and been adapted over time. How expectations of genres have developed and the effect when those expectations are met or not met, extended or subverted. 	This syllabus content will be addressed through revision of narrative conventions and language features, as well as an introduction to appropriate contextual information. Students will be required to complete a series of comprehension and analysis activities, focusing on how different concepts are presented through a precise use of elements and techniques. As part of their assessment tasks, students will revise proper essay writing techniques and should practise writing under timed conditions.	RESPONDING: Timed Essay Response Week 9/10

Week	Syllabus Content	Teaching Points	Assessment
Term 2			
NOVEL STUDY – <u>THE NATURAL WAY OF THINGS</u> BY CHARLOTTE WOOD			
1-2	<p>As well as addressing the previously mentioned content, students will also be required to –</p> <p>Create a range of texts:</p> <ul style="list-style-type: none"> Transforming and adapting texts for different purposes, contexts and audiences. Making innovative and imaginative use of language features. Using and experimenting with text structures and language features related to specific genres for particular effects. 	<p>In preparing for the composition, students will review sensory and creative writing techniques and should be encouraged to look at examples of strong composition responses. Both assessment tasks will be written under timed conditions and use of seen/ unseen questions and notes is at teacher discretion.</p>	CREATING: Timed Narrative Composition Week 2
COMPREHENDING TASK			
3	<p>Create a range of texts:</p> <ul style="list-style-type: none"> Sustaining analysis and argument. Using appropriate quotation and referencing protocols. Using strategies for planning, drafting, editing and proofreading. Using accurate spelling, punctuation, syntax and metalanguage. 	<p>Syllabus content will be addressed through revision of narrative, expository and visual elements. Students will be expected to write TEEEL paragraph responses under timed conditions, emulating the exam. Responses should demonstrate an awareness of textual features as well as an understanding of course concepts. Texts and questions will be unseen.</p>	RESPONDING: Comprehending Task Week 3
COMPOSITION TASK			
4	<p>Create a range of texts:</p> <ul style="list-style-type: none"> Transforming and adapting texts for different purposes, contexts and audiences. Making innovative and imaginative use of language features. Using and experimenting with text structures and language features related to specific genres for particular effects. 	<p>Following revision of appropriate conventions, students will be expected to choose a composing-style question which they will address under timed conditions. Responses need to demonstrate an awareness of persuasive or creative writing techniques (as dictated by the chosen question), as well as appropriate management of time. Students should produce drafts of their composition beforehand for teacher feedback. No notes will be permitted when completing the assessment task.</p>	RESPONDING: Composition Task Week 4
EXAM REVISION			
5-6	Covers all syllabus content for Unit 3	<p>The exam will cover all content for Unit 3 of the ATAR English Course. As preparation for such, students will review exam structure; review course concepts; review texts studied; review conventions of narrative, expository and film texts; review essay writing process; review planning techniques for unsighted essay questions; complete practice responses and receive teacher feedback on these.</p>	SEMESTER ONE EXAM: Week 6
END OF SEMESTER ONE			

Week	Syllabus Content	Teaching Points	Assessment
DOCUMENTARY STUDY – GO BACK TO WHERE YOU CAME FROM			
7-10	<ul style="list-style-type: none"> Investigate and evaluate the relationships between texts and contexts by undertaking close analysis of texts; examining how each text relates to a particular context or contexts. Evaluate how texts offer perspectives through the selection of mode, medium, genre and type of text; the ways points of view and values are represented; the selection of language features that generate empathy or controversy. 	<p>This syllabus content will be assessed through the revision of documentary film and expository conventions. Students will be expected to understand these conventions and identify such through close analysis of the documentary. Comprehension questions and class discussions will be completed, focusing on a variety of concepts that are addressed in the documentary. Following this, students will complete a timed essay in response to an unseen question. The question will draw on syllabus content and students will need to use appropriate conventions and examples to justify their responses.</p>	RESPONDING: Timed Essay Response Week 10
Term 3			
DOCUMENTARY STUDY – GO BACK TO WHERE YOU CAME FROM			
1-2	<p>As well as the previously mentioned content, students will also address the following in this unit -</p> <ul style="list-style-type: none"> Create a range of texts using appropriate language and stylistic features to sustain a personal voice and perspective; using nuanced language; synthesising ideas and opinions to develop complex argument. 	<p>Students' knowledge of this text will be elaborated on through completing of an oral presentation. Individually, students will be expected to address a concept contained within the documentary, and should describe their understandings in a manner that educates their peers. Tutorials will be assessed on their content as well as presentation skills and engagement with the audience.</p>	CREATING: Oral Tutorial Week 2
NON-FICTION STUDY – <u>THE HAPPIEST REFUGEE</u> BY ANH DO			
3-7	<ul style="list-style-type: none"> Evaluate different perspectives, attitudes and values represented in texts by analysing content, purpose and choice of language; analysing the use of voice and point of view; exploring other interpretations and aspects of context to develop a considered response. Reflect on their own and others' texts by analysing and evaluating how different attitudes and perspectives underpin texts; questioning the assumptions and values in texts; identifying omissions, inclusions, emphases and marginalisations; discussing and evaluating different readings of texts. 	<p>This syllabus content will be addressed through the revision of expository and narrative conventions, as well as analysis of non-fiction texts and language features. Students will be required to analyse and comprehend the assigned text and will answer questions that address the concepts and conventions contained within such. After analysis, students will write an extended essay response, which will be completed during class time (over a series of lessons). All work completed for this assessment will be kept in class and the essay response produced by the end of that time will be treated as the good copy.</p> <p>Following this, students will write a composition which focuses on the studied text and demonstrated an awareness and understanding of expository texts and techniques. The composition will be completed under timed conditions, and questions will be unseen.</p>	RESPONDING: Extended Essay Response Week 6 CREATING: Composition Task Week 7

Week	Syllabus Content	Teaching Points	Assessment
COMPREHENDING/ COMPOSITION TASK			
8-9	<p>Create a range of texts:</p> <ul style="list-style-type: none"> • using appropriate language and stylistic features to sustain a personal voice and perspective • using nuanced language • synthesising ideas and opinions to develop complex argument • substantiating and justifying their own responses using textual evidence • using appropriate quotation and referencing protocols • using strategies for planning, drafting, editing and proofreading • using accurate spelling, punctuation, syntax and metalanguage. 	<p>This will be achieved through revision of appropriate conventions, including but not limited to narrative, expository, visual, and language features. Students will practice writing comprehending paragraphs and composition responses, and should demonstrate an awareness of how to appropriately structure both, and how to use language features for particular effects. Under timed conditions, students will be presented with a choice of comprehending or composition questions; after choosing their style of question, students will write a response demonstrating understandings of conventions and appropriate structure.</p>	<p>RESPONDING: Comprehending/ Composition Task Week 8/9</p>
EXAM REVISION			
10	Covers all syllabus content for Unit 4	<p>The exam will cover all content for Unit 4 of the ATAR English Course. Review exam structure; review course concepts; review texts studied; review conventions of narrative, visual and expository texts; review close reading process; review planning techniques for unsighted essay questions; complete practice responses and receive teacher feedback on these.</p>	<p>EXAM: Term 3 Holidays/ Term 4, Week 1</p>
Term 4			
EXAM PREPARATION			
1-2	Covers all syllabus content for Units 3 and 4	<p>Review Semester Two exam performance; exam strategies; review course concepts; review texts studied; review conventions of studied texts; go through structure of the exam and seek strategies for improvement and recall.</p>	<p>ATAR ENGLISH EXAM November 2019</p>

ASSESSMENT OUTLINE 2019

ATAR MEDIA PRODUCTION & ANALYSIS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Response 20%	Task 1: Auteur Theory Extended Response Looking at the concept of auteur theory and personal expression through the body of work of Wes Anderson.	5%	Term 1 Week 4
	Task 2: Media Art Extended Response In depth analysis of the film <i>We Need to Talk About Kevin</i> and extended response writing with a seen question.	5%	Term 1 Week 7
	Task 3: Power & Persuasion Extended Response Analysing the persuasive documentary <i>Amy</i> and write an extended response with an unseen question.	5%	Term 2 Week 1
	Task 4: Power & Persuasion Extended Response In depth evaluation of the powerful film <i>Samson and Delilah</i> and completion of an extended response with an unseen question.	5%	Term 2 Week 3
Production 50%	Task 6: WACE Major Production Five-minute Media Art or Power & Persuasion film for WACE Major Production submission.	50%	Term 3 Week 5
Exam 30%	Task 5: Semester One Exam Two-and-a-half-hour exam under timed conditions.	15%	Term 2 Week 5
	Task 7: Semester Two Exam Two-and-a-half-hour exam under timed conditions.	15%	Term 4 Week 1

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

ATAR MEDIA PRODUCTION & ANALYSIS

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Introduction to Media Art: Go through course outline and expectations. Explore what is meant by the terms media art, aesthetics, mise-en-scene, montage and communication theories. Introduce media terminology glossary. <i>Syllabus content: artistic and cultural benefits of media, intended audiences, techniques, codes and conventions used to challenge audience expectations, media as a vehicle to challenge representations and how media aesthetics construct representations</i>		Communication Theories ppt Media art ppt Montage ppt Various media clips
2	Film Movement Timeline: Investigate the timeline of film history including Film Noir, Classical Hollywood, Surrealism, French New Wave and German Expressionism. <i>Syllabus content: media aesthetics in different times, niche audiences' expectation of media aesthetics, cultural contexts that contribute to audience values and interpretation of media work, changing audiences, expectations and values, cultural influences that have contributed to changes in media, formal and informal censorship that impacts media content</i>		Various media clips
3	Introduction to Auteur Theory: Introduce students to Auteur Theory, using American director Wes Anderson's body of work to illustrate the concept. <i>Syllabus content: auteur figures and personal expression, comparing media aesthetics in different contexts</i>		Wes Anderson: trailers, commercials, film clips, various other texts
4	Response Writing: Structure a response on auteur theory and personal expression, using evidence from texts studied in class.	Auteur Theory Response Week 4	
5 - 6	Media Art Film Analysis: Introduction to <i>Memento</i> (Nolan, 2000). Viewing and researching a selected Media Art film. Discussion on Media Art narrative structure including flashbacks and non-linear structure. Students given a response question to complete as a take home response task. <i>Syllabus content: impact of funding on production and distribution, publicity and avenues for exhibition, multiple plots, multiple viewpoints, manipulation of narrative structure, chronological order, how values and ideology influence the interpretation of media work, applying specific media theories to understand audience responses, media industry issues such as how independent media producers operate within the dominance of mainstream media institutions, values in the production and content of media work</i>		Media Text: <i>We Need to Talk About Kevin</i> Clickview
7	Media Art Film Analysis: Students structure their response using appropriate Media response structure. Students can submit drafts for feedback. Response is written under timed conditions with no notes.	Memento Extended Response Week 7	Response writing framework
8	Introduction to History of Power and Persuasion through Film: Discovering the progression of propaganda through history and will focus on how film conventions and techniques are used to persuade audiences. <i>Syllabus content: persuasive techniques, codes and conventions, how media construct perceptions of issues or topics, impact of media trends in media use, comparing representations in media work, propaganda and agenda setting, how media, contexts and audiences work together to make meaning</i>		

Week	Topics/Syllabus	Assessment	Resources
9 - 10	Introduction to Persuasive Film: Amy Refine understanding of powerful and persuasive techniques in film. Watch the film Amy and connect to concepts in the course. Syllabus content: manipulating selection, emphasis and omission to construct point of view, representation of subcultures and their associated values, dangers in the naturalisation of stereotypes		Media Text: Amy
Term 2			
1	Persuasive Film: Continue to research context of Amy, and complete an unseen response under timed conditions.	Amy Extended Response Week 11	
2 - 3	Power and Persuasion Film Analysis: Have students preview the film Samson and Delilah and what they think it might be about in terms of controversial issues. Refresh persuasive and propaganda techniques. Syllabus content: suitability of particular media for purposes such as social or political comment, regulation in the media, censorship, influences on commercial and non-commercial media, pressures on the presentation of issues, including editorial control, funding, distribution, how interpretations made by audiences can be understood by using appropriate media theories, how media work reinforces or challenges audience values and attitudes		Media Text: Samson and Delilah
4	Persuasive Film – Response Writing: Research cultural context knowledge about the film, and how the film challenges representations.	Samson and Delilah Response Week 4	
5	Revision and Stimulus: Revision of semester one topics. Introduction and analysis of stimulus material. A media specific study night will occur in this week.		Semester 1 stimulus material
6	Exams: Semester 1 exam period.	Semester One Exam Week 6	
END OF SEMESTER 1			
6	Exam Feedback, Revisions and Planning Feedback on semester one exam results. Revisions of any issues of concepts. Expectations for WACE Major Production and weightings. Watching exemplars of past productions.		Past student exemplars
7 - 9	Pre-Production: Working individually or in pairs to develop a script and style for WACE Major Production task (the majority will need to be completed during the term 2/3 holiday period). Syllabus content: applying formal processes and selecting appropriate strategies to communicate ideas, experimenting and manipulating genres, styles and conventions		Storyboards Filming Schedule Media equipment
Term 3			
1 - 2	Production: Class discussion on how films have progressed over the holidays. Students will be expected to share any issues or successes they have had. Continuing productions. Teacher and students will discuss each production one on one. Time will be focused on final filming requirements and reshoots. Syllabus content: applying production skills, independent management of time and technologies, management of team members, negotiating and adapting production processes, anticipating problems and applying effective solutions, applying skills effectively within the defined production roles, independent management of safety procedures in all production situations		HitFilm Media equipment
3 - 4	Post-Production: Editing, colour grading and audio for Major Production. Film will be exported and submitted to receive feedback before submitting to SCASA. <i>Syllabus content: reflecting critically on production progress</i>		HitFilm Media equipment
5	Post- Production: Export of first edit for school mark submission. Films will be screened, marked with feedback provided. Films may be altered in class if time permits; otherwise this will need to occur in student's own time.	Major Production – Film Submission Week 5	HitFilm Media equipment

Week	Topics/Syllabus	Assessment	Resources
6	Individual Documentation: Complete a 5- page individual documentation for submission with the WACE Major Production. Introduction to SCASA stimulus will happen during this week. <i>Syllabus content: Evaluating critically on own, and others' productions</i>	Major Production – Documentation Submission Week 6	SCASA Stimulus Material
7	Production Feedback and Revisions: Feedback provided on productions. Students can make changes/ adjustments before productions are posted to Perth. Final exporting and printing of productions and documentation. Copying productions to USB and completing official paperwork.		
8	Posting Final Productions to SCASA and Stimulus Revision: Viewing, analysis and class discussion on the stimulus texts provided by SCASA. Revision tasks and activities to help students analyse the segments and practice exam questions. Media Journals submitted and in-class response completed on a topic covered in the journal, as a form of exam revision.	WACE SUBMISSIONS POSTED TO PERTH	SCASA Stimulus Material Revision tasks Past exam papers
9 -10	Exam Revision: Revision of semester one topics. Revision of concepts, old exam papers and good answers. A media revision study night will occur in this week.	EGC Show Off Week 9	SCASA Stimulus Material Revision tasks Past exam papers
EXAMS			
Term 4			
1 - 2	Exam Recap and Feedback: Feedback on Semester Two exams. Final revision for WACE exams and unit wrap up.	Semester Two Exam Week 1	Media File for revision (<u>must</u> be returned after the Media WACE exam)
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

FOUNDATION ENGLISH YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Reading 30%	Task 1: Short Story <u>Full Time</u> Police Incident Report	5%	Term 1, Week 5
	Task 2: OLNA Online Complete a series of OLNA Reading and/or Writing practice tasks.	7.5%	Ongoing To be submitted by end of Semester One
	Task 8: Novel: <u>Hell Island</u> Comprehension Questions, Chapter Summary and Character Analysis Poster	10%	Term 3, Week 6
	Task 9: Novel: <u>Hell Island</u> Write a prequel short story to the novel Hell Island.	7.5%	Term 3, Week 10
Writing 30%	Task 3: Timed response: News Report: April 20, 2010 Extended answers (unseen questions, seen text).	15%	Term 1, Week 8
	Task 4: Film Study <u>Deepwater Horizon</u> Film summary and character analysis poster.	7.5%	Term 2, Week 4
	Task 7: OLNA Online Complete a series of OLNA Reading and/or Writing practice tasks.	7.5%	Ongoing To be submitted by end of Semester Two
Oral Communication 25%	Task 5: Film Study <u>Deepwater Horizon</u> Group oral presentation of one impact of Deepwater Horizon oil spill.	12.5%	Term 2, Week 6
	Task 10: Interviews Participate as an interviewer and interviewee in a job application scenario.	12.5%	Term 4, Week 2
Externally Set Task 15%	Task 6: External Timed Response: In class timed response	15%	Term 2 Week 2-3

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 5	<p>Short Story: Full Time</p> <p>Short story conventions, read short story, analyse author's use of twists in story and effect on reader, conventions of a police report, plan, draft and complete police incident report based on the plot and characterisation in Full Time.</p> <p>When completing this task, students learn:</p> <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image • how texts promote values and attitudes, for example, how people are represented in texts • how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution • how texts can be interpreted in different ways, for example, how interpretations differ depending on the gender of the reader or writer • how to use language, including appropriate spelling, punctuation and grammar • how to spell and pronounce words effectively: for example, how to use awareness of phonetic qualities to visualise and pronounce words; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations • how and when to use punctuation: in particular, capital letters, lower case letters, commas, semi-colons, colons, full stops, apostrophes, exclamation marks, question marks, quotation marks, single inverted commas, the dash, the hyphen, brackets and ellipses 	<p>Police Incident Report</p> <p>Week 5</p>	<p>Short Story Handouts</p> <p>Task Sheet</p> <p>Marking Guide</p> <p>Standards Booklet</p>
6-8	<p>News Report: April 10, 2010</p> <p>Students will be given a news report and limited time to explore the conventions. Students will complete a timed response with unseen questions based on the text have read.</p> <p>When completing this task, students learn:</p> <ul style="list-style-type: none"> • how to use the conventions of a particular form, for example, the sports article • how to shape or structure a text to make it work, for example, by creating a framework • why a particular form is appropriate, for example, a weekly column instead of a feature article • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice. 	<p>Short Answer Analysis (Timed response)</p> <p>Week 8</p>	<p>Short Story Task Sheet</p> <p>Marking Guide</p> <p>Planning Tool</p>

Week	Topics/Syllabus	Assessment	Resources
9-10 Due by end of Semester One	OLNA Online (Unit 3): Online reading and writing skill builders Students complete a range of online modules that will assess them on their literacy skills in preparation for OLNA. When completing this task, students will learn: <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques why texts use a particular form, for example, how a news article differs from a feature article how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom how texts use language for particular purposes and audiences, for example, to tell the story, to create an image 	Online Modules Unit 3 Ongoing (to be checked regularly)	Online Log in Task Sheet Marking Guide
Term 2			
1-4	Film Study: <i>Deep Water Horizon</i> (Writing Task) Watch <i>Deepwater Horizon</i> , go through short comprehension questions. Research the real event and people involved. Create a timeline of events. Compare the story of one character to the real event. Present in the form of a poster. When completing this task, students learn: <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques how texts use language for particular purposes and audiences, for example, to tell the story, to create an image how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report how to discuss what has been learned about how texts work, for example, learning some terms, such as introduction, simile, climax, resolution how to shape or structure a text to make it work, for example, by creating a framework 	Film Study Poster Week 3	Movie Handouts Task Sheet Marking Guide
5-6	Film Study: <i>Deepwater Horizon</i> (Oral Assessment) Identify impacts of the Deepwater Horizon oil spill. Prepare an oral presentation to identify and explain ONE effect of the oil spill. When completing this task, students learn: <ul style="list-style-type: none"> how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework why a particular form is appropriate, for example, a speech instead of a monologue how to use the spoken language conventions of a particular form, for example, a panel discussion or debate how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis how to listen attentively and purposefully, for example, active listening techniques how to promote values and attitudes, for example, the implicit versus the explicit how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts 	Film Study (Oral Presentation) Week 6	Handouts Task Sheet Marking Guide
2-3	Externally Set Task In class timed response When completing this task, students will learn: <ul style="list-style-type: none"> how texts work, for example, their structures, conventions, techniques how to use language, including appropriate spelling, punctuation and grammar how to shape or structure a text to make it work, for example, by creating a framework 		Grammar Spelling Punctuation Paragraphing Writing Activities
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
Term 3			
<i>Ongoing</i> Due by end of Semester Two	<p>OLNA Online (Unit 4): Online reading and writing skill builders Students complete a range of online modules that will assess them on their literacy skills in preparation for OLNA.</p> <p>When completing this task, students will learn:</p> <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image • how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice. • how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs 	Online Modules Unit 4 Ongoing (to be checked regularly)	Online log in Task Sheet Marking Guide
1-6	<p>Novel: (Analysis Task) Hell Island Read the novel Hell Island, write a chapter summary for each chapter, and answer comprehension questions. Discuss characters and complete SAAO chart. Plan, draft and present chapter summary and 1 character analysis in the form of a poster.</p> <p>When completing this task, students learn:</p> <ul style="list-style-type: none"> • how texts promote values and attitudes, for example, how people are represented in texts • how to use language, including appropriate spelling, punctuation and grammar • how to spell and pronounce words effectively: for example, how to use awareness of phonetic qualities to visualise and pronounce words; how to transform words from singular to plural; and how to memorise irregular spelling patterns and irregular pronunciations • how texts promote values and attitudes • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to shape or structure a text to make it work, for example, by creating a framework 	Poster Week 6	Novel Handouts Task Sheet Marking Guide Standards Booklet
7-10	<p>Novel: (Creative Writing) Hell Island Write a prequel for the novel Hell Island. Discuss responses, brainstorm ideas and character perspectives, draft responses and write up good copy.</p> <p>When completing this task, students learn:</p> <ul style="list-style-type: none"> • how to reflect on the strengths and weaknesses of texts created, for example, why some texts are more engaging than others • how to shape or structure a text to make it work, for example, by creating a framework • how to shape language for particular purposes and audiences, for example, choosing the right word, developing an effective phrase • how to brainstorm ideas, for example, by using mindmaps • how to promote values and attitudes: for example, challenging the reader's values versus imposing the writer's values, such as comparing the attitudes and values promoted by a current affairs segment with those promoted by a news report • how to use language, including appropriate spelling, punctuation and grammar 	Prequel Week 10	Handouts Task Sheet Marking Guide

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1 -2	<p>Job interview (Oral Presentation) Students will prepare for a job interview as both the interviewee and interviewer. Presentations will be made to the class. When completing this task, students learn</p> <ul style="list-style-type: none"> • how to shape or structure an oral text for particular purposes and audiences, for example, by using a framework why a particular form is appropriate, for example, a speech instead of a monologue • how to use the spoken language conventions of a particular form, for example, a panel discussion or debate • how to use spoken language techniques for particular purposes and audiences, for example, tone, pace, emphasis • how to listen attentively and purposefully, for example, active listening techniques • how to promote values and attitudes, for example, the implicit versus the explicit • how to engage in a variety of speaking and listening scenarios, for example, role plays, listening and reflecting on audio texts 	Speeches (Oral Presentation) Week 2	Planning Tool Handouts Task Sheet Marking Guide
<i>Ongoing Due by end of Semester Two.</i>	<p>OLNA Online (Unit 4): Online reading and writing skill builders Students complete a range of online modules that will assess them on their literacy skills in preparation for OLNA. When completing this task, students learn</p> <ul style="list-style-type: none"> • how texts work, for example, their structures, conventions, techniques • how texts use the conventions of a particular form, for example, a script versus a prose fiction narrative versus a documentary versus a sitcom • how texts use language for particular purposes and audiences, for example, to tell the story, to create an image • how to learn and use concepts of English grammar, including: how a group of words becomes a sentence; how subject and verb must agree; how to create simple, compound and complex sentences; how a phrase differs from a clause; how clauses can be dependent or independent; how to understand the functions of the parts of speech, including nouns, verbs, adjectives, adverbs, pronouns, articles, prepositions and conjunctions; and how to switch from active voice to passive voice. • how texts can be interpreted in different ways, for example, depending on the culture to which the reader belongs 	Online Modules Unit 4 Ongoing (to be checked regularly)	Online log in Task Sheet Marking Guide
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL DRAMA YEAR 12

Semester 1 – UNIT 3

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Performance/ Production 55%	Task 1: Script Interpretation Group interpretation of a key scene from <i>One Day of The Year</i> with design elements demonstrating selected realism approaches	20%	Term 1 Week 8
Response 30%	Task 2: Extended Reflection (in class) and Performance folio Use of elements of drama, spaces of performance, principles of design and visual elements to communicate dramatic meaning and relevant forces. Completed folio strengthens task development.	10%	Term 1 Week 10
	Task 3: Non-Naturalistic Research Tutorial In small groups research a drama form and practitioner detailing their history, style, motivation and the impact on the Elements of Drama. Present your formal written findings to the class.	10%	Term 2 Week 5
Externally Set Task 15%	Task 4: Externally Set Task (in class) SCASA requirements, Drama Theory.	15%	Term 2 Week 3

Semester 2 – UNIT 4

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Performance/ Production 55%	Task 5: External Performance Whole Class Performance of Andy Hamilton's <i>the exam</i> , performed to an external audience utilizing non-naturalistic styles	20%	Term 3 Week 10
	Task 6: Completion of Individual Role Undertake a design or director role for the External Performance, supporting your classmates on stage.	15%	Term 3 Week 10
Response 30%	Task 7: Extended Reflection (in class) and folio Reflect on the use of elements of drama, spaces of performance, principles of design and visual elements of your external performance. Completed folio strengthens performance development.	10%	Term 4 Week 1

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COURSE OUTLINE 2019

GENERAL DRAMA YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	<p>Introduction to year 12 drama.</p> <p>Review of key content from Units 1 and 2. Overview of Unit 3.</p> <p>Introduction to the two basic approaches to drama in Year 12: Representational (realist drama) and Presentational (non-realist drama).</p> <p>Workshop on voice and movement techniques in representational, realist drama, using the process developed by Konstantin Stanislavski: motivation, tempo, circles of attention and psychological gestures focusing on justifying character selection of techniques.</p>		Drama Unit 3 Outline
2-4	<p>Workshop: Improvisation work exploring forces and values impacting the themes which are explored in the text <i>One Day Of The Year</i></p> <p>Conventions of improvisation in realist work (breaking patterns and creating focus) to build variety and guide an audience to create meaning.</p> <p><i>Introduce Task 1, Script Interpretation</i> and select groups for script interpretation of key scene/section.</p> <p>Review of cooperative group work processes including memorizing, listening, delegation of roles, developing an agreed approach in preparing.</p> <p>Students will be note taking during work shopping, characterization processes as part of folio for Task 2.</p>	<p>Task 1: Script Interpretation Performed Term 1 Week 8.</p> <p>Task 2: Folio check</p>	<p><i>One Day Of The Year</i> by Alan Seymour</p> <p>Work from Stanislavski, Laban, and other acting theorists.</p>
5-8	<p>Ongoing rehearsal; learning lines and work on blocking for Task 1 Performance. Workshops on conventions of interpreting a script and conventions of documenting representation, realist drama look specifically at script and blocking annotations. This includes experimentation with the elements of drama to explore imagination and character mapping, given circumstances for <i>One Day Of The Year</i></p> <p>Design will include sound and costumes and stage elements. Emphasise design approach will reflect selective realism/metonymic approaches.</p> <p>Review strategies on use of space when working in different performance areas focusing on representation, realist drama. Discussion includes ways in which audiences are positioned to identify and engage with representational, realist drama.</p> <p>Present final script interpretation assessment Week 8.</p>	<p>Task 1: Script Interpretation Performed Term 1 Week 8.</p> <p>Task 2: Folio check</p>	<p><i>One Day Of The Year</i> by Alan Seymour</p>
9-10	<p>Preparation for <i>Task 2 Extended Reflection</i>; finish one page of notes.</p> <p>Analyse your performance assessment in terms of characterization; design/directing roles, and quality of representational acting.</p> <p>Detail the impact of audience expectations, attitudes experiences and understandings on drama productions. Forces that contribute to the development of realist approaches to acting and design.</p> <p>Extended Reflection completed in week 10 under test conditions. One page of notes permitted. The folio of work leading up to the group performance must also be submitted as part of this task.</p>	<p>Task 2: Extended Reflection Completed in class Week 10</p>	

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-3	<p>Workshop processes undertaken to introduce the key content of the externally set task. Groups formed to plan and rehearse possible responses to <i>Task 4 Externally Set Task</i>. The focus for the in-class task will be unseen and closed book.</p> <p>Content to be revised includes;</p> <ul style="list-style-type: none"> • Voice and movement techniques in representational, realist drama using the processes developed by Konstantin Stanislavski and others (Stella Adler, Sanford Meisner or Jean Benedetti) in devising or interpreting drama • The elements of drama (role, character and relationships, situation, voice, movement, space and time, language and texts, symbol and metaphor, mood and atmosphere, dramatic tension) refined through improvisation and rehearsal to create realistic characterisation and relationships in performance through processes developed by Stanislavski or adapted by others • The collaboration of designers, scenographers, actors and directors in representational, realist drama • Drama design and technologies to represent real settings and characters (reproduction of reality, selective realism) • Short and extended answer forms • Graphic organisers, diagrams, and illustrations with appropriate use of annotations, and of colour 	Task 4: Externally Set Task Completed in Week 2/3.	<p>EST practice questions Student examples</p> <p>SCASA documents.</p>
3- 5	<p>Task 3: Research Tutorial on Non-Naturalistic theatre styles</p> <p>Workshop processes undertaken in non-naturalistic theatre. This includes movement techniques to create a role or character and dramatic action in the performance of presentational, non-realist drama. Introduce key practitioners and ask students to select which practitioner their investigation will focus on. The task also asks students to detail the impact of non-naturalistic theatre on the elements of drama, including focus and spatial awareness.</p>	Task 3: Extended Investigation on Non-naturalistic theatre due Week 5	Worksheets on different practitioners
6	<p>Wrap up Week - Review of student responses in the externally set task.</p> <p>Review key learning of the unit and summarise the key concepts.</p> <p>Student preparation for next semester's production – looking closely at production roles and non-naturalistic theatre styles on performance.</p>	All	
END OF SEMESTER 1			
7	<p>Review of the impact of representational, realist drama on acting and design. Comparison to Presentational Drama.</p> <p>Highlight that unit 3 will include a scripted performance of Andy Hamilton's <i>the exam</i> to an external audience with a more detailed approach to integrating design roles.</p> <p>Class time dedicated to working on folio for Task 7.</p>		<p>Drama Unit 4 Outline</p> <p>Andy Hamilton's <i>the exam</i></p>
8-9	<p>Continue work-shopping non-naturalistic theatre styles and their impact on the elements of drama. This is refined through improvisation and rehearsal to understand role through the processes developed by Brecht.</p> <p>Read Andy Hamilton's <i>the exam</i>. Begin to apply presentational theatre understandings to the themes identified in the text and how these could be shown to an audience including exam pressures and handling stress.</p> <p>Perform improvisations in groups with comic asides to the audience.</p> <p>How does this play reflect presentational drama? How can we use presentational drama in the performance?</p> <p>Introduction to <i>Task 5: Performance to an external audience</i> to be performed in week 9 of term 3 and <i>Task 6: The completion of one design or directing role</i> (assessments run concurrently).</p> <p>Class time dedicated to working on folio for Task 7.</p>	<p>Task 5: Script Interpretation</p> <p>Performed Term 3 Week 9</p> <p>Task 6: Individual role, completed Term 3 Week 10</p>	Andy Hamilton's <i>the exam</i>

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1-4	<p>Use of design principles and visual elements to support a scripted performance for design or directing role. Select a design/directing role and plan a design that supports dramatic meaning and remains flexible for these types of performances.</p> <p>Review of effective group work to build group cohesion and time management skills in drama. Consideration and discussion of safety, access, audience members with special needs and the intended impact of their performances. Consistent Rehearsal; learning lines, developing characterisation, interactions and blocking.</p> <p>Class time dedicated to working on folio for Task 7.</p>	<p>Ongoing Task 5: External performance of 'the exam' Week 9</p> <p>Ongoing Task 6: Design/ Directing Role</p>	<p>The Complete Stage Planning Kit, Gill Davies</p> <p>Individual Design/ Directing Booklet</p>
5-8	<p>Rehearsal completed in class to finalise memorisation of lines, continue to develop character, learn blocking, and further character interactions. Workshops will acknowledge the elements of drama in performance preparation processes for presentational, non-realist drama. Continue documenting and planning design/directing role. Teacher to constantly monitor progress and give individual deadlines for tasks. Review principles of design and visual elements, as relevant to key scenes. Workshops on each of the design roles to consolidate student understanding. Final copies of design role running sheets and production sheets submitted. Final blocking and justification of directing roles submitted. Final class non-dress rehearsal. Class time dedicated to working on folio for Task 7 and check by teacher.</p>	<p>Ongoing Task 5: External performance of 'the exam' Week 9</p> <p>Ongoing Task 6: Design/ Directing Role</p>	Individual Design/ Directing Booklet
9	<p>Final Assessment for Task 5 and 6</p> <p>Dress and technical rehearsal in front of selected others.</p> <p>Perform the external performance in front of an audience (invite as many people as possible!)</p>	Task 5 and 6 Final Assessment	
10	<p>Introduce Task 7: Extended Reflection.</p> <p>Reflect the performance in class, compiling notes</p> <p>Complete note taking worksheets and reflect on what you did well, what difficulties you overcame, and what you found interesting throughout the performance.</p> <p>Class time dedicated to working on folio for Task 7.</p>	Task 7: Extended Reflection. Due Week 1.	Reflection documents & resources
Term 4			
1	Sit <i>Task 7</i> under test conditions, this will include detailed discussions of presentational theatre approaches taken in both design and acting.	Task 7: Extended Reflection.	Reflection documents & resources
2	Review of the key learning in the unit. Student feedback on what has been most effective this year and what could be modified for future delivery of Drama. Reflection processes compounded. Feedback to year 11 students.		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 20%	Task 3: Written Formal Report Analyse how holidays are spent across two countries depending on age groups.	10%	Term 1 Week 9
	Task 9: Multimodal Formal Report Investigate an ocean or a sea and how climate change has impacted it over the last fifty years.	10%	Term 3 Week 7
Response 20%	Task 1: Reading Comprehension Read two short stories and complete reading and writing activities including a dialogue and a diary entry.	10%	Term 1 Week 3
	Task 7: Short and Extended Answers Reading two short stories and answering contextual questions.	10%	Term 2 Week 9
Production (Written) 25%	Task 2: Letter of Complaint/to the Editor Answer contextual questions about holiday destinations and an Australian national park. Write a letter about a recent holiday spent there.	7.5%	Term 1 Week 5
	Task 4: Formal Essay: Film Study Themes and Values from the film	7.5%	Term 2 Week 2
	Task 8: Newspaper Report/Article Read the novel and complete a news report from it.	10%	Term 3 Week 3
Production (Oral) 20%	Task 6: Oral Presentation What you would do to celebrate coming of age or what is the plan for 2020?	10%	Term 2 Week 5
	Task 10: Contribution to Community Issue Make a speech about the rights and responsibilities of teenagers in a country not your own.	10%	Term 3 Week 10
Externally Set Task 15%	Task 5: Externally Set Task	15%	Term 2 Week 2

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COURSE OUTLINE 2019

GENERAL ENGLISH AS AN ADDITIONAL LANGUAGE YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Syllabus Content	Teaching Points	Assessment
Term 1			
WRITTEN TEXT: SHORT STORIES			
1 - 4	<ul style="list-style-type: none"> identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures using active listening strategies and working collaboratively with others using contextual information, structure and visual elements to predict the content of aural, written, graphic and film texts selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension using strategies to plan, reflect on and consolidate own learning identifying how different purposes and contexts influence language choices and meaning explaining the effects of descriptive language and imagery in texts describing how language reflects sociocultural constructions of age, gender, race and identity using appropriate structure and content to communicate ideas and opinions for different purposes and audiences using paragraphing to organise and communicate main and supporting ideas using description, characterisation, and direct and indirect speech using cohesive devices at sentence, paragraph and whole text level using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content will review everyday situations including meeting people for the first time and going on holiday. Students use their prior knowledge to make predictions about the text and research words that are unclear. They plan and draft responses that show their understanding while ascertaining how the context influences characters' reactions.</p> <p>To achieve success learners will investigate the conventions of the dialogue and the diary entry as these are possibilities for those who still need to achieve their Writing component of OLNA. These are also possibilities for the EST next term.</p>	<p>WRITTEN: RESPONSE Task 1: Reading Comprehension Week 3</p>

Week	Syllabus Content	Teaching Points	Assessment
INVESTIGATION: READING COMPREHENSIONS			
4 - 8	<ul style="list-style-type: none"> • seeking assistance and asking for clarification in social, work and academic contexts, negotiating meaning and re-establishing communication, using home language or dialect to clarify understanding, seeking feedback • identifying linguistic and structural features of a range of more complex text types, including literary and transactional texts • distinguishing between main ideas and supporting details and between fact and opinion • defining some common SAE cultural references and implied meanings in texts • using strategies to plan, reflect on and consolidate own learning • explaining how language is used to influence or persuade an audience or to express appreciation of an object, a process or a performance • describing the effect of register, style and tone on meaning • using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences • using description, characterisation, and direct and indirect speech • using cohesive devices at sentence, paragraph and whole text level 	<p>The syllabus content will investigate the conventions of the advertising and tourist attractions. This is done through visuals and mini-documentaries. Learners use a range of information collecting skills to distinguish between fact and opinion.</p> <p>Students explore the conventions of the letter of complaint and the letter to the editor through self-samples. These include identifying the key idea for each paragraph. Using that knowledge, they will then write an in class assessment as this could be a possible for those who haven't achieved the Writing component of OLN. These are also possibilities for the EST next term.</p> <p><i>Students will then investigate the unit context: tradition and identity: how traditions relating to rituals, customs, celebrations, holidays and holy days help to develop and maintain identity; and diverse traditions that are part of the wider Australian community as this is the focus of the EST for term 2.</i></p> <p>Learners complete research on two different traditions, rituals, customs, celebrations, holidays and/or holy days celebrated in Australia. One should relate to the First Australians.</p>	<p>PRODUCTION: RESPONSE Task 2: Letter of Complaint/ Letter to the Editor Week 5</p> <p>INVESTIGATION Task 3: Formal Report Week 8</p>
VISUAL TEXT: BEND IT LIKE BECKHAM			
9 - 10 T2, 2	<ul style="list-style-type: none"> • understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance • understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts • distinguishing between main ideas and supporting details and between fact and opinion • using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension • describing how language reflects sociocultural constructions of age, gender, race and identity • using digital, multimodal and print-based technologies • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content focus on how identity defines the actions of teenagers in a different culture. This determines their attitude to the challenges and issues prevalent and how they deal with the typical teenage angst. Again there is the contrast that highlights the unit context and how different cultures celebrate particular holidays – even marriage is not the same across the world.</p> <p>Learners will review the conventions of the essay in the Stress Free Standards Book being clear to ascertain the visual techniques that are most suitable for the task. This would consolidate the foundation of another possible Writing Component option for those who haven't passed OLN as well as the EST.</p> <p>Reviewing will occur about the EST course context and learners will reference the previous texts and their own understanding of the context as it relates not only to themselves, but also to Australians.</p>	<p>WRITTEN: PRODUCTION Task 4: Timed Essay Term 2 Week 2</p> <p>EXTERNALLY SET TASK Task 5: EST</p>

Week	Syllabus Content	Teaching Points	Assessment
Term 2			
PRACTICAL: ORAL PRODUCTION			
3 - 5	<ul style="list-style-type: none"> • understanding non-verbal cues as related to SAE contexts, including conventions of eye contact, gesture, physical space/distance • understanding and using some common SAE cultural references, idiomatic expressions and colloquialisms, and culturally accepted politeness conventions and protocols in different contexts • identifying assumptions and beliefs underlying certain practices, including variations in greetings and displays of respect in different cultures • distinguishing between main ideas and supporting details and between fact and opinion • selecting and evaluating suitable information sources, skimming for general meaning and scanning for specific information, note-taking, summarising, paraphrasing, using graphic organisers to collect and collate information, synthesising information from two sources • using a range of reference texts, including dictionaries, thesauruses, grammar texts and digital resources to assist language learning and comprehension • using strategies to plan, reflect on and consolidate own learning • describing how language reflects sociocultural constructions of age, gender, race and identity • using common language features, including subject-specific vocabulary, synonyms and antonyms, adjectives and adverbs used to create modality, some nominalisation, common collocations and idioms and conjunctions connecting ideas within and across sentences • using research skills and strategies, including note-taking, note-making, summaries, and graphic organisers to collect and collate relevant information, paraphrasing and synthesising, quoting and referencing appropriately 	<p>The syllabus content requires the students practise both their verbal and non-verbal communication skills essential for success. This includes using SAE in communication and linking this to their own culture and coming of age. Research a key component of the task as there is a contrast that has to be shown between cultures. Using the language and how it reflects the socio-cultural constructions.</p> <p>Students are to investigate how their home country celebrates coming of age – 18 or 21. Is there any significant festivity that occurs? What does this mean for the person? His/her family? The community? Why is there none? If so.</p> <p>What is the student's plan for 2020? Where do they see themselves in terms of the unit descriptor?</p>	PRODUCTION: ORAL Task 6: Oral Assessment Term 2 Week 5

Week	Syllabus Content	Teaching Points	Assessment
WRITTEN TEXT: SHORT STORIES			
6 - 9	<ul style="list-style-type: none"> • initiating, sustaining and concluding interactions, demonstrating skills in turn-taking, changing topics and accepting and rejecting ideas, in a range of familiar and unfamiliar contexts • using intelligible pronunciation, stress, rhythm and intonation at word, phrase and sentence level • organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate • describing and classifying the form, medium and subject matter of texts • describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts • interpreting cultural references and implied meanings in texts • using a range of reference texts, including dictionaries to assist interpretation and explanation of ideas • explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising • analysing how point of view shapes audience response • using language to express judgement of an object, a process, or a performance • using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus context leads to discussion of the text and practising responding to class questions by identifying the form, medium and subject matter. This leads to interpreting the cultural meanings and assumptions made in texts. Analysing how the text impacts the reader's point of view depending on the gender and age of the reader. Judgment is made on the validity of the actions taken and strategies used in responses.</p> <p>Learners are required to complete both short and extended answers to demonstrate their grasp of how societal expectations impact individuals' choices. Discussion is made of how far both individuals and the government is prepared to go or should be allowed to go in pursuit of the goal.</p>	WRITTEN RESPONSE Task 7: Short and Extended Answers
WRITTEN TEXT: BLUEBACK			
10 Term 3 1 - 2	<ul style="list-style-type: none"> • understanding common cultural references, conceptual metaphors and connotations • listening, reading and viewing for specific purposes and content • describing and explaining characters, settings, plots and sub-plots, themes and narrative point(s) of view in texts • identifying how the selection of text structures and language features can influence an audience • explaining overt and implicit assumptions made in texts, including those in editorial opinions and those in stereotypes used in advertising • using stylistic and grammatical choices for effect and clarity, including complex lexical elements, modality and subject-specific language forms and features • using culturally specific phrases, idioms, collocations and references • using research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing 	<p>The syllabus content focuses on identifying the conventions used in the text and how these impact the reader's understanding of the text. These include how the reader makes assumptions and responds using the correct stylistic choices of grammar and structure. Paraphrasing of the text essential to success in the task as well as inferences.</p> <p>Students are expected to research the conventions of the novel as well as those of the creative writing newspaper report. Success will be determined by the references to the text as well as own input ensuring that the completed task is informative and meets the requirements.</p>	WRITTEN PRODUCTION Task 8: Timed Essay Term 3 Week 2

Week	Syllabus Content	Teaching Points	Assessment
Term 3			
VISUAL TEXT: THE DAY AFTER TOMORROW			
3 - 7	<ul style="list-style-type: none"> listening, reading and viewing for specific purposes and content explaining ideas, issues and arguments presented in non-fiction texts selecting information sources and synthesising information from these sources using a range of reference texts, including dictionaries to assist interpretation and explanation of ideas explaining the effects of shifts in register, style and tone analysing how point of view shapes audience response analysing connections between texts explaining the visual features of texts and interpreting graphic representations of data using a range of text types and digital, multimodal and print-based technologies using a range of research sources and methods, including interviews, surveys or questionnaires using research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing 	<p>The syllabus content requires students to research the impact of climate change on the earth. This they will do after watching the film and summarise their understanding through note-taking and other forms of synthesising. The content also gives the tools for exploration of this major global issue.</p> <p>Learners are expected to show their understanding of the text through contextual questions before examining Australia's response to the crisis. The findings are to be presented in multimodal format to also show students grasp of multi-dimensional presentations.</p>	INVESTIGATION Task 9: Multimodal Formal Report Week 6
PRACTICAL: ORAL PRODUCTION			
8 - 10	<ul style="list-style-type: none"> understanding and using non-verbal cues in a range of formal and informal contexts experimenting with register and tone to create rapport organising and presenting spoken information appropriate to audience and purpose, self-correcting when appropriate explaining ideas, issues and arguments presented in non-fiction texts explaining the visual features of texts and interpreting graphic representations of data using metalanguage to express personal and critical responses to texts using a range of research sources and methods, including interviews, surveys or questionnaires using research skills and strategies, including note-taking and note-making, summarising and using graphic organisers to collect, collate and evaluate information, paraphrasing, synthesising and quoting with in-text citation and end-of-text referencing using strategies for planning, rehearsing, editing and refining, including monitoring and correcting spelling, grammar and punctuation, and the use of dictionaries and thesauruses 	<p>The syllabus content focuses on the learners consolidating their grasp of summarising and synthesising as they watch a mini-documentary about the rights of children and teenagers in Australia. This serves as a template for students to then research other countries that have similar to completely different laws to Australia.</p> <p>Students compare various countries and their treatment of children. Are they treated the same as adults? If so, why is that? Students then make the case for better treatment of minors and juveniles.</p>	PRODUCTION: ORAL Task 10: Oral Assessment Week 10
Term 4			
Overview of the year and which assessments were more successful.			
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL ENGLISH YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Responding 40%	Task 1: Short Story Analysis – Comprehension Questions Short answer analysis (timed, in-class assessment) of concepts and conventions present in short story.	10%	Term 1, Week 3
	Task 5: Novel Study – Oral Analysis In small groups, present an oral analysis of themes, issues or characters within the studied novel.	10%	Term 2, Week 6
	Task 6: Novel Study - Essay Response Essay on use of novel conventions.	10%	Term 2, Week 10
	Task 7: Feature Film - Oral Analysis Individually, complete an analysis of concepts within the studied film and discuss such in presentation.	10%	Term 3, Week 5
Creating 45%	Task 2: TV Shows – Comprehension Response View and analyse examples of TV programs, before creating answering a series of questions relating to such.	15%	Term 1, Week 7
	Task 3: Autobiography – Written Extract Study conventions of an autobiography and then create an autobiographical extract about a significant life event.	15%	Term 1, Week 10
	Task 8: Feature Film – Magazine Interview Write a magazine interview focusing on a character of your choice.	15%	Term 3, Week 10
Externally Set Task 15%	Task 4: External Timed Response In-class timed response.	15%	Term 2 Week 2/3

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Task 1: Short Story Analysis – Comprehension Questions Analyse a short story, focusing on how narrative conventions are used for a desired effect or purpose; complete analysis questions individually and in class; under timed conditions, answer a series of analysis questions using the TEEDC paragraph structure and examples/ quotes from the studied short story.	Short Answer Analysis Week 3	Short Story <i>Stress Free Standards</i> Comprehension Questions Short Answer Questions
4 – 7	Task 2: TV Shows – Program Pitch Go through conventions of varying TV shows, focusing on genres of such and how they appeal to specific audiences; analyse a series of TV programs (<i>reality, crime and comedy</i>) and complete ongoing comprehension questions about such (as lead-up and journal work); under timed conditions (one hour/ one period) answer questions relating to the analysis, using the TEEDC paragraph structure (one page of notes permitted, questions sighted beforehand).	Comprehension Week 7	Examples of crime, reality and sitcom/ comedy shows (<i>CSI, HIMYM, Beauty and the Geek, etc.</i>) Conventions of TV shows (booklet) Analysis sheets Comprehension questions Paragraph planner
8-10	Task 3: Autobiography – Written Extract Analyse a series of autobiographical extracts, focusing on their conventions and the context, purpose, audience that are present (lead-up/ journal work); using creative writing and expository writing techniques, create an original autobiographical extract, focusing on a significant life event that has occurred – this should be an engaging event that can be discussed and explained in detail.	Written Extract Week 10	Examples of Autobiography Conventions of autobiographical texts Outline for extract Access to internet/ computers
Term 2			
1-3	Task 4: Externally Set Task Preparation for externally set task; revision of structure and appropriate conventions/ concepts; practice past questions; timed in-class response.	External Timed Response Week 2/3	Past EST In-class notes Handouts
4-6	Task 5: Novel Study – Oral Analysis Cover prediction; revision of narrative conventions in general and those used in novel; complete plot summary of novel; complete comprehension questions, lead-up and journal activities; revision of oral presentation structure and discussion of concepts; in groups, students plan an oral presentation that discusses and teaches the class about an issue contained within the novel and how this affects modern society.	Oral Presentation (Group) Week 6	Novel <i>Stress Free Standards</i> Comprehension Questions Journal Booklet Speech Planner
END OF SEMESTER 1			
7-9	Task 6: Novel Study – Essay Response Cover prediction; discussion of narrative conventions in general and those used in novel; complete plot summary of novel; complete comprehension questions, lead-up and journal activities; discussion of essay writing framework; focus on themes in the novel; plan essay, draft and good copy.	Essay Response Week 10	Novel <i>Stress Free Standards</i> Comprehension Questions

Week	Topics/Syllabus	Assessment	Resources
10	Task 7: Feature Film – Oral Presentation Trailer/ poster prediction; revise filmic conventions; view film and complete film conventions viewing table and notes on SAAO; mind map on ideas/concepts; students need to construct an oral presentation that focuses on how an issue, idea or theme is presented within the studied film; appropriate speech structure and specific concepts/ conventions should be addressed in the presentation.	Oral Analysis of Feature Film (Individual) Week 5	Film <i>Stress Free Standards</i> Handouts Comprehension Questions
Term 3			
1 - 5	Task 7: Feature Film – Oral Presentation Continued work on the oral presentation task; students should be using this time to work on developing a structure for the presentation and rehearsing what will be said; completion of lead-up and journal activities, as well as drafting and planning processes, should be adhered to.	Oral Analysis of Feature Film (Individual) Week 5	As above
6-10	Task 8: Feature Film – Magazine Interview After viewing the film and completing the oral presentation task, read sample magazine interviews and complete questions; complete lead-up and journal activities; plan own magazine interview; write draft and good copy.	Magazine Interview Week 10	Comprehension Questions Example magazine interviews Structure for interview <i>Stress Free Standards</i>
Term 4			
1	Task 8: Feature Film – Magazine Interview Additional time to complete magazine interview task.		As above
2	Catch-up assessments and resubmission of tasks At the teacher's discretion, students should be using the last few weeks of the Term to work on completing outstanding tasks or resubmitting those tasks which they have failed or not completed.		Past assessments <i>Stress Free Standards</i>
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL MEDIA YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Response 25%	Task 1: <i>Stranger Things</i> Audience Analysis Analyse the codes and conventions used in <i>Stranger Things</i> and complete an audience analysis focusing on the purpose and context of media work to support the values of the target audience.	5%	Term 1 Week 3
	Task 3: Animated Film Trailer Analysis Analyse the impact of changes in animation across a range of different film trailers.	7.5%	Term 1 Week 10
	Task 6: Reality Television Response Analyse how different audiences respond to a variety of reality television programs using mind maps and paragraph responses.	7.5%	Term 2 Week 8
	Task 8: Talkback Radio Response Discuss and explain how radio programs target specific audiences through chosen values and attitudes.	5%	Term 3 Week 7
Production 60%	Task 2: Short Film Production Produce a Short Film for a local Kalgoorlie audience. The purpose of your film is to entertain and use appropriate codes and conventions to represent your chosen point of view.	20%	Term 1 Week 8
	Task 4: Streaming Service Trailer and Banner Production Produce a trailer aimed at a streaming service and the banner that would accompany it.	10%	Term 2 Week 5
	Task 7: Reality Television Production Produce a Breakfast Television Show (5-8 minutes) using the knowledge you have learnt through analysing Breakfast Television.	20%	Term 3 Week 4
	Task 9: Talkback Radio Production Produce a Talkback Radio segment focusing on addressing controls and constraints of this Media type.	10%	Term 3 Week 10
Externally Set Task 15%	Task 5: Externally Set Task SCASA requirement across the state. Structured revision and preparation will occur leading up to the date of the task.	15%	Term 2 Week 2

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Overview and Introduction to Media: Overview of Media Unit Outline. Review of Media Terminology such as codes and conventions, audience, representation, cultural context. Watch a film and discuss the intended audience, values, preferred meaning and dominant/ alternative/ resistant readings. <i>Syllabus content: look at the characteristics of media work designed to entertain and terminology, technologies and characteristics of specific media</i>		Unit Outline Codes and conventions analysis sheet EST content from SCASA
2	Audience Analysis: Introduce students to Media Trends. Follow the historical timeline of technology available to filmmakers and audiences. Focus on the current media climate in terms of content streaming, looking closely at the pirating films online movement and the creation of Netflix (and Netflix's shift in the USA). Preview <i>Stranger Things</i> through the Netflix homepage. Discuss how codes and conventions are used in media texts. Discuss the use of narrative, characters and values and attitudes used in the show. <i>Syllabus content: marketing strategies to promote media work, narrative and genre conventions in entertainment media, genre recognition and audience expectations, the social influence of stars and celebrities in popular media and codes and conventions that position the audience and construct meaning.</i>		Media Text: Stranger Things – episode 1 Marking guide, task sheet, worksheets and essay plan.
3	Audience Analysis: Explain how the film uses values and attitudes to appeal to a target audience and to communicate the preferred reading. Look at how stereotypical representations have been made in the text and how they influence the audience. Discuss the film in terms of EST content. <i>Syllabus content: how values are depicted in entertainment media through genre and representations why the media use stereotypical representations, making links between entertainment media work and their production context and the impact of changes in technology on media work</i>	Audience Analysis Due Week 3	
4	Short Film Pre-Production: Select groups for major production task of a short film. Decide upon a narrative, characters values & attitudes, target audience and SWAT codes that are appropriate and adhere to this particular text type and genre. Setting goals, determining filming schedule. <i>Syllabus content: collecting, interpreting and communicating information within given contexts</i>		Pre-production worksheets, Production schedules, Storyboards.
5-6	Short Film Production: Produce a Short Film in groups applying your pre-production documents. <i>Syllabus content: applying team skills, including active listening, making decisions, goal-setting, time management, demonstrating safe procedures when using technologies and resources, applying the production process, including application of technical skills and processes, scripts and storyboards or layout design responsibilities</i>		Filming Equipment, Props and Costume
7-8	Short Film Post-Production: Edit your final production. View and provide feedback on classmates' productions. <i>Syllabus content: reflecting on production processes and evaluating strengths and weaknesses in the production and process.</i>	Short Film Production Week 8	HitFilm 3 Additional Editing Equipment

Week	Topics/Syllabus	Assessment	Resources
9 - 10	Production Contexts - Introduction: Discuss the differences between older animated films to recent animated texts. Explain how and why the content has changed and how mainstream audiences have been targeted (both children and adults watching it). Explain how it reflects the impact of changes in technology on society. <i>Syllabus content: the impact of technologies on audience reach, media use and marketing strategies to promote media work, features, comparisons and controls and constraints of commercial and non-commercial media through budgets and production costs, how the purpose and context of the media work influence audience response, identifying subcultures based on cultural background, experiences, interests and occupations, look at trends in entertainment media genres, targeting mainstream audiences.</i>	Animated Film Trailer Analysis Week 10	Various animated film trailers Marking guide, task sheet, relevant worksheets, essay plan.
Term 2			
1-2	Externally Set Task Revisit EST content in regards to Audience and Media Trends. Discuss the use of codes and conventions in still images to target the audience with a particular point of view. Complete practice assessments, self, peer and teacher mark to form constructive feedback on how you can improve in this task. Sit External Task during week 2.	Externally Set Task Week 2	EST Revision Booklets SCASA sample EST's from previous years
3	Introduction to Streaming Service Trailer & Banner Plan and sketch a trailer and banner for your film as if it was to be added to a streaming service like Netflix or STAN. Use the codes and conventions of existing services to take footage from your film and create a 15 second trailer. You must also make a still image banner of your film with the film's title in a chosen font and a relevant still image from the footage. <i>Syllabus content: collecting, interpreting and communicating information within given contexts</i>		Task sheet, Marking guide and relevant worksheets.
4-5	Production of Streaming Service Trailer and Banner Use class time to create your banner from your plan and draft from week 3. Reflect on your work and peer review other class members work.	Production of Streaming Service Banner Week 5	Media room computers – Word or PowerPoint, Adobe Photoshop
END OF SEMESTER 1			
6	Introduction to Reality Television: Overview of Media Unit 4 Unit Outline. Look at different Reality Television broadcasts and analyse common connections between these forms of Media. Explain how Reality Television broadcasts differ. <i>Syllabus content: how codes and conventions used to construct realism, narrative and genre conventions used to construct representations in media work, representation of subcultures and connotations associated with stereotypes</i>		Media Unit Outline – Sem 2 Content Media Texts: Survivor, Bachelor in Paradise & Gogglebox (Clickview) Codes and Conventions Analysis
7 - 8	Reality Television Mind Map and Response: Explain how codes and conventions are used by Reality Television to entertain audiences. Discuss how narrative, characters and values and attitudes are used in different Reality Television programs. Discuss and explain the similarities and differences between different Reality Television Broadcasts and their target audiences. <i>Syllabus content: characteristics of media in different times and contexts, how different viewing and interacting contexts influence audience responses to media work, connecting values in media work to audience values and marketing strategies to create a point of view</i>	Reality Television Mind Map & Response Week 8	Task sheet, Marking guide, relevant worksheets and essay plan.

Week	Topics/Syllabus	Assessment	Resources
9-10	Pre-Production of Reality Television Production: Select groups for major production task of a short film. Brainstorm ideas for narratives, characters, values & attitudes, target audience and codes and conventions that are appropriate and adhere to the Reality Television genre. Complete storyboards and a filming schedule. Syllabus content: collecting, interpreting and communicating information within given contexts and applying team skills, including active listening, making decisions, goal-setting		Task sheet, Marking guide. Pre-production worksheets, production schedules, storyboards.
Term 3			
1-2	Production of Reality Television Broadcast: Film a Reality Television Broadcast in groups using completed pre-production documents. Syllabus content: demonstrating safe procedures when using technologies and resources, applying team skills, including active listening, time management, production responsibilities, applying the production process, including application of technical skills and processes, simple scripts and storyboards or layout design.		Filming Equipment, Props and Costume
3-4	Post-Production of Reality Television Broadcast: Edit your final production. Manipulate green screen footage, add audio and banners for production. Reflect on your work and viewing and classmates productions. Syllabus content: reflecting on production processes, evaluating strengths and weaknesses in the production and process	Reality Television Production Week 4	HitFilm 3
5	Introduction to Talkback Radio: Introduce students to the media form of radio. Explain the history of radio and outline the codes and conventions used. Have students brainstorm the types of radio that they know of. Listen to small clips of various radio programs (use the internet for this). Introduce the analysis task and outline the expectations for this assignment (independent learning). Syllabus content: audiences' preferences and expectations of specific media, how different listening and interacting contexts influence audience responses to media work, connecting values in media work to audience values and the values of a subcultural group, impact of new media on use and production, linking the production and social context to media work, and how audiences' values impact content.		Media Texts: Clips from a variety of radio programs
6 - 7	Radio Genre Investigation: Investigate talkback radio in detail and compare different broadcasts in relation to its target audience, values and audience appeal of the genre. Analyse the clips and identify how narrative and codes and conventions have been used to engage the audience. Write a report on your findings. Syllabus content: comparing commercial and non-commercial media in terms of production types and sources of revenue and controls and constraints in commercial and non-commercial media production	Talkback Radio Response Week 7	Task sheet, marking guide, relevant worksheets and essay plan.
8	Talkback Radio Pre-Production: Listen to various talkback radio productions, including previous student work. Analyse how narrative and codes and conventions have been used to engage the audience. Start pre-production on talkback radio show in groups, with a clear point of view.		
9 - 10	Talkback Radio Production: Produce a Talkback Radio Program using the common codes and conventions that you have analysed. Record the program on the microphones and use Audition or Audacity to edit.		Recording equipment, Audacity, Audition editing software
Term 4			
1-2	Final Submission of Tasks & Viewing and Reflection Complete any assessments not submitted. View/listen to other groups productions and give constructive feedback. Review all tasks completed this year.	Talkback Radio Production Week 1	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR LITERATURE YEAR 12

Semesters 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Short written response 35%	Task 2: <u>Translations</u> - In Class Assessment Respond to previously unseen essay question	5%	Term 1 Week 5
	Task 4: <u>The White Earth</u> - In Class Assessment Respond to one unseen question from a choice of two	5%	Term 1 Week 10
	Task 6: <u>Robert Frost</u> - In Class Assessment Present a close reading of a previously unseen poem	5%	Term 2 Week 4
Extended written response 15%	Task 3: <u>The White Earth</u> – In Class Assessment Under timed conditions over 2 periods (120 minutes) Discuss the representation of Australian culture, place & identity, considering how your context & cultural assumptions influence your reading.	7.5%	Term 1 Week 9
Creative production of literary texts 10%	Task 1: <u>Translations</u> - In Class Assessment Produce a piece of creative writing that challenges cultural expectations in an unexpected way, experimenting with conventions either in content, form, style or medium	5%	Term 1 Week 4
Oral 10%	Task 5: <u>Robert Frost</u> – Close Reading Oral presentation with note/annotations in multimodal form and/or in a handout for the class text must not be a poem analysed in class	5%	Term 2 Week 3
Exam 30%	Task 7: <u>Semester One Exam</u> Examination on all topics and concepts covered in Semester One.	15%	Term 2 Week 6

Semester 2 – UNIT 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Short written response 35%	Task 9: <u>No Sugar</u> - In Class Assessment Write an essay in response to a previously unseen question that will require you to discuss the use of language and dramatic conventions used in the exposition of the play.	5%	Term 3 Week 1
	Task 10: <u>Reading of unseen text (Drama excerpt)</u> Produce a close reading of a previously unseen Drama text	5%	Term 3 Week 2
	Task 13: <u>Judith Wright</u> – In Class Assessment Respond to one unseen essay question from a choice of two	5%	Term 3 Week 9
	Task 14: <u>Judith Wright</u> - In Class Assessment Respond to previously unseen poem	5%	Term 3 Week 10
Extended written response 15%	Task 12: <u>The Handmaid's Tale</u> – In Class Assessment Under timed conditions over 2 periods (120 minutes) How has Margaret Atwood utilised specific literary elements to shape meaning and achieve ideological, aesthetic and/or social purposes in the novel?	7.5%	Term 3 Week 6
Oral 10%	Task 8: <u>No Sugar</u> – Close Reading of a chosen scene Oral presentation should be accompanied by notes and/or annotations in multimodal form and/or in a handout that can be given to the class	5%	Term 2 Week 10
Creative production of literary texts 10%	Task 11: <u>The Handmaid's Tale</u> Using an event from the novel, create a literary text that presents an alternative perspective to an issue that has been explored in the novel. Briefly describe the issue and event used as the stimulus. Write a brief reflection on what you were trying to achieve and how you considered the expectations of audiences.	5%	Term 3 Week 5
Exam 30%	Task 15: <u>Semester Two Exam</u> Examination on all topics and concepts covered in the year.	15%	Term 3 Holidays

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

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Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 5	Text: <i>Translations</i> by Brian Friel <ul style="list-style-type: none"> experimenting with content, form, style, language and medium. Writers may manipulate grammatical and stylistic elements for ideological and/or aesthetic purposes drawing on knowledge and experience of genre, literary devices and the interplay of the visual and verbal in creating new texts adapting literary conventions for specific audiences, challenging conventions and reinterpreting ideas and perspectives reflecting on the different ways in which form, personal style, language and content engage and position the audience. the ways in which representations of the past allow a nation or culture to recognise itself the ways in which language, structural and stylistic choices communicate values and attitudes and shed new light on familiar ideas 	Task 1: Creative production of literary texts Due Week 4 Task 2: Short written response In class: Week 5	<u>Translations by Brian Friel</u> ; drama conventions handout; comprehension & analysis activities; assessment task sheet; essay writing documents; creative task planning documents.
6 - 10	Text: <i>The White Earth</i> by Andrew McGahan <ul style="list-style-type: none"> how representations of culture support or challenge various ideologies. Representations may reinforce habitual ways of thinking about the world or they may challenge popular ways of thinking, and in doing so, reshape values, attitudes and beliefs the ways in which authors represent Australian culture, place and identity both to Australians and the wider world how representations vary according to the discourse. Different groups of people use different terms to represent their ideas about the world and these different discourses (ways of thinking and speaking) offer particular representations of the world the influence of the reader's context, cultural assumptions, social position and gender how readers are influenced to respond to their own and others' cultural experiences using appropriate linguistic, stylistic and critical terminology to analyse and evaluate texts 	Task 3: Extended written response In class: Week 9 Task 4: Short written response In class: Week 10	<u>The White Earth</u> by Andrew McGahan; narrative conventions handout; comprehension & analysis activities; contextual information; assessment task sheets and marking guides
Term 2			
1 - 4	Text: Robert Frost: Selected Poems <ul style="list-style-type: none"> developing independent interpretations of texts supported by informed observation and close textual analysis. In responding to a literary text, readers might consider the context of the writer, the society and culture in which the text was produced, the readers' contexts and reading strategies or practices, their experiences of reading and their ways of thinking about the world how reading intertextually helps readers to understand and critique representations experimenting with different modes, media and forms the impact of the use of literary conventions and stylistic techniques evaluating their own and others' ideas and readings using logic and evidence the power of language to represent ideas, events and people in particular ways, understanding that language is a cultural medium and that its meanings may vary according to context 	Task 5: Oral - Close Reading Presented Week 3 Task 6: Short written response In-class: Week 4	Selection of poems by Robert Frost; poetic conventions handout; comprehension/analysis activities; assessment task sheets; producing a reading of a text documents; oral presentation documents; framework for producing a reading
5 - 6		Task 7: Semester One Exam Week 6	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
7 - 10	Text: <i>No Sugar</i> by Jack Davis <ul style="list-style-type: none"> exploring a range of critical interpretations produced by adopting a variety of reading strategies. Multiple readings of a text are possible. critically evaluating their own and others' justifications, evidence and interpretations/readings experimenting with different modes, media and forms 	Task 8 Oral - Close Reading of a chosen scene Due Week 10	<i>No Sugar</i> by Jack Davis; dramatic conventions handouts; comprehension & analysis activities; assessment task sheets; essay planning; framework for producing a reading
Term 3			
1 - 2	Text: <i>No Sugar</i> by Jack Davis <ul style="list-style-type: none"> Using appropriate linguistic, stylistic and critical terminology to evaluate and justify interpretations of texts how genre, conventions and language contribute to interpretations of texts. Choice of language is related to ideological and aesthetic considerations developing a creative, informed and sustained interpretation supported by close textual analysis 	Task 9: Short written response In class: Week 1 Task 10 Short written response In class: Week 2	<i>No Sugar</i> by Jack Davis; dramatic conventions handouts; comprehension & analysis activities; assessment task sheets; essay planning; framework for producing a reading
2 - 6	Text: <i>The Handmaid's Tale</i> by Margaret Atwood <ul style="list-style-type: none"> adapting medium, form, style, point of view and language experimenting with elements of style and voice to achieve specific effects manipulating literary conventions for different audiences and contexts reflecting on the ways in which the expectations and values of audiences might shape the created text how specific literary elements and forms shape meaning and influence responses. Genres may have social, ideological and aesthetic functions. Writers may blend and borrow conventions from other genres to appeal to particular audiences how ideas, values and assumptions are conveyed, that is, how the ideas represented in a text are just one possible way of thinking about the world and may reflect a particular set of values and attitudes. Some literary texts reflect the system of attitudes, values, beliefs and assumptions (ideology) of powerful groups. In this way, literary texts may be used to 'naturalise' particular ways of thinking, to serve the purposes of these powerful groups, while marginalising the views of other less powerful groups 	Task 11: Creative production of a literary text Due Week 5 Task 12: Extended written response In class: Week 6	<i>The Handmaid's Tale</i> by Margaret Atwood; contextual information; comprehension & analysis activities; assessment task sheets; creative planning documents; framework for producing a reading
7 - 10	Text: Judith Wright: Collected Poems <ul style="list-style-type: none"> the ways in which the expectations and values of audiences shape readings of texts and perceptions of their significance; and how the social, cultural and historical spaces in which texts are produced and read mediate readings the ways in which ideological perspectives are conveyed through texts drawn from other times and cultures, and how these perspectives may be reviewed by a contemporary Australian audience how interpretations of texts vary over time how texts in different literary forms, media or traditions are similar or different how literature represents and/or reflects cultural change and difference 	Task 13: Short written response In class Week 9 Task 14: Short written response In-class: Week 10	Selection of poems by Judith Wright; poetic conventions handout; comprehension & analysis activities; assessment task sheets; producing a reading of a text documents; framework for producing a reading
Term 4			
1 - 2	Exam Reflection and Revision for WACE Exam Syllabus Content: Revision of both Unit 3 and 4 content	Semester 2 Exam Week 1	Sem 2 exam/Standards Book; study notes templates; practice exam questions.
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL MEDIA PRODUCTION AND ANALYSIS

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 30%	Task 1: Magazine Cover Analysis Identifying and explaining target audiences and media language through magazine cover analysis	5%	Term 1, Week 3
	Task 3: Music Video Analysis Analysis of music videos through representation of characters and narrative	10%	Term 1, Week 9
	Task 5: News Response In-class unseen response analysing how news programs are structured to evoke emotional responses from the audience and target varying intended audiences.	10%	Term 3, Week 1
	Task 7: Advertising Response Analysing a range of different adverts looking at gender representation, audiences and codes and conventions	5%	Term 4, Week 1
Production 70%	Task 2: Magazine Cover Production Completing a magazine cover in a chose style using Adobe Photoshop, individually.	10%	Term 1, Week 5
	Task 4: Music Video Production Designing a music video to a chosen song, completing pre-production, production and post-production stages in small groups	25%	Term 2, Week 7
	Task 6: News Production Production of a 20 minutes class television news program, using segments created by small groups in class.	25%	Term 3, Week 8
	Task 8: Advertising Production Creating an advert challenging gender stereotypes in small groups.	10%	Term 4, Week 4

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Please note that some of the texts studied in this course may be rated M15+. If you have any concerns, please contact your child's teacher immediately on 9092 3100. Otherwise, please acknowledge your acceptance of this unit outline on the space below.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL MEDIA PRODUCTION AND ANALYSIS

YEAR 11

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Overview and Introduction to Media: Introduction to key terminology including SWAT Codes and Conventions. Basic camera and editing skills. Introduction to Values and Attitudes, Target Audiences and how to read media texts (preferred, dominant, resistant and alternative).		Unit Outline SWAT code examples and worksheets
2	Introduction to Print Media and Response task: Introduction and explanation of print media conventions and differences between print and non-print media conventions. Detail how the Magazine conventions are used to construct stereotypical representations. Identifying the features of popular magazine genres.		Various magazine covers covering a broad target audience base
3	Response to Magazine Covers: Select a magazine cover to analyse. Complete a range of lead up activities and write a short response on the conventions used in the image. Discuss the characteristics of familiar media work, typical viewing contexts and audience values. Analyse the common codes and conventions and the meanings they construct.	Response to Magazine covers Due Week 3	Marking guide, task sheet, relevant worksheets and essay plan.
4 -5	Magazine Cover production Complete Gallery walk of magazine covers. Complete reflection task. Classifying media work to meet regulated standards. Identifying controls and constraints in media production. Following a clear production process applying basic technical skills and processes.	Production of Magazine Cover Due Week 5	Marking guide, task sheet, Adobe Photoshop
6	Introduction to Music Videos: Analysis of various music videos, looking at specific codes and conventions. Discussion of the different types of music videos and how filming and editing requirements change for each type. Narrative elements; character, setting, conflict, resolution. How values and attitudes are used in Music videos to appeal to a Target Audience and identifying subcultures.		Range of current and well-known music videos
7 - 8	Response to Music Videos: Explanation of common SWAT codes used in music videos. How narrative, characters and values and attitudes are used in music videos. Explanation of the groups of people represented in the chosen music videos and creating a basic audience profile. Make links between media work, own context and identifying changes within traditional media genres.	Response to Music Videos Due Week 9	Marking guide, task sheet, relevant worksheets and essay plan.
9-10	Pre-Production of Music Video: Select groups for major production task of a short film. Decide upon a narrative, characters values & attitudes, target audience and SWAT codes that are appropriate and adhere to this particular text type and genre. Organize your filming stage. What will you need to film and when will you film?		Pre-production plan (one per group) Production schedule, storyboards

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-2	Music Video Production: Students recap on where they are up to with their music video productions. Teacher will sit with each group 1:1 and see how they are progressing. Groups to apply team skills through setting timelines and adhering to specific role responsibilities. Students to follow a clear production process and apply increasing technical skills.		Filming equipment, props, costumes, lighting, microphones, HitFilm
3-5	Music Video Production: Students film their music videos, uploading footage regularly to check for quality of visuals and audio. Re-shooting poor quality footage where required. Starting to import into HitFilm to start sequencing and reflecting on the progress of the production.		Filming equipment, props, costumes, lighting, microphones, HitFilm
6-7	Music Video Post-Production: All filming must be completed by week 6. Students uploading footage and adding music. Colour grading and transitions added in the final stages. Productions exported and submitted to the teacher. Reflection completed in class to evaluate strengths and weaknesses in the production.	Music Video Productions Due Week 7	HitFilm
8	Wrap up week Viewing and feedback on classmate's productions. Complete any assessments overdue. Start on extra tasks in preparation for Semester 2.		
END OF SEMESTER 1			
9-10	Introduction to News Response task: Look at values and attitudes displayed in News Broadcasts and how these are presented to the audience, by watching 2-3 different news broadcasts. How do News Broadcasts use SWAT codes to appeal to a target audience? Narrative structures of News and Current Affairs Broadcasts. Controls and constraints: What are they and how do they affect and limit Media texts? Comparing commercial and non-commercial media, looking at their intended audiences.	In-class response to News Due Week 2	Unit Outline News comparison retrieval chart
Term 3			
1-2	Response to News and Current Affair Broadcasts: What are the SWAT codes used in News and Current Affairs Broadcasts? How is narrative, characters and POV constructed in News Broadcasts? What are the similarities and differences between different News Broadcasts? How can the same news story be presented in a completely different way to appeal to an alternative audience? What impact does the process of selection, emphasis and omission play? Link this to Controls and Constraints.	In-class response to News Due Week 2	Marking guide, task sheet, relevant worksheets
3	Pre-Production of News and Current Affair: Teacher to select groups for major production task of small segments created to build a 20 minutes class television news program. Decide upon a narrative, characters values & attitudes, target audience and SWAT codes that are appropriate and adhere to this particular text type and genre. Students will consider the needs, interests and values of audiences when constructing point of view. This includes community expectations and limitations in production. Organise your filming stage. What will you need to film and when will you film? Production of a 20 minutes class television news program, using segments created by small groups in class.	Production of News Program Due Week 8	Pre-production worksheets, Production schedules, Storyboards.

Week	Topics/Syllabus	Assessment	Resources
4-6	Production of News and Current Affair: Film a News and Current Affairs Program in groups using the pre-production documents. Students will demonstrate an awareness of safety procedures when using technologies and resources.	Production of News Program Due Week 8	Filming equipment, props, costumes, lighting, microphones,
7-8	Post-Production of News and Current Affair: Edit your final production. Reflect on the production process and your group's strengths and weaknesses. View and give feedback on classmate's productions.	Production of News Program Due Week 8	HitFilm 3
9	Introduction to Advertising What is Advertising? Conventions of Advertising, differences between the forms of advertisements and how they influence an audience to buy their product. Look specifically at the roles of gender representations and their impact on the intended audience. Response Task: Analyse a range TV advert formats and the techniques they use.		Range of TV advertisements
10-1 (T4)	Response to Advertising: Analyse two advertisements that represent the gender in particular ways. How are these representations constructed and does the product affect this representation? Does it reinforce or challenge gender stereotypes? Consider production context and how it influences the advertisement and interpretation.	Response to Advertising Due Week 1 Term 4	
Term 4			
2-4	Production of Advertising: Produce a short (30 seconds – 1 minute) advert challenging dominant gender stereotypes. This may include stereotypes about femininity or masculinity, but should be told from a particular point of view. Consider the impact of technologies on audiences forming point of view. Organise your filming stage. What will you need to film and when will you film?	Production of Advertising Due Week 4	
5	Wrap up Week: Unfinished assessments, Viewing and Reflection/Feedback Complete any unfinished or overdue assessments. Reflect and give feedback on your own and others work. Reviewing the success/improvements from Media Night Compile a list of techniques/improvements you'd like to make next year in Media.		
END OF SEMESTER 2			

Note: Weekly schedule may be subject to change.

ASSESSMENT OUTLINE 2019

GENERAL FOOD SCIENCE & TECHNOLOGY

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Investigation 30%	Task 5: Nature of Food Investigate staple foods, primary and secondary processes used to convert raw commodities	15%	Term 2 Week 9
	Task 7: Nutrition Investigate nutrition-related health conditions and the need for specialised diets	15%	Term 3 Week 5
Production 60%	Task 2: Celebrate Local Foods Examine the variety and availability of local foods; the economic and environmental considerations and issues that arise from purchasing locally and lifestyle choices; produce food using local raw and processed foods.	20%	Term 1 Week 9
	Task 3: Food Influences Produce a food product to be advertised, targeting adolescents through the use of multimedia: video, comic strip, newspaper or magazine article etc.	20%	Term 2 Week 3
	Task 8: Processing Food Mini Master Chef Using staple foods to create, design and display goods to a panel of judges, using wet and dry processing methods and evaluating the process	10%	Term 4 Week 3
	Task 6: Properties of Food Food Styling Creating food products to be styled and photographed	10%	Term 3 Week 9
Response 10%	Task 1: Food for Health Nutrition Guidelines, standard measurements and precision methods of cooking	5%	Term 1 Week 3
	Task 4: I.S.T Internally Set Task	5%	Term 2 Week 6

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COURSE OUTLINE 2019

GENERAL FOOD SCIENCE AND TECHNOLOGY

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-2	Laws and regulatory codes Workplace regulations for safety and health <ul style="list-style-type: none"> protective clothing and footwear personal hygiene emergency procedures Safe food handling practices <ul style="list-style-type: none"> safe storage of raw and processed foods prevention of cross contamination clean equipment Food products and processing systems Select and safely use appropriate equipment, such as knives and hot surfaces measure ingredients using Australian Standard metric measurement <ul style="list-style-type: none"> demonstrate mise-en-place and precision cutting skills demonstrate safe food handling practices demonstrate various methods of cooking demonstrate teamwork skills, such as communication and collaboration present safe, quality, palatable food 		ClickView & Text Book Workplace procedures for safety and Health Safe food handling practices pg 234
2-	Nutrition Food sources and functions of nutrients and water in the body <ul style="list-style-type: none"> protein carbohydrates vitamins minerals lipids Nutritional requirements of adolescents <ul style="list-style-type: none"> protein calcium iron Use of food selection models and guides to evaluate diets <ul style="list-style-type: none"> Healthy Eating Pyramid (Nutrition Australia May 2015) The Australian Guide to Healthy Eating Australian Dietary Guidelines Importance of a balanced diet and the consumption of a wide variety of foods for health	Task 1: Food for Health Test Week 3	Text Book Chapter 3 Nutrition pg 57 RefreshED Exploring energy sources unit Chapter 3 Nutrition: Nutritional requirements for adolescents pg 67
4	Food as a commodity Local Foods Classification of food <ul style="list-style-type: none"> animal plant raw processed 		

Week	Topics/Syllabus	Assessment	Resources
5-7	Food products and processing systems Economic and environmental considerations when purchasing locally produced commodities Investigate a raw and a processed food product <ul style="list-style-type: none"> • use • nutrition • cost • shelf life Devise food products using raw and processed foods <ul style="list-style-type: none"> • adapt recipes to suit a purpose • interpret recipe • organise food orders and production plans • cost recipes Produce food products using raw and processed foods		Chapter 1 Food as a commodity: Classification staple foods pg 31
7	Bush Walk discover local indigenous foods		
8-10	Food in society: Food issues Factors that influence food choices <ul style="list-style-type: none"> • cost • food availability • family characteristics • peer group • nutritional value Environmental issues that arise from food and lifestyle choices <ul style="list-style-type: none"> • food availability • 'food miles' • packaging • recycling and waste Ethical influences on food choices, such as animal welfare, fair trade, resource use and country of origin	Task 2 Celebrate Local Food Week 9	Chapter 10 Food in society: Ethical influences on food choices pg 218 ABC Feeding Australia
Term 2			
1	Laws and Regulatory Codes Australian food labelling requirements <ul style="list-style-type: none"> • nutrition information panel • percentage labelling • name and/or description of the food • food recall information • information for allergy sufferers • date marking • ingredients list • country of origin • barcodes • weights and measures 		Textbook Chapter 11 Laws and regulatory codes: Labelling requirements pg 239 FSANZ
2-3	Food Issues Influences on adolescent food choices <ul style="list-style-type: none"> • use of celebrities, media practices, including music, body image, colour, fonts and graphics, and food styling techniques to market food products • advertising • marketing 	Task 3 Investigation into Influences on adolescent food choices Week 3	Chapter 10 Food in society: Media pg 215
3-5	Food Issues Health issues that arise from food choices <ul style="list-style-type: none"> • malnutrition • underweight • overweight • allergies • intolerances 		Textbook Chapter 10 Food in society: Health issues that arise from food choices
6	Revision and Internally Set task	Task 4: I.S.T	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
7-8	Properties of Food Food products and processing systems; investigate staple food products and commodities readily available in Australia <ul style="list-style-type: none"> • use • nutrition • cost • shelf life 		
9-10	Food as a commodity Staple food commodities readily available in Australia Factors that affect the supply of staple food <ul style="list-style-type: none"> • food availability • cost • climate or seasons, natural disasters 	Task 5 Staple food investigations Week 9	Chapter 1 Food as a commodity: Classification staple foods RefreshED Promoting: staple foods
TERM 3			
1-2	Food as a commodity <ul style="list-style-type: none"> • primary and secondary processes used to convert raw commodities into safe, quality food products • sensory and physical properties that influence selection and use of staple food 		Textbook Chapter 2 Physical properties of staple foods pg 47
3-5	Nutrition Nutrition-related health conditions and the need for specialised diets <ul style="list-style-type: none"> • coeliac lactose intolerance Reasons for vegetarian or vegan diets <ul style="list-style-type: none"> • health • ethical values, cultural, economic cost 	Task 6 Specialised diets Week 5	
6-7	Microwave cooking The effect of processing techniques on the sensory and physical properties of food <ul style="list-style-type: none"> • microwave cooking Produce food products using staple foods <ul style="list-style-type: none"> • demonstrate microwave cooking Evaluate food products developed from staple foods Product's sensory properties		Microwave cooking experiments
8-9	Healthy Food Products Using staple foods demonstrate: <ul style="list-style-type: none"> • teamwork skills, such as planning and problem solving Evaluate food products developed from staple foods product's sensory properties <ul style="list-style-type: none"> • select and safely use appropriate equipment • demonstrate mise-en-place and precision cutting skills • demonstrate wet and dry processing techniques • measure ingredients using Australian Standard metric measurement 	Task 7 Food Styling Showoff Week 9	Textbook Chapter 8 Methods of cookery: Wet and Dry cooking methods
10	Evaluate food products developed from staple foods <ul style="list-style-type: none"> • product's sensory properties • present safe, quality, palatable food Effective use of skills, practices or processes use of relevant terminology		

Week	Topics/Syllabus	Assessment	Resources
TERM 4			
1-2	Devise food products using staple foods <ul style="list-style-type: none"> • adapt recipes to suit a purpose • interpret recipes • organise food orders and production plans • cost recipes 		
3-5	Properties of food Sensory properties that influence selection and use of raw and processed food <ul style="list-style-type: none"> • Appearance, texture, aroma, flavour, sound Physical properties that influence selection and use of raw and processed food <ul style="list-style-type: none"> • size, shape, colour, volume, viscosity Effects of processing techniques on sensory and physical properties of food wet & dry processing techniques	Task 8 Master Chef Week 3	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL FOOD SCIENCE & TECHNOLOGY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Investigation 30%	Task 4: Functional properties of food Investigate the functional properties that determine the performance of food, such as caramelisation, crystallisation, emulsification, and relate application to recipes and menu planning.	15%	Term 2 Week 1
	Task: 6 Dietary planning Investigate the nutritional needs of a selected demographic group; use dietary planning strategies, modification and fortification and influences on nutritional wellbeing	15%	Term 2 Week 9
Production 40%	Task 9: Heat and eat meals Use the technology process to produce a food product that demonstrates wet and dry processing techniques based on a product proposal, evaluation.	10%	Term 3 Week 9
	Task 7: Meals for health Devise food products and processing techniques to demonstrate the nutritional needs of a selected demographic, noting the causes of food spoilage and contamination.	10%	Term 3 Week 2
	Task 2: Food processing techniques Implement food processing techniques that can be used to control the performance of food in devising food products for specific purposes.	10%	Term 1 Week 6
	Task 8: Preserved Food Product Implement a variety of processing systems to preserve food, process food using the principles of food preservation.	10%	Term 3 Week 6
Response 15%	Task 1: Test – Nutrition for health An in-class test on food sources, the role of micronutrients, the effects of under-consumption of nutrients on health and how to overcome the effects of over-consumption of nutrients specifically related to obesity, cardiovascular disease and Type 2 diabetes	10%	Term 1 Week 3
	Task 3: Test – Laws and regulatory codes An in-class test based on the regulation of food safety in Australia.	5%	Term 1 Week 9
Externally Set Task 15%	Task 5: Externally set task A task set by the SCASA based on content from Unit 3	15%	Term 2 Week 3

COURSE OUTLINE 2019

GENERAL FOOD SCIENCE & TECHNOLOGY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
TERM 1			
1 - 3	Nutrition <ul style="list-style-type: none"> food sources and role of micronutrients for health <ul style="list-style-type: none"> fat-soluble vitamins: A and D water-soluble vitamins: B1 (thiamine), B2 (riboflavin), B3 (niacin), C minerals: calcium, iron and sodium 		Assessment and course outline Class notes
	Nutrition <ul style="list-style-type: none"> effects of under-consumption of nutrients on health <ul style="list-style-type: none"> anaemia, osteoporosis, malnutrition, constipation effects of over-consumption of nutrients on health <ul style="list-style-type: none"> Obesity, Cardiovascular disease, Type 2 Diabetes 	Task 1 Nutrition for health Week 3	Class notes and handouts
4 - 6	Food Products and Processing techniques <ul style="list-style-type: none"> investigate wet processing techniques and dry processing techniques <ul style="list-style-type: none"> suitable food commodities, effect on nutrition, heat transfer, sensory properties, cost of ingredients and energy the technology process to produce a food product that demonstrates a wet processing technique and a dry processing technique based on a product proposal <ul style="list-style-type: none"> investigate, devise, produce, evaluate Evaluate the food product <ul style="list-style-type: none"> product's compliance with the proposal, product's sensory properties, selection of processing technique, selection of equipment and resources, time requirements 	Task 2 Food Processing techniques Week 6	Class notes and handouts Computer access Assessment task sheets
7 - 8	Laws and regulatory codes <ul style="list-style-type: none"> role of Food Standards Australia New Zealand (FSANZ) Australia New Zealand Food Standards Code for food labelling requirements <ul style="list-style-type: none"> nutrition information panel, percentage labelling name or description of the food, food recall information information for allergy sufferers, mandatory warnings and information ingredient list date marking country of origin barcode weights and measures use and storage information genetically modified content legibility categories of food exempt from food labelling law objectives of <i>Food Act 2008 (WA)</i> purpose of the <i>Occupational Safety and Health Act 1984</i> 	Task 3 Laws and regulatory codes Week 9	
9 - 10	Properties of food <ul style="list-style-type: none"> functional properties that determine the performance of food <ul style="list-style-type: none"> leavening, denaturation dextrinisation caramelisation crystallisation emulsification gelatinisation oxidation coagulation aeration rancidity 	Task 4 Functional properties of food Term 2 week 1	Class notes and handouts Computer access Assessment task sheets

Week	Topics/Syllabus	Assessment	Resources
TERM 2			
1	Properties of food <ul style="list-style-type: none">functional properties that determine the performance of food	Task 4 Week 1	
2	EST Revision week		Revision Booklet
3	Externally set task	Task 5 Week 3	
4-5	Laws and regulatory codes <ul style="list-style-type: none">principles of the HACCP systemconduct a hazard analysisidentify critical control pointsestablish critical limits for each critical control pointestablish critical control point monitoring requirementsestablish corrective actionsverify proceduresestablish record keeping procedures,regulation of food safety in Australia<ul style="list-style-type: none">state authoritieslocal authoritiesOccupational Safety and Health Act 1984 and the rights and responsibilities of employers and employees in food environments		Airport HACCP procedures
6	Food as a commodity The food supply chain <ul style="list-style-type: none">productionprocessingpackagingstoragedistribution of food commodities The concept of value-adding to food <ul style="list-style-type: none">changes to nutritional contentadditional processing of foodpresentation and servicepackaging The economic cost of raw and processed food products <ul style="list-style-type: none">development and use of varieties of food commodities to:<ul style="list-style-type: none">alter sensory and physical propertiesalter nutritional contentimprove yield		Class notes and handouts Computer access
END OF SEMESTER 2			
7	Food issues Factors that influence food choices <ul style="list-style-type: none">locationincomesupply and demandenvironmental impactadvertising and marketingsponsorship, tokens and free gifts, and super-sizing techniques used to market food products		Class notes and handouts Computer access
8	Food issues Societal influences on food choices <ul style="list-style-type: none">lifestylecultureReligionHealth promotion campaignsAdvertising Economic influences on food choices <ul style="list-style-type: none">competition in the marketplaceproduct availabilityconsumer resources		

Week	Topics/Syllabus	Assessment	Resources
9-10	Nutrition <ul style="list-style-type: none"> Dietary planning <ul style="list-style-type: none"> Healthy Living Pyramid (Nutrition Australia May 2015) Australian Guide to Healthy Eating Australian Dietary Guidelines the nutritional needs of demographic groups, such as adolescents and adults modification and fortification of foods by altering nutrient content influences on the nutritional wellbeing of individuals <ul style="list-style-type: none"> lifestyle cultural traditions 	Task 6 Dietary Planning Week 9	Class notes and handouts Computer access Assessment task sheets
TERM 3			
1 - 2	Properties of Food <ul style="list-style-type: none"> reasons for preserving food <ul style="list-style-type: none"> extend shelf life preserve nutritional value out of season availability palatability convenience economics reduce waste causes of food spoilage and contamination <ul style="list-style-type: none"> environmental factors, such as oxygen, light, heat, water, infestation enzymatic activity on food microbial contamination of food, such as mould, yeast, bacteria 	Task 7 Meals for health Week 2	Class notes and handouts Computer access Assessment task sheets
5 - 6	Properties of food <ul style="list-style-type: none"> principles of food preservation <ul style="list-style-type: none"> control of temperature, such as pasteurisation, ultra-high temperature treatment, freezing, and canning or bottling anaerobic breakdown of organic substances or nutrients, such as fermentation addition of chemicals, such as salt, sugar, acid, and artificial preservative removal of moisture through dehydration and evaporation removal of oxygen through vacuum packing 	Task 8: Preserved Food Product Week 6	
7 - 8	Food products and processing systems <ul style="list-style-type: none"> food processing techniques used to control the performance of food <ul style="list-style-type: none"> application of heat, application of cold exposure to air addition of acid, addition of alkali manipulation devise food products <ul style="list-style-type: none"> interpret and adapt recipes, devise food orders, devise production plans develop, produce and evaluate prototypes, apply preparation and processing techniques cost recipes 		Class notes and handouts Computer access Assessment task sheets
8 - 10	Food products and processing systems <ul style="list-style-type: none"> the technology process to produce a preserved food product based on a product proposal <ul style="list-style-type: none"> investigate, devise, produce, evaluate evaluate the preserved food product <ul style="list-style-type: none"> product's compliance with the proposal, product's use in another food product product's sensory properties, time requirements selection of processing techniques, selection of equipment and resources 	Task 9: Heat and Eat Meals Week 9	Class notes and handouts Computer access Assessment task sheets
TERM 4			
1 - 2	A preserved food product <ul style="list-style-type: none"> Delivery of goods sold Evaluation of the preserved food product from the buyer 		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL CHILDREN FAMILY & COMMUNITY

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Investigation 30%	Task 1: Prenatal, pregnancy and post-natal care Investigate an aspect of prenatal, pregnancy and post-natal care that effects on the growth and development of a baby	15%	Term 1 Week 7
	Task 5: Services supporting individual growth and development Investigate local resources, support services and networks available to meet the needs of a growing family	15%	Term 3 Week 10
Production 55%	Task 3: A babysitter's bag of tricks Identify and produce resources to meet the growth and development needs of a small child which could be used by a babysitter.	25%	Term 2 Week 8
	Task 4: Work in a small group to plan, prepare and supervise a play group session Work in a small group to plan, prepare for and supervise a session at Pegasus Play Group including the production of all resources required.	30%	Term 3 Week 4
Response 15%	Task 2: Play Group Journal Make, evaluate and submit play group journal entries which demonstrate understanding of the development of small children	10%	Term 2 Week 7
	Task 6: Evaluation Demonstrate the use of the decision-making process to resolve issues related to individual rights and responsibilities	5%	Term 4 Week 5

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL CHILDREN FAMILY & COMMUNITY

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 6	Overview of unit. Expectations. Assessment requirements Nature of growth and development <ul style="list-style-type: none"> the importance of meeting the developmental needs of an individual biological and environmental influences on the growth and development of individuals Communicating and advocating <ul style="list-style-type: none"> use research skills to gather information from primary and secondary sources communicate ideas using appropriate formats considering purpose and audience investigate an individual or family issue or idea <i>Contraception, pre-natal planning, fertility, conception, pregnancy signs and symptoms, pregnancy care, foetal development, stages of birth, types of birth, post-natal care of mother, baby and family</i> 	Task 1 Investigation Due: Term 1 Week 7	Assessment and course outline Class notes and handouts Computer access Pegasus Play Group Assessment task sheets
7 - 10	Nature of growth and development <ul style="list-style-type: none"> the domains of development <ul style="list-style-type: none"> physical social emotional cognitive spiritual/moral differences in growth and development of individuals the importance of meeting the developmental needs of an individual biological and environmental influences on the growth and development of individuals <i>Principles of development, developmental domains, physical, social/emotional, language, cognitive, individual differences</i> 	Task 2 Play group observation journal Due: Term 2 Week 7	Class notes and handouts Computer access Pegasus Play Group Assessment task sheets
TERM 2			
1 - 4	Factors affecting development <ul style="list-style-type: none"> family types and structures <ul style="list-style-type: none"> adoptive extended blended foster childless nuclear communal same sex couples de facto sole parent roles and responsibilities of family in the community influence of beliefs and values of family members on the growth and development of individuals community services available to individuals and families in Western Australia Processes for meeting needs <ul style="list-style-type: none"> characteristics of existing products or community services available for individuals and families attitudes, beliefs and values of developers and their influence on products or services for a target market consider social, environmental and economic factors, and the concept of the Triple Bottom Line when producing and evaluating products or services Social structures and systems <ul style="list-style-type: none"> the function of the family for safety and security of individuals in the stages of the family life cycle resources and support services available for families to meet their needs and wants 		Class notes and handouts Computer access Pegasus Play Group

Week	Topics/Syllabus	Assessment	Resources
1-4 Cont.	Social issues and trends <ul style="list-style-type: none"> social issues and their influence on families and communities stereotypes and their influence on individuals, family and community life Ethical and legal awareness <ul style="list-style-type: none"> rights and responsibilities of individuals related to family challenges and daily life values and ethical decision making for individuals, families and the community features and relationship between rules, regulations and laws <i>Families, function, roles and responsibilities, social issues, stereotypes, community services available in WA.</i> 		
5 - 8	Managing and collaborating <ul style="list-style-type: none"> strategies and tools for effective decision making, such as PMI (plus, minus, interesting) and SWOT (strengths, weaknesses, opportunities and threats) resolution strategies using a decision-making process, such as PMI (plus, minus, interesting), APC (alternatives, possibilities and choices) and OPV (other people's views) use the technology process when working individually or collaboratively to develop appropriate solutions to meet human needs strategies and tools for self-management skills <ul style="list-style-type: none"> goal setting resource management time management budgeting reflection human and non-human resources for working collaboratively Nature of growth and development <ul style="list-style-type: none"> the domains of development <ul style="list-style-type: none"> physical social emotional cognitive spiritual/moral differences in growth and development of individuals the importance of meeting the developmental needs of an individual biological and environmental influences on the growth and development of individuals <i>Revision of growth and development, appropriate experiences and environments for child development, caring for children with special needs.</i> 	Task 3 Babysitter's bag of tricks Due: Term 2 Week 8	Class notes and handouts Computer access Craft materials Other materials requested by students Assessment task sheets
END OF SEMESTER 1			
8 - 10	Nature of growth and development <ul style="list-style-type: none"> the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five stage model relationship between growth and development for individuals, such as toddlers, teenagers and adults the impact of biological and environmental influences on the growth and development of individuals <ul style="list-style-type: none"> genetics nutrition Factors affecting development <ul style="list-style-type: none"> lifestyle behaviours that promote optimal growth, development and wellbeing influence and impact of lifestyle behaviours on the growth and development of individuals lifestyle risk factors, such as smoking, alcohol consumption and illicit drugs and their impact on individuals, groups and the community influence of protective and preventative strategies on the growth and development of individuals <i>Growth and development, stages and types of play, environment, gender differences, individual differences, health issues affecting development, establishing a relationship, setting limits.</i> 		Class notes and handouts Computer access Pegasus Play Group Assessment task sheets Planning materials

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 4	<p>Communicating and advocating</p> <ul style="list-style-type: none"> • use research skills to locate, select, organise and evaluate information from primary and secondary sources • collate and present information using appropriate formats and consider purpose and audience • examine a community issue that relates to families <p>Processes for meeting needs</p> <ul style="list-style-type: none"> • features of existing products or services for individuals and families <ul style="list-style-type: none"> ○ aesthetic ○ functional ○ social ○ financial ○ environmental • beliefs and values that influence development and use of products or services <ul style="list-style-type: none"> ○ developer ○ individual <p>Managing and collaborating</p> <ul style="list-style-type: none"> • influences on decision making and goal setting <ul style="list-style-type: none"> ○ attitudes ○ beliefs ○ values • conflict resolution strategies, such as 'win, win', compromise and negotiation • effective communication strategies, such as verbal, non-verbal and visual • <i>Group work, technology process, interaction activities, respecting individual differences, safety, inclusivity.</i> 	<p>Task 4 Play group planning and preparation Due: Term 3 Week 4</p> <p>Play group operation Term 3 Week 5 – Term 4 Week 4</p>	Class notes and handouts Computer access Pegasus Play Group
4 - 10	<p>Social structures and systems</p> <ul style="list-style-type: none"> • roles and responsibilities of networks or services to promote and support the wellbeing of individuals and groups • influence of community attitudes, beliefs and values on the development of resources and support services <p>Social issues and trends</p> <ul style="list-style-type: none"> • individual wellbeing and community health issues and their implications on the community • influence of community attitudes, beliefs and values on the selection and allocation of resources to meet a specific need • the concept of sustainable living • relationships between individuals and families to create sustainable patterns of living <p>Ethical and legal awareness</p> <ul style="list-style-type: none"> • rights and responsibilities of individuals and groups and the consequences and sanctions if rules and laws are not followed • ethical behaviours, values, rules, regulations and responsibilities of specific community groups and institutions <p>Communicating and advocating</p> <ul style="list-style-type: none"> • use research skills to locate, select, organise and evaluate information from primary and secondary sources • collate and present information using appropriate formats and consider purpose and audience • examine a community issue that relates to families • <i>Resources and services supporting families, social issues and trends, stereotypes, family ethics, laws protecting children</i> 	<p>Task 5 Services supporting individual growth and development</p> <p>Due: Term 3 Week 10</p>	Class notes and handouts Computer access Pegasus Play Group Assessment task sheets

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1 - 5	<p>Communicating and advocating</p> <ul style="list-style-type: none"> • collate and present information using appropriate formats and consider purpose and audience <p>Processes for meeting needs</p> <ul style="list-style-type: none"> • beliefs and values that influence development and use of products or services <ul style="list-style-type: none"> ○ developer ○ individual <p>Managing and collaborating</p> <ul style="list-style-type: none"> • influences on decision making and goal setting <ul style="list-style-type: none"> ○ attitudes ○ beliefs ○ values • conflict resolution strategies, such as 'win, win', compromise and negotiation • effective communication strategies, such as verbal, non-verbal and visual • <i>Self-management skills, self-appraisal, goal setting, reflection, time management, commitment, small group work, social skills, values, beliefs, communication, conflict resolution</i> 	<p>Task 6 Evaluation of group work</p> <p>Due: Term 4 Week 5</p>	<p>Class notes and handouts Computer access Pegasus Play Group Assessment task sheets Journal</p>
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATERIALS DESIGN AND TECHNOLOGY – TEXTILES YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Design 25%	Task 1: Design – sewing bag Design and planning for the production of a bag to hold future practical projects	5%	Term 1 Week 2
	Task 4: Fibre research Establish the functional and aesthetic properties of fibres commonly used in clothing	5%	Term 1 Week 7
	Task 5: Design simple garment Design and planning for the production of a simple garment	10%	Term 1 Week 9
	Task 9: Design – table linen Use the technology process to design and plan for the production of a set of appliqued coasters	5%	Term 3 Week 3
Production 60%	Task 2: Production – sewing bag Production of a bag to hold future practical projects	5%	Term 1 Week 4
	Task 6: Construction Skills Portfolio A record of construction skill development activities before garment production	10%	Term 2 Week 3
	Task 7: Production - simple garment Production of a simple garment	15%	Term 2 Week 7
	Task 10: Construction Skills Portfolio A record of construction skill development activities before garment production	10%	Term 3 Week 7
	Task 11: Production – table linen Use the technology process to design and plan for the production of an appliqued item of table linen	20%	Term 4 Week 4
Response 15%	Task 3: Evaluation – sewing bag Evaluation of design process used to complete a bag to hold future practical projects	5%	Term 1 Week 4
	Task 8: Evaluation – simple garment Evaluation of design process used to complete a simple garment	5%	Term 2 Week 8
	Task 12: Evaluation – table linen Use the technology process to design and plan for the production of an appliqued item of table linen	5%	Term 4 Week 5

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

MATERIALS DESIGN AND TECHNOLOGY – TEXTILES YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Overview of Unit 1 and 2 and assessment requirements Materials in context <ul style="list-style-type: none"> textiles and their uses identification of environmental considerations Design fundamentals and skills <ul style="list-style-type: none"> investigate devise Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills context appropriate drawings and relevant technical information to produce the final product to demonstrate workroom/studio terminology appropriate to Textiles select appropriate materials and calculate the quantities of materials required to complete the project 	Task 1 Design – Sewing Bag Due: Week 2	Assessment outline Class notes and handouts Scrapbook, coloured pencils and other stationery Assessment task sheets
3 - 4	Skills and techniques <ul style="list-style-type: none"> with supervision, operate machinery and tools appropriate to context demonstrate sewing machine skills <ul style="list-style-type: none"> threading straight stitch zig zag changing machine feet changing machine needle demonstrate overlocker skills, use overlocker for neatening Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable occupational safety and health (OSH) practices appropriate to tasks being undertaken in Textiles room Production management <ul style="list-style-type: none"> production plan ongoing evaluation techniques: diary, journal or portfolio notes and use of photography to record ongoing progress/decision changes made to the project Design fundamentals and skills <ul style="list-style-type: none"> evaluate 	Task 2 Production – Sewing Bag Task 3 Evaluation – Sewing Bag Due: Week 4	Class notes and handouts Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery Assessment task sheets
5 - 7	Nature and properties of materials <ul style="list-style-type: none"> fibre types and classification <ul style="list-style-type: none"> natural fibres manufactured fibres fabric structures processes required to convert fibre to yarn to fabric aesthetic and functional properties of textiles used select fabrics for particular end-uses considering aesthetic and functional properties Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable occupational safety and health (OSH) practices appropriate to tasks being undertaken in workshops 	Task 4 Fibre Research Due: Week 7	Class notes and handouts Sewing resources including fabric, equipment and machinery Assessment task sheets

Week	Topics/Syllabus	Assessment	Resources
8 - 9	Design fundamentals and skills <ul style="list-style-type: none"> investigate devise <ul style="list-style-type: none"> using communication and documentation techniques elements of design rapid concept development techniques reviewing design ideas against design brief annotated graphics and sketches with appropriate measurements or dimensions applicable to context production planning Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills context appropriate drawings and relevant technical information to produce the final product to demonstrate workroom/studio terminology appropriate to Textiles select appropriate materials and calculate the quantities of materials required to complete the project use drawing skills <ul style="list-style-type: none"> sketching fashion drawing using templates 	Task 5 Design – Simple Garment Due: Week 9	Class notes and handouts Scrapbook, coloured pencils and other stationery Assessment task sheets
10	Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills workroom/studio terminology appropriate to Textiles select appropriate materials and calculate the quantities of materials required to complete the project with supervision, operate machinery and tools appropriate to context demonstrate pattern skills demonstrate sewing machine skills demonstrate overlocker skills, use overlocker for neatening demonstrate construction techniques Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable occupational safety and health (OSH) practices appropriate to tasks being undertaken in workshops 		Class notes and handouts Display book Sewing resources including fabric, equipment and machinery Assessment task sheets
Term 2			
1 - 3	Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills workroom/studio terminology appropriate to Textiles select appropriate materials and calculate the quantities of materials required to complete the project with supervision, operate machinery and tools appropriate to context demonstrate pattern skills demonstrate sewing machine skills demonstrate overlocker skills, use overlocker for neatening demonstrate construction techniques Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable occupational safety and health (OSH) practices appropriate to tasks being undertaken in workshops 	Task 6 Construction Skills Portfolio Due: Week 3	Class notes and handouts Display book Sewing resources including fabric, equipment and machinery Assessment task sheets
4-7	Skills and techniques <ul style="list-style-type: none"> workroom/studio terminology appropriate to Textiles select appropriate materials and calculate the quantities of materials required to complete the project with supervision, operate machinery and tools appropriate to context demonstrate pattern skills demonstrate sewing machine skills demonstrate overlocker skills, use overlocker for neatening demonstrate construction techniques 	Task 7 Production – Simple Garment Due: Week 7	Class notes and handouts Camera Sewing resources including fabric, equipment and machinery Assessment task sheets

Week	Topics/Syllabus	Assessment	Resources
Term2 4 – 7 Cont.	Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable occupational safety and health (OSH) practices appropriate to tasks being undertaken in workshops Production management <ul style="list-style-type: none"> production plan ongoing evaluation techniques: diary, journal or portfolio notes and use of photography to record ongoing progress/decision changes made to the project 		
8	Design fundamentals and skills <ul style="list-style-type: none"> evaluate <ul style="list-style-type: none"> design ideas when investigating and devising finished product against the initial design and student generated criteria 	Task 8 Evaluation - Simple Garment Due: Week 8	Class notes and handouts Scrapbook, coloured pencils and other stationery Assessment task sheets
END OF SEMESTER 1			
9 - 10	Revision of; <ul style="list-style-type: none"> The technology process 2D and 3D fashion drawing Fibre, yarn, fabric –origin and classification, processing/manufacturing, properties Safe use of equipment and machinery Design fundamentals and skills <ul style="list-style-type: none"> investigate devise evaluate Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills develop context appropriate drawings and relevant technical information to produce the final product: use workroom/studio terminology appropriate to context select appropriate materials and calculate the correct amount required to order and purchase materials to complete the project operate machinery and tools appropriate to context Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable conduct risk assessment for using specific tools/machinery demonstrate occupational safety and health practices appropriate to tasks being undertaken in workshops apply risk management strategies in the workshop/studio recognise need and purpose of MSD (materials safety data) with regard to storage and handling of hazardous substances and hazardous operations appropriate to situation Production management <ul style="list-style-type: none"> production plan use ongoing evaluation techniques: diary, journal or portfolio notes and use of photography to record ongoing progress/decision changes made to the project Nature and properties of materials <ul style="list-style-type: none"> fibre types and classification synthetic fibres – polyester, nylon or acrylic fabric structures fabric types and classifications fabric manufacturing from fibre to yarn to fabric identification of aesthetic properties of the textiles used identification of functional properties of the textiles used Materials in context <ul style="list-style-type: none"> product life cycle and the impact of disposal of textile products, and waste management on the local environment Skills and techniques <ul style="list-style-type: none"> demonstrate drawing skills 		Assessment outline Class notes and handouts

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 - 3	Design fundamentals and skills <ul style="list-style-type: none"> investigate <ul style="list-style-type: none"> needs, values and beliefs of the designer/developer design fundamentals similar and alternate existing ideas and products using a variety of sources: devise <ul style="list-style-type: none"> communication and documentation techniques ICT or manual presentation skills to create solutions review of design ideas against design brief and performance criteria design solution, using annotated hand drawings or computer generated drawings with measurements or dimensions applicable to context production planning: Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills develop context appropriate drawings and relevant technical information to produce the final product use workroom/studio terminology appropriate to context select appropriate materials and calculate the correct amount required to order and purchase materials to complete the project demonstrate drawing skills <ul style="list-style-type: none"> sketching – rapid concept development 2D and 3D fashion drawing using templates Nature and properties of materials <ul style="list-style-type: none"> fibre types and classification research one synthetic fibre – polyester, nylon or acrylic fabric structures fabric types and classifications fabric manufacturing from fibre to yarn to fabric identification of aesthetic properties of the textiles used identification of functional properties of the textiles used 	Task 9 Design – Table Linen Due: Week 3	Class notes and handouts Scrapbook, coloured pencils and other stationery Assessment task sheets
4 - 7	Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills use workroom/studio terminology appropriate to Textiles select appropriate materials and calculate the correct amount required to order and purchase materials to complete the project operate machinery and tools appropriate to context demonstrate pattern skills demonstrate sewing machine skills demonstrate overlocker skills, use overlocker for neatening demonstrate construction techniques Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable conduct risk assessment for using specific tools/machinery demonstrate occupational safety and health practices appropriate to tasks being undertaken in workshops apply risk management strategies in the workshop/studio recognise need and purpose of MSD (materials safety data) with regard to storage and handling of hazardous substances and hazardous operations appropriate to situation 	Task 10 Construction Skills Portfolio Due: Week 7	Class notes and handouts Sewing resources including fabric, equipment and machinery Assessment task sheets
8 - 10	Design fundamentals and skills <ul style="list-style-type: none"> production planning: <ul style="list-style-type: none"> full materials list full materials costing production plan, including time line 		Class notes and handouts

Week	Topics/Syllabus	Assessment	Resources
Term 3 8 - 10 Cont.	Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills use workroom/studio terminology appropriate to context select appropriate materials and calculate the correct amount required to order and purchase materials to complete the project operate machinery and tools appropriate to context demonstrate pattern skills demonstrate sewing machine skills demonstrate overlocker skills, use overlocker for neatening demonstrate construction techniques Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable conduct risk assessment for using specific tools/machinery demonstrate occupational safety and health practices appropriate to tasks being undertaken in workshops apply risk management strategies in the workshop/studio recognise need and purpose of MSD (materials safety data) with regard to storage and handling of hazardous substances and hazardous operations appropriate to situation Production management <ul style="list-style-type: none"> production plan use ongoing evaluation techniques: diary, journal or portfolio notes and use of photography to record ongoing progress/decision changes made to the project 		Sewing resources including fabric, equipment and machinery Assessment task sheets
Term 4			
1 - 4	Design fundamentals and skills <ul style="list-style-type: none"> production planning: <ul style="list-style-type: none"> full materials list full materials costing production plan, including time line Skills and techniques <ul style="list-style-type: none"> ICT, portfolio development and communication skills use workroom/studio terminology appropriate to context select appropriate materials and calculate the correct amount required to order and purchase materials to complete the project operate machinery and tools appropriate to context demonstrate pattern skills demonstrate sewing machine skills demonstrate overlocker skills, use overlocker for neatening demonstrate construction techniques Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable conduct risk assessment for using specific tools/machinery demonstrate occupational safety and health practices appropriate to tasks being undertaken in workshops apply risk management strategies in the workshop/studio recognise need and purpose of MSD (materials safety data) with regard to storage and handling of hazardous substances and hazardous operations appropriate to situation Production management <ul style="list-style-type: none"> production plan use ongoing evaluation techniques: diary, journal or portfolio notes and use of photography to record ongoing progress/decision changes made to the project 	Task 11 Production – Table Linen Due: Week 4	Class notes and handouts Sewing resources including fabric, equipment and machinery Assessment task sheets
5	Design fundamentals and skills <ul style="list-style-type: none"> evaluate <ul style="list-style-type: none"> production plan, journal or diary with supporting images finished product against the design brief, initial design and student-generated performance criteria 	Task 12 Evaluation – Table Linen Due: Week 5	Class notes and handouts Assessment task sheets
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CHILDREN FAMILY AND THE COMMUNITY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 25%	Task 2: Inequity and injustice issues Investigate an inequity or injustice issue experienced by individuals and/or families within the community.	12%	Term 1 Week 9
	Task 4: Growth and development – the theorists Investigate a theory of growth and development and the relationship between growth and development for individuals and groups.	13%	Term 3 Week 2
Production 50%	Task 3: Cultural awareness Produce a resource to encourage cultural understanding and diversity within the community	25%	Term 2 Week 4
	Task 5: Advocacy project Design and produce an advocacy display with information on the role of the advocate, types of advocacy, the aim of empowering people and the skills involved	25%	Term 3 Week 7
Response 10%	Task 1: Test – Principles of Development An in-class test on the principles of development, domains of growth and the relationship between the principles and the domains for individuals	5%	Term 1 Week 4
	Task 6: Test – Factors affecting development An in-class test on impact of change in family types and structures on communities, and the influence of government and community strategies on the development of individuals, families and communities	5%	Term 3 Week 10
Externally Set Task 15%	Externally set task A task set by SCASA based on the content from Unit 3	15%	Term 2 Week 2

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

CHILDREN FAMILY AND THE COMMUNITY

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Nature of growth and development <ul style="list-style-type: none"> principles of development related to <ul style="list-style-type: none"> heredity and environmental cephalocaudal and proximodistal simple to complex rate of growth and development varies critical periods predictable sequence laying foundations with each stage and area of development 		Class notes and handouts Computer access
2 - 3	<ul style="list-style-type: none"> the relationship between the principles and domains of development the relationship between physical, social, emotional, cognitive and spiritual/moral domains of growth and development of individuals theories of development <ul style="list-style-type: none"> the relationship between individuals and their needs in Maslow's Hierarchy of Needs – the five stage model Bronfenbrenner's theory of ecological systems – the five environmental systems 	Task 1 Test – Principles of Development Term 1 Week 4	Class notes and handouts Computer access Test papers
4 - 5	Factors affecting development <ul style="list-style-type: none"> family types and structures in contemporary Australian society impact of change in family types and structures on relationships, growth and development if individuals and families influences on growth and development of individuals and families <ul style="list-style-type: none"> social cultural environmental economics political technological impact of change in family types and structures on community services 		Class notes and handouts Computer access EST revision sheets
6 - 7	Ethical and legal awareness <ul style="list-style-type: none"> the concepts of laws, sanctions and social cohesion the social and environmental responsibilities of individuals and family groups rights and responsibilities of individuals and groups when entering into contracts rights and responsibilities of individual and groups when entering into a contract aim and purpose of <i>The United Nations Convention on the Rights of the Child 1989</i> (registered 1990) and its effect on wellbeing of children, families and communities aim and purpose of the <i>Family Law Act 1975</i> and its effect on wellbeing of children, families and communities aim and purpose of the <i>Working with Children Act 2004</i> and its effect on the wellbeing of children, families and communities 	Task 2 Inequity and injustice issues Due Term 1 Week 9	Class notes and handouts Computer access Assessment task sheets EST revision sheets

Week	Topics/Syllabus	Assessment	Resources
8 - 9	Communicating and advocating <ul style="list-style-type: none"> locate, select, organise, present and evaluate information from primary and secondary sources inequity or injustice issues experienced by individuals and/or families the concept of advocating Managing and collaborating <ul style="list-style-type: none"> self-management skills to effectively use resources the relationship between changes in family types and structures and community beliefs and values the impact of change in family types and structures on community services 		Class notes and handouts Computer access EST revision sheets
10	Processes for meeting needs <ul style="list-style-type: none"> the functional, social, cultural and economic features of products, services or systems developed for individuals, families and communities to meet their needs influences on the development of a product, service or system to meet the needs of individuals, families and communities 	Task 3: Cultural celebrations Due Term 2 Week 4	Class notes and handouts Computer access Assessment task sheets EST revision sheets
Term 2			
1	Social structures and systems <ul style="list-style-type: none"> impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems the relationship between changes in family types and structures and community beliefs and values Social issues and trends <ul style="list-style-type: none"> influence of cultural diversity within communities <ul style="list-style-type: none"> customs social cohesion social network beliefs and values inclusivity evaluation of resources and support systems to address social issues and trends 		Class notes and handouts Computer access EST revision sheets
2	Managing and collaborating <ul style="list-style-type: none"> self-management skills to effectively use resources interpersonal skills for working collaboratively Social structures and systems <ul style="list-style-type: none"> impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems Social issues and trends <ul style="list-style-type: none"> influence of cultural diversity within communities <ul style="list-style-type: none"> customs social cohesion social network beliefs and values inclusivity evaluation of resources and support systems to address social issues and trends 		Class notes and handouts Computer access EST revision sheets
3	Externally Set Task	Term 2 Week 2	

Week	Topics/Syllabus	Assessment	Resources
4 - 6	Impacts on growth and development <ul style="list-style-type: none"> • factors impacting on the growth and development of individuals Social structures and systems <ul style="list-style-type: none"> • impact of attitudes, beliefs and values on the provision, management and use of resources, networks and support systems Social issues and trends <ul style="list-style-type: none"> • influence of cultural diversity within communities <ul style="list-style-type: none"> ○ customs ○ social cohesion ○ social network ○ beliefs and values ○ inclusivity 		Class notes and handouts Computer access
END OF SEMESTER 1			
7 - 10	The theorists <ul style="list-style-type: none"> • the relationship between growth and development for individuals and groups with respect to the following theories: <ul style="list-style-type: none"> ○ Piaget's theory of cognitive development – the four stages of cognitive development ○ Erikson's theory of psychosocial development – the eight developmental stages ○ Vygotsky's theory of sociocultural development <ul style="list-style-type: none"> ▪ zone of proximal development ▪ more knowledgeable other ▪ scaffolding 	Task 4 Growth and development Due Term 3 Week 2	Class notes and handouts Computer access Assessment task sheets
Term 3			
1	Nature of growth and development <ul style="list-style-type: none"> • factors impacting on the growth and development of individuals <ul style="list-style-type: none"> ○ biological ○ social ○ cultural ○ environmental ○ political 		Class notes and handouts Computer access
2 - 3	Social structures and systems <ul style="list-style-type: none"> • the concept of social cohesion • factors impacting on social cohesion within communities <ul style="list-style-type: none"> ○ cultural ○ economic Social issues and trends <ul style="list-style-type: none"> • the effect of changing work and living patterns on the provision of community services • evaluation of products, processes and systems that promote sustainable patterns of living 		Class notes and handouts Computer access
4	Managing and collaborating <ul style="list-style-type: none"> • decision-making process, such as De Bono's Six Thinking Hats, and consequence and sequel (C&S) human and non-human resources for working collaboratively		Class notes and handouts Computer access
5 - 8	Communicating and advocating <ul style="list-style-type: none"> • evaluation of information gathered from primary and secondary sources • the role of the advocate • types of advocacy <ul style="list-style-type: none"> ○ self ○ individual ○ group ○ systematic 	Task 5: Advocacy Term 3 Week 7	Class notes and handouts Computer access Assessment task sheets

Week	Topics/Syllabus	Assessment	Resources
Term 3 5-8 Cont.	<ul style="list-style-type: none"> advocacy skills <ul style="list-style-type: none"> active listening effective communication assertiveness resourcefulness negotiation advocacy of a local, state or national issue aims of empowerment <ul style="list-style-type: none"> awareness of the rights of people ability to make decisions development of autonomous behaviours the interrelationship between advocacy and empowerment 		
9 - 10	Factors affecting development <ul style="list-style-type: none"> impact of change in family types and structures on communities influence of government and community strategies on the development of individuals, families and communities, with consideration of the following factors: <ul style="list-style-type: none"> social cultural environmental economic political technological 	Task 6: Test – Factors affecting development Week 10	Class notes and handouts Computer access Test papers
Term 4			
1	Processes for meeting needs <ul style="list-style-type: none"> ethical, environmental and technological features of products, services or systems developed for individuals, families and communities the application of ethical, economic and environmental factors when producing and evaluating a product, service or system 		Class notes and handouts Computer access
2	Ethical and legal awareness <ul style="list-style-type: none"> the relationship between laws, sanctions and social cohesion the concept of human rights aim and purpose of <i>Australian Human Rights Commission Act 1986</i> aim and purpose of <i>the Equal Opportunity Act 1984</i> the concepts of inequity and injustice impact of inequity and injustice experienced by individuals and families in communities 		Class notes and handouts Computer access
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATERIALS DESIGN AND TECHNOLOGY – TEXTILES YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Design 25%	Task 2: Practical item #1 Use the technology process to design a practical item	5%	Term 1 Week 8
	Task 4: Fibre research Collect information and present a report on the nature and property of Textiles materials specific to the item selected for Task 2	10%	Term 2 Week 5
	Task 6: Practical item #2 Design and planning for the production of a practical item to be determined by the student using some, or all, recycled materials.	10%	Term 2 Week 10
Production 50%	Task 1: Construction Skills Portfolio A record of construction skill development activities before production	10%	Term 1 Week 5
	Task 3: Production – Practical item #1 Production of a practical item	10%	Term 2 Week 2
	Task 7: Construction Skills Portfolio A record of construction skill development activities before production	10%	Term 3 Week 3
	Task 8: Production – Practical item #2 Design and planning for the production of a practical item to be determined by the student using some, or all, recycled materials.	20%	Term 2 Week 9
Response 10%	Task 5: Evaluation Evaluation of design process used to complete practical item #1	5%	Term 2 Week 6
	Task 9: Evaluation Evaluation of design process used to complete practical item #2	5%	Term 3 Week 10
Externally Set Task 15%	Externally set task A written task of one hour duration developed by the School Curriculum and Standards Authority based on the content from Unit 3; design fundamentals and design skills, technology skills and techniques, the nature and properties of materials	15%	Term 2 Week 2 or 3

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

MATERIALS DESIGN AND TECHNOLOGY – TEXTILES YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 – 2	Overview of Unit 3 and 4 and assessment requirements Materials in context <ul style="list-style-type: none"> specific textiles and their uses environmental impact of the textile industry Nature and properties of materials <ul style="list-style-type: none"> fibre types and classification investigation of natural fibres – cotton, wool, silk fabric structures aesthetic properties physical properties chemical properties Design fundamentals and skills <ul style="list-style-type: none"> investigate devise evaluate 		Assessment outline Class notes and handouts EST Revision sheets
3 – 5	Safety <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable occupational safety and health (OSH) practices appropriate to tasks being undertaken in workshops apply risk management strategies in the studio assess the condition of tools and machinery Skills and techniques <ul style="list-style-type: none"> identify the parts of a sewing machine and an overlocker demonstrate how to correctly operate and adjust a sewing machine and an overlocker demonstrate machine skills select and apply appropriate construction and pressing techniques select and apply fabric decoration, embellishment and manipulation techniques as required Design fundamentals and skills <ul style="list-style-type: none"> evaluate final product against design brief, initial design and performance criteria related to needs, values and beliefs of the end user 	Task 1 Construction skills portfolio Due: Week 5	Class notes and handouts Computer access Sewing resources including fabric, equipment and machinery EST Revision sheets
6 – 8	Design fundamentals and skills <ul style="list-style-type: none"> investigate <ul style="list-style-type: none"> designs in practice needs, values and beliefs of the designer/developer sources of design inspiration performance criteria for products application of design fundamentals and factors affecting design devise <ul style="list-style-type: none"> using communication and documentation techniques understanding the elements and principles of design where applicable in context rapid concept development techniques to generate design ideas and concepts final design concept using design brief and performance criteria review of best idea using design brief and performance criteria design solution 	Task 2 Design – Practical Item #1 Due: Week 8	Class notes and handouts Computer access Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery EST Revision sheets

Week	Topics/Syllabus	Assessment	Resources
Term 1 6 – 8 Cont.	Nature and properties of materials <ul style="list-style-type: none"> • fibre types and classification • investigation of natural fibres – cotton, wool, silk • fabric structures • aesthetic properties • physical properties • chemical properties Materials in context <ul style="list-style-type: none"> • specific textiles and their uses • environmental impact of the textile industry Skills and techniques <ul style="list-style-type: none"> • ICT, portfolio development and communication skills • context appropriate drawing and relevant technical information to produce the final product to demonstrate: • ICT skills related to design development and presentation • demonstrate drawing skills 		
9 - 10	Design fundamentals and skills <ul style="list-style-type: none"> • devise <ul style="list-style-type: none"> ○ production plans Skills and techniques <ul style="list-style-type: none"> • select appropriate materials and calculate the quantities of materials required to complete the project • with supervision, operate machinery and tools appropriate to context • apply pattern skills • identify the parts of a sewing machine and an overlocker • demonstrate how to correctly operate and adjust a sewing machine or an overlocker • demonstrate machine skills • select and apply appropriate construction and pressing techniques • select and apply fabric decoration, embellishment and manipulation techniques as required Production management <ul style="list-style-type: none"> • production planning <ul style="list-style-type: none"> ○ maintain a production plan ○ maintain time management while using tools, equipment and machinery to complete production <ul style="list-style-type: none"> ▪ follow instructions from plans ▪ maintain safety requirements ○ record changes to materials lists or costing ○ record regular journal/diary entries 		Class notes and handouts Computer access Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery EST Revision sheets
Term 2			
1 – 2	Design fundamentals and skills <ul style="list-style-type: none"> • devise <ul style="list-style-type: none"> ○ production plans Skills and techniques <ul style="list-style-type: none"> • apply pattern skills • identify the parts of a sewing machine and an overlocker • demonstrate how to correctly operate and adjust a sewing machine or an overlocker • demonstrate machine skills • select and apply appropriate construction and pressing techniques • select and apply fabric decoration, embellishment and manipulation techniques as required Production management <ul style="list-style-type: none"> • production planning <ul style="list-style-type: none"> ○ maintain a production plan ○ maintain time management while using tools, equipment and machinery to complete production <ul style="list-style-type: none"> ▪ follow instructions from plans ▪ maintain safety requirements ○ record changes to materials lists or costing ○ record regular journal/diary entries • ongoing evaluation techniques: diary, journal or portfolio notes and use of photography, to record ongoing progress/decision changes made to the project 	Task 3 Production – Practical Item #1 Due: Week 2	Class notes and handouts Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery EST Revision sheets

Week	Topics/Syllabus	Assessment	Resources
3	Externally set task A written task of one hour duration developed by the School Curriculum and Standards Authority based on the content from Unit 3; design fundamentals and design skills, technology skills and techniques, the nature and properties of materials		Test papers Coloured pencils
4 – 5	Nature and properties of materials <ul style="list-style-type: none"> • fibre types and classification • investigation of natural fibres – cotton, wool, silk • fabric structures • aesthetic properties • physical properties • chemical properties 	Task 4 Fibre research Due: Week 5	Class notes and handouts Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery
6	Design fundamentals and skills <ul style="list-style-type: none"> • evaluate <ul style="list-style-type: none"> ◦ final product against design brief, initial design and performance criteria related to needs, values and beliefs of the end user 	Task 5 Evaluation – Practical Item #1 Week 6	Class notes and handouts
END OF SEMESTER 1			
7	Design fundamentals and skills <ul style="list-style-type: none"> • investigate <ul style="list-style-type: none"> ◦ needs, values and beliefs of the designer/developer ◦ needs, values and beliefs of the client/target audience/market ◦ performance criteria related to needs, values and beliefs of the end user ◦ application of design fundamentals and factors affecting design • devise <ul style="list-style-type: none"> ◦ communication and documentation techniques ◦ applying of elements and principles of design where applicable in context ◦ rapid concept development techniques, images and annotation ◦ design development ◦ production plan Skills and techniques <ul style="list-style-type: none"> • ICT, portfolio development and communication skills • develop context appropriate drawings and relevant technical information to produce the final product • use workroom/studio terminology appropriate to context • select appropriate materials and calculate the correct amount required to order and purchase materials to complete the project • ICT, portfolio and communication skills • apply drawing skills Nature and properties of materials <ul style="list-style-type: none"> • fibre types and classification • fibres • decorative techniques used to enhance appearance • fabric types and classifications • relationship between properties and end uses of textiles Materials in context <ul style="list-style-type: none"> • identification of examples of recycling methods for different fabric materials 		Class notes and handouts Computer access Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery

Week	Topics/Syllabus	Assessment	Resources
8 – 10	<p>Design fundamentals and skills</p> <ul style="list-style-type: none"> investigate <ul style="list-style-type: none"> needs, values and beliefs of the designer/developer needs, values and beliefs of the client/target audience/market performance criteria related to needs, values and beliefs of the end user application of design fundamentals and factors affecting design devise <ul style="list-style-type: none"> communication and documentation techniques applying of elements and principles of design where applicable in context rapid concept development techniques, images and annotation design development production plan <p>Skills and techniques</p> <ul style="list-style-type: none"> ICT, portfolio development and communication skills develop context appropriate drawings and relevant technical information to produce the final product use workroom/studio terminology appropriate to context select appropriate materials and calculate the correct amount required to order and purchase materials to complete the project ICT, portfolio and communication skills apply drawing skills investigate a range of embellishment and manipulation techniques. Apply at least two techniques to a practical project from the following: <ul style="list-style-type: none"> appliqué shirring gathering, pleating, tucking beading lace application hand and machine embroidery dyeing patchwork printing quilting felting <p>Nature and properties of materials</p> <ul style="list-style-type: none"> fibre types and classification fibres decorative techniques used to enhance appearance fabric types and classifications relationship between properties and end uses of textiles <p>Materials in context</p> <ul style="list-style-type: none"> identification of examples of recycling methods for different fabric materials 	<p>Task 6 Design – Practical Item #2</p> <p>Due: Week 10</p>	<p>Class notes and handouts Computer access Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery</p>
Term 3			
1 – 3	<p>Skills and techniques</p> <ul style="list-style-type: none"> operate machinery and tools appropriate to context identify, remove and report blunt, dull or damaged tools and machinery appropriate to context operate sewing machine and overlocker investigate, select and apply construction and pressing techniques for manufacturing products <ul style="list-style-type: none"> joining shaping closures finishing investigate a range of embellishment and manipulation techniques. <p>Safety</p> <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable conduct risk assessment for using specific tools/machinery demonstrate occupational safety and health (OSH) practices appropriate to tasks being undertaken in workshops apply risk management strategies in the studio recognise need and purpose of materials safety data (MSD) with regard to storage and handling of hazardous substances and hazardous operations appropriate to situation 	<p>Task 7 Constructio n Skills Portfolio</p> <p>Due: Week 3</p>	<p>Class notes and handouts Computer access Sewing resources including fabric, equipment and machinery</p>

Week	Topics/Syllabus	Assessment	Resources
4 – 9	<p>Design fundamentals and skills</p> <ul style="list-style-type: none"> production plan <ul style="list-style-type: none"> materials list estimated and actual costing for all materials and components production plan and time line <p>Production management</p> <ul style="list-style-type: none"> production planning <ul style="list-style-type: none"> maintain a detailed production plan maintain time management while using tools, equipment and machinery to complete production <ul style="list-style-type: none"> adhere to sequential instructions apply safety and risk management record changes to materials lists or costing record regular journal/diary entries ongoing evaluation techniques: diary, journal or portfolio notes and use of photography to record ongoing progress/decision changes made to the project <p>Nature and properties of materials</p> <ul style="list-style-type: none"> relationship between properties and end uses of textiles <p>Skills and techniques</p> <ul style="list-style-type: none"> operate machinery and tools appropriate to context identify, remove and report blunt, dull or damaged tools and machinery appropriate to context operate sewing machine and overlocker investigate, select and apply construction and pressing techniques for manufacturing products investigate a range of embellishment and manipulation techniques. <p>Safety</p> <ul style="list-style-type: none"> correct use of personal protective equipment (PPE) where applicable conduct risk assessment for using specific tools/machinery demonstrate occupational safety and health (OSH) practices appropriate to tasks being undertaken in workshops apply risk management strategies in the studio recognise need and purpose of materials safety data (MSD) with regard to storage and handling of hazardous substances and hazardous operations appropriate to situation 	<p>Task 8 Production – Practical Item #2</p> <p>Due: Week 9</p>	Class notes and handouts Scrapbook, coloured pencils and other stationery Sewing resources including fabric, equipment and machinery
10	<p>Design fundamentals and skills</p> <ul style="list-style-type: none"> evaluate <ul style="list-style-type: none"> design and production processes production plan/journal/diary and accompanying photographic evidence to record ongoing evaluation product against design brief, initial design and performance criteria related to needs, values and beliefs of the end user 	<p>Task 9 Evaluation – Practical Item #2</p> <p>Due: Term 3 Week 10</p>	Class notes and handouts
Term 4			
1 - 2	Catch up time. Personal projects.		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR PHYSICAL EDUCATION YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Practical Performance 30%	Task 1: Skill Performance Skills assessment based on the SCaSA Basketball Examination Materials	75%	<i>Ongoing during Semester 1</i>
	Task 2: Competitive Game Performance Game Performance based on the SCaSA Basketball Examination Materials	7.5%	<i>Ongoing during Semester 1</i>
	Task 7: Skill Performance Skills assessment based on the SCaSA Volleyball Examination Materials	7.5%	<i>Ongoing during Semester 2</i>
	Task 8: Competitive Game Performance Game Performance based on the SCaSA Volleyball Examination Materials	7.5%	<i>Ongoing during Semester 2</i>
Investigation 15%	Task 4: Biomechanics Investigation In-class investigation	7.5%	<i>Term 2 Week 3</i>
	Task 6: Exercise Physiology Investigation Research and in-class investigation	7.5%	<i>Term 3 Week 3</i>
Response 15%	Task 3: Functional Anatomy Test Test conditions – timed response	7.5%	<i>Term 1 Week 6</i>
	Task 9: Motor Learning and Coaching Test Test conditions - timed response	4.5%	<i>Term 3 Week 9</i>
	Task 10: Sports Psychology Test In class – timed conditions	3%	<i>Term 4 Week 4</i>
Exam 40%	Task 5: End of Semester Exam Semester One content	15%	<i>Term 2 Week 8</i>
	Task 11: End of year exam Semester One and Two content	25%	<i>Term 4 Week 6</i>

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

ATAR PHYSICAL EDUCATION YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 15	Developing Physical Skills and Tactics in Basketball <ul style="list-style-type: none"> definitions of strategy and tactic basic classifications of physical activity – invasion, target, net/wall, athletics, striking, fielding, aquatics identify and develop basic tactical concepts identify and apply solutions to selected tactical problems – prevent scoring, restart play, score Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities focusing on Basketball	Ongoing Task 1: Basketball skills Ongoing Task 2: conditioned performance	
1-2	Functional Anatomy <ul style="list-style-type: none"> Use of musculoskeletal structures in the production of movement: <ul style="list-style-type: none"> Bones: humerus, radius, ulna, femur, patella, tibia, fibula, pelvis, sternum, ribs, carpals, metacarpals, phalanges, tarsals, metatarsals. Muscles: biceps, triceps, gastrocnemius, trapezius, deltoid, quadriceps, hamstrings, tibialis anterior, adductor group, latissimus dorsi, soleus, abdominal, gluteus maximus, pectorals. Characteristics of skeletal muscle tissue and their relationship to the production of movement for physical activity: fibre types, excitability, contractibility, extensibility, elasticity 		Gaujers Chapter 3 Pages 85-90
3-4	<ul style="list-style-type: none"> Movement types created by muscle action and joint movement: flexion, extension, circumduction, supination, rotation, dorsiflexion, pronation, abduction, plantar flexion, adduction Relationship between the musculoskeletal system and joint movement in the creation of movement: antagonist pairs, origin and insertion points of muscles. 		Gaujers Chapter 3 Pages 91-98
5-6	<ul style="list-style-type: none"> Structure and function of the circulatory system: heart, arteries, veins, capillaries, blood. Structure and function of the respiratory system: lungs, diaphragm, alveoli, mechanics of breathing 	Task 3: Functional Anatomy test week 6	Gaujers Chapter 3 Pages 99-114
7-8	Biomechanics <ul style="list-style-type: none"> Definition of Newton's First, Second and Third Laws of Motion and how they apply to sporting contexts Definition of linear motion and how it applies to a selected sport in relation to speed, velocity, acceleration, instantaneous measure/mean measure. 		Gaujers Chapter 4 Pages 134-140
9-10	<ul style="list-style-type: none"> Definition of angular motion and how it applies to a selected sport in relation to angular velocity. Definition of general motion and how it applies to a selected sport. The coordination of linear motion; sequential vs. simultaneous (accuracy/power), summation of velocity. 		Gaujers Chapter 4 Pages 131-140
Term 2			
1-2	<ul style="list-style-type: none"> Definition of projectile motion and how it applies to a selected sport in relation to the principle of optimal projection, parabolic trajectory, release of projectiles (angle/velocity/height) 		Gaujers Chapter 4 Pages 123-128
3	<ul style="list-style-type: none"> Definition of the principle of balance and how it applies to a selected sport in relation to; the centre/line of gravity, width of base of support, height of centre of gravity, static and dynamic balance. 	Task4: Biomechanics Investigation	Gaujers Chapter 4 Pages 145-147

Week	Topics/Syllabus	Assessment	Resources
4-5	Exercise Physiology <ul style="list-style-type: none"> • Immediate response to physical activity: HR, stroke volume, BP, cardiac output, tidal volume, respiratory rate, VO2 Max, gas exchange, arteriovenous oxygen difference, blood redistribution. • Long term adaptations to training: cardiac output, HR, BP, blood volume/haemoglobin, stroke volume, capillarisation, ventilation, oxygen exchange, muscle hypertrophy, increased flexibility, increased aerobic and anaerobic capacity. 		Gaujers Chapter 5 Pages 176-180 Gaujers Chapter 5 Pages 181-184
6	Exam Revision – Semester one content		
7	End of Semester Examination	TBA	
END OF SEMESTER 1			
8-9	Exercise Physiology: <ul style="list-style-type: none"> • Response of energy systems to physical activity: ATP-CP, lactic acid, aerobic • Utilisation of carbohydrates, fats and proteins as energy sources for physical activity and their role in the onset of fatigue. 		Gaujers Chapter 5 Pages 155-166
10	<ul style="list-style-type: none"> • Relationship between energy systems and types of physical activity: the energy system continuum 		Gaujers Chapter 5 Pages 155-166
Term 3			
1-15	Developing Physical Skills and Tactics in Volleyball <ul style="list-style-type: none"> • definitions of strategy and tactic • basic classifications of physical activity – invasion, target, net/wall, athletics, striking, fielding, aquatics • identify and develop basic tactical concepts • identify and apply solutions to selected tactical problems – prevent scoring, restart play, score Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities focusing on Volleyball	Ongoing Task 1: Volleyball skills Ongoing Task 2: Conditioned performance	
1-2	Exercise Physiology <ul style="list-style-type: none"> • Principles of training: specificity in relation to the nature of the activity/positions/roles, intensity, duration, frequency, progressive overload, reversibility • Components of fitness: cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition, agility, balance, coordination, reaction time, speed, power • Definition of training types: resistance training (isometric/isotonic/isokinetic), interval, continuous, circuit, fartlek, flexibility, Plyometrics 		Gaujers Chapter 5 Pages 192-198 Gaujers Chapter 5 Pages 185-191
3	<ul style="list-style-type: none"> • Interrelationship between training types, principles of training and fitness components. 	Task 6: Exercise Physiology investigation	Gaujers Chapter 5 Pages 199-216
4-5	Motor Learning and Coaching <ul style="list-style-type: none"> • Fitts and Posner phases of motor learning and how they can be used to develop/improve specific physical skills. • Classification of motor skills: gross, fine, open, closed, discrete, serial, continuous. 		Gaujers Chapter 2 Pages 56-58 Gaujers Chapter 2 Pages 49-53
6-7	<ul style="list-style-type: none"> • Types of cues used to improve performance: visual, verbal, proprioceptive. • Types of feedback: intrinsic, extrinsic (terminal/concurrent/verbal/non-verbal) and purpose 		Gaujers Chapter 2 Pages 60-62 Gaujers Chapter 2 Pages 72-78

Week	Topics/Syllabus	Assessment	Resources
8-9	<ul style="list-style-type: none"> Phases of information processing during skill performance: identification/decision making/response/feedback. Relationship between skill learning processes and individual differences related to age, skill and fitness level, injury, level of competition, and type of activity. 	Task 9: Motor Learning and Coaching Test Week 9	Gaujers Chapter 2 Pages 54-55 Gaujers Chapter 2 Pages 62-72
10	Sports Psychology: <ul style="list-style-type: none"> Evaluation and reassessment of personal goals according to changing situations: age, skill level, type of activity. 		Gaujers Chapter 6 Pages 238-260
Term 4			
1-2	<ul style="list-style-type: none"> Influence of age, skill level, and type of activity on mental skills in relation to motivation, arousal regulation (inverted U hypothesis), concentration Mental skills required for improving performance and achieving the ideal performance state (the zone): intrinsic motivation, self-confidence, stress management, concentration or attention control (Nideffers Model), arousal regulation related to individual performance, 		Gaujers Chapter 6 Pages 238-260
3-4	<ul style="list-style-type: none"> Mental skills and strategies used to manage stress, motivation, concentration, and arousal levels: self-talk, self-imagery, relaxation. 	Task 10: Sports Psychology Test Week 4	Gaujers Chapter 6 Pages 261-272
5	Exam Revision – units 1 and 2 content		
6	Examination	TBC	
END OF SEMESTER 1			

ASSESSMENT OUTLINE 2019

ATAR PHYSICAL EDUCATION YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Practical (performance) 21%	Task 1: Skill Performance Skills assessment based on the SCASA Touch Rugby examination materials	6%	Ongoing during Semester 1
	Task 2: Conditioned Performance Game assessment based on the SCASA Touch Rugby examination materials	4.5%	Ongoing during Semester 1
	Task 7: Skill Performance Skills assessment based on the SCASA Netball examination materials	4.5%	Ongoing during Semester 2
	Task 8: Conditioned Performance Game assessment based on the SCASA Netball examination materials	6%	Ongoing during Semester 2
Practical Exam 9%	Task 6: Semester One Practical Examination Touch Rugby skills and game assessment based on the SCASA Touch Rugby examination materials	4.5%	Term 2 Week 5
	Task 12: Semester Two Practical Examination Based on students external examination choice	4.5%	Term 3 week 10
Investigation 14%	Task 4: Biomechanics & Sports Psychology In-class investigation	7%	Term 2 Week 4
	Task 9: Exercise Physiology In-class investigation – research task	7%	Term 3 Week 2
Response 17.5%	Task 3: Biomechanics & Functional Anatomy In-class timed multiple choice, short answer and extended answer response	10%	Term 1 Week 8
	Task 10: Motor Learning & Coaching & Exercise Physiology In-class timed extended answer response	7.5%	Term 3 Week 7
Exam 38.5%	Task 5: Semester One Exam Semester 1 course content	16%	Term 2 Week 6
	Task 11: Semester Two Exam Semester 1 & 2 course content - MOCK exam	22.5%	TBC

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

ATAR PHYSICAL EDUCATION YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 15	Developing physical skills, strategies and tactics <ul style="list-style-type: none"> refine and adapt movement skills in modified and competitive situations focusing on consistency, precision, fluency and control Adapt and implement strategic responses varying in complexity to situational demands in modified competitive practical situations. http://www.SCaSA.wa.edu.au/internet/Senior_Secondary/Courses/WACE/Courses/Physical_Education_Studies <p>Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities using Touch Football.</p>	Ongoing Task 1: Touch Rugby skills Ongoing Task 2: Conditioned performance	SCASA Touch Rugby examination materials
1 - 2	Functional Anatomy: <ul style="list-style-type: none"> structure of skeletal muscle – epimysium, fascicle, perimysium, muscle fibre, myofibril the role of myosin, actin and the sarcomere in sliding filament theory 		Physical Education Studies – Resource for year 12 ATAR Chapter 7
3 - 4	Functional Anatomy: <ul style="list-style-type: none"> function of nerves, spinal cord, motor unit (dendrite, axon, neuron) relationship between muscle contraction and nerve function force-velocity, force – length 		Physical Education Studies Chapter 8
5	Functional Anatomy: <ul style="list-style-type: none"> characteristics of fast and slow twitch fibres and their relationship to physical performance types (sprint, endurance) Type I, Type IIa, Type IIb 		Physical Education Studies Chapter 8
6-7	Biomechanics: <ul style="list-style-type: none"> definition of momentum and how it applies to a selected sport, conservation of momentum (Newton's Second Law of Motion) , impulse–momentum relationship, definition and application of the following concepts in a set sport moment of inertia, angular momentum 		Physical Education Studies Chapter 9
8	Biomechanics: <ul style="list-style-type: none"> application of biomechanical principles to analyse physical skills – balance, coordination continuum, force-motion, force-time, inertia, optimal projection, range of motion, segmental interaction, spin, torque, coefficient of restitution 	Task 3 Response Biomechanics and Functional Anatomy Week 8	Physical Education Studies Chapter 10
9	<ul style="list-style-type: none"> Definition and application of the following in a set sport; - three classes of levers relationship between torque and the use of levers in sport: torque = force x perpendicular distance of lever arm 		Physical Education Studies Chapter 10
10	Biomechanics: <ul style="list-style-type: none"> definitions of fluid, laminar and turbulent flow definitions of pressure drag (form drag), surface drag (skin friction) and wave drag and how they apply to sporting contexts 		Physical Education Studies Chapter 11

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1	Biomechanics: <ul style="list-style-type: none"> Changes in flight paths in spinning balls—the Magnus effect in relation to - top spin, back spin, side spin, no spin. Bernoulli's principle - effect of shape and pressure differential 		Physical Education Studies Chapter 11
2-4	Sports psychology <ul style="list-style-type: none"> Mental skills strategies used pre-, during and post-performance to manage stress motivation, concentration and self-confidence. arousal levels - self-talk, relaxation, performance routines, goal-setting, imagery Carron's model of group cohesion, strategies to improve group cohesion, factors affecting group cohesion – environmental, leadership, personal 	Task 4: Biomechanics & Sports Psychology Week 4	Physical Education Studies Chapter 16 and 17
5	Revision End of Semester 1 practical examination	Task 6 Week 6	
6	End of Semester 1 theory examination	Task 5 Week 6	
END OF SEMESTER 1			
1 - 15	Developing physical skills, strategies and tactics <ul style="list-style-type: none"> refine and adapt Netball movement skills in modified and competitive situations focusing on consistency, precision, fluency and control Adapt and implement strategic Netball responses varying in complexity to situational demands in modified competitive practical situations. http://www.SCaSA.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses/Physical_Education_Studies Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities using Netball.	Ongoing Task 7: Netball skills Ongoing Task 8: conditioned performance	SCASA Netball examination materials
7-9	Exercise Physiology: <ul style="list-style-type: none"> relationship between energy demands and nutritional requirements during physical activity nutritional considerations – balanced diet, glycemic index, fats, proteins, carbohydrates, fluid replacement physiological changes brought on by the use performance enhancers - protein powders, anabolic steroids , stimulants 		Physical Education Studies Chapter 12 and 14
10	Exercise Physiology: <ul style="list-style-type: none"> implications of preparing and performing in varying environmental conditions - heat/humidity, altitude, cold 		Physical Education Studies Chapter 13
Term 3			
1-2	Exercise Physiology: <ul style="list-style-type: none"> training programs designed to improve performance in relation to: periodisation: micro cycle, macro cycle, pre-season, in-season, off-season, specific energy system requirements, peaking, overtraining, injured athletes, tapering, recovery, maintenance phases of activity – pre-competition, during exercise, recovery 	Task 9 Exercise Physiology Week 2	Physical Education Studies Chapter 15
3 - 4	Motor Learning and Coaching <ul style="list-style-type: none"> definition of transfer of learning, categories of transfer of learning - skill to skill, theory to practice, training to competition, effects of transfer of learning, positive, negative, zero effects impact of positive, negative and zero effects of transfer of learning on skill execution and movement efficiency analyse movement skills of self and others to identify errors, provide feedback and suggest corrections to improve performance 		Physical Education Studies Chapter 3

Week	Topics/Syllabus	Assessment	Resources
5 - 6	Motor Learning and Coaching <ul style="list-style-type: none"> learning and skill development in relation to correction and improvement of self and others use of video analysis reflective journals, peer/mentor/coach feedback, questionnaires use checklists and video to analyse and reflect on the performance of self and others in physical activity 		Physical Education Studies Chapter 4 Physical Education Studies Chapter 5
7	Motor Learning and Coaching <ul style="list-style-type: none"> design coaching/training activities to improve performance in selected skills, including shaping, chaining, static-dynamic, simple-complex, use of different leadership styles – democratic, authoritarian and laissez-faire to suit audience needs 	Task 10 Motor Learning & Coaching & Ex Physiology Week 7	Physical Education Studies Chapter 6
8	Developing physical skills, strategies and tactics <ul style="list-style-type: none"> Select and adapt skills and techniques in dynamic and challenging environments. select and apply advanced tactical responses varying in complexity-various environmental conditions, strengths and weaknesses of opposition, responding to opposition phases/stages of play select and adapt tactics in a variety of competitive situations 		Physical Education Studies Chapter 1 and 2
9 - 10	Revision <ul style="list-style-type: none"> Revision of all units covered during the theory component 		
Term 4			
1-6	Exams End of year practical exam End of year MOCK theory exam	Task 11 Task 12 TBC	

ASSESSMENT OUTLINE 2019

GENERAL DANCE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Performance / Production 70%	Task 3: Group Choreography The Evolution of Dance	15	Term 1 Week 10
	Task 5: Group Choreography Narrative Style	15	Term 2 Week 8
	Task 7: Jazz technique and Dance Technique Assessment	15	Term 3 Week 7
	Task 2: Safe Dance Warm Up Create, rehearse and teach a genre-specific dance warm up	10	Term 1 Week 6
	Task 9: Group Choreography Dance as Entertainment: Music Video or Advertisement	15%	Term 4 Week 4
Response 30%	Task 4: Investigation Dance Genre	5%	Term 2 Week 3
	Task 1: Test Experiential Anatomy, Safe Dance Practices + Functional Anatomy Test	5%	Term 1 Week 6
	Task 8: Case Study Dance as Entertainment	10%	Term 3 Week 10
	Task 6: Review Review and analysis of a viewed dance work	10%	Term 3 Week 3

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL DANCE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Skills and technique <ul style="list-style-type: none"> Exercises and sequences that require a competent level of the components of fitness: <ul style="list-style-type: none"> Strength Flexibility Coordination Muscular endurance Cardio-vascular endurance 		Fitness Testing Equipment
2-3	Experiential anatomy <ul style="list-style-type: none"> Basic human physiology: joint structure and range of movement Postural conventions specific to dance alignment, such as balancing bones on bones, the plumb line Experiential anatomy <ul style="list-style-type: none"> Identifying major bones and muscle groups of the human body: <ul style="list-style-type: none"> Vertebrae Shoulder girdle Pelvic region Limbs 		Skeleton Plumb Bob Plumb Line- Videos
4-5	Safe and healthy dance <ul style="list-style-type: none"> Importance of warm-up Appropriate dress for safe dance participation Rehearsal techniques, safety rules for working in rehearsal and performance space Common dance injuries and prevention Basic nutrition for the dancer 		
6	Test / Study Week	Task 1: Week 6	
7-8	Dance language <ul style="list-style-type: none"> Use of dance terminology to identify, respond to, and reflect on components and contexts of dance using given frameworks Skills and technique <ul style="list-style-type: none"> Development of dance skills in: <ul style="list-style-type: none"> floor work standing work centre work turning travelling elevation Technique specific to the dance genre Safe execution of skills and technique 		Workshop
9-10	Skills and Technique <ul style="list-style-type: none"> Development of dance skills in: <ul style="list-style-type: none"> floor work standing work centre work turning travelling elevation Technique specific to the dance genre Safe execution of skills and technique 	Task 3: Week 10	

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-2	Dance language <ul style="list-style-type: none"> • Use of dance terminology to respond to, reflect on and evaluate dance • Use of dance terminology to describe particular movements and styles 		
3	Assessment Work	Task 4: Week 3	
4-5	Choreographic processes <ul style="list-style-type: none"> • Ways to use and manipulate the elements of dance: body, energy, space, time (BEST) • Responding to stimuli to explore and create movement for concepts/themes; improvisation • Experimenting and adapting elements of dance: body, energy, space, time (best) 		Dance Video
6	<ul style="list-style-type: none"> • Ways to structure dance – beginning, middle and end • Exploring movement that reflects mood/emotion • Ways to link movement and concept using gesture and drawing from experience • Exploring choreographic structure – the use of narrative • Ways to find solutions to movement tasks through improvisation 		
7	<ul style="list-style-type: none"> • Choreographic devices: motif and contrast • Exploring choreographic devices: canon, unison 		
8	Assessment Work	Task 5: Week 8	
END OF SEMESTER 1			
9-10	Functions and Contexts of Dance <ul style="list-style-type: none"> • Introduction to the functions of dance: ritualistic, artistic, social • Broad overview of the purpose and value of dance in different cultures Country Week, (Wk 10) Watch Video – Review Notes in Preparation for Assessment 6		Dance Movie
Term 3			
1	Functions and Contexts of Dance <ul style="list-style-type: none"> • Features of dance: genre, form, style and components • Contexts of dance: historical, social, economic, cultural and geographical 		
2-3	Skills and Techniques <ul style="list-style-type: none"> • Development of dance skills in: <ul style="list-style-type: none"> ○ floor work ○ standing work ○ centre work ○ turning ○ travelling ○ elevation 	Task 6: Week 3	
4-5	Design concepts and technologies <ul style="list-style-type: none"> • Adapting available design concepts and technologies appropriate to genre, style and concept: <ul style="list-style-type: none"> ○ lighting ○ music/sound ○ multimedia ○ costume ○ props, sets, staging 		

Week	Topics/Syllabus	Assessment	Resources
6-7	Performance qualities and preparation responsibilities <ul style="list-style-type: none"> Techniques for focus and concentration, ways to practice with accuracy, retention, knowledge of variety of performance spaces Ways to use effective rehearsal time Different performance spaces for dance Care and appropriate use of costumes and props Cleaning up post performance 	Task 7: Week 7	
8-9	Functions and contexts of dance <ul style="list-style-type: none"> Changes in the functions of dance How dance is influenced by the contexts in which it exists - participation and presentation Dance as part of entertainment Dance as an effective tool in marketing and advertising 		
10	Assessment Work	Task 8: Week 10	
Term 4			
1-2	Design concepts and technologies <ul style="list-style-type: none"> Adapting available design concepts and technologies appropriate to genre, style and concept: <ul style="list-style-type: none"> lighting music/sound multimedia costume props, sets, staging 		Multi Media Go Pro Editing
3-4	Assessment Work	Task 9: Week 4	
5	Year 12 Introduction		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL HEALTH STUDIES YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Inquiry 20%	Task 3 Actions and Strategies + Self-Management Skills	10%	Term 2 Week 5
	Task 4 Actions and Strategies + Interpersonal Skills	10%	Term 2 Week 9
Response 30%	Task 2 Social and Cultural Norms + BAV	10%	Term 1 Week 10
	Task 1 Holistic Health	10%	Term 1 Week 6
	Task 6 Review of Frameworks, models and theories	10%	Term 3 Week 6
Project 50%	Task 5 Health Promotion Campaign	10%	Term 2 Week 10
	Task 7 Consumer Health - Contemporary Health Services	20%	Term 3 Week
	Task 8 Agency Profile	20%	Term 4 Week 4

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL HEALTH STUDIES YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-2	Holistic health <ul style="list-style-type: none"> Definitions of health and wellbeing Physical, social, mental, emotional and spiritual dimensions of health Measurement of personal health status for each dimension of health 		Head Space Lisa: Body Balance Jacko Valli Kickboxing/ self defence
3-4	Holistic health: <ul style="list-style-type: none"> Introduction to determinants of health <ul style="list-style-type: none"> Social <ul style="list-style-type: none"> stress early life food transport social exclusion Environmental <ul style="list-style-type: none"> features of the natural and built environment Socioeconomic <ul style="list-style-type: none"> education employment income access to services The influence of health determinants on health status 		
5	Assessment Work	Task 1 Week 5	
6	Beliefs, attitudes and values <ul style="list-style-type: none"> Definitions of beliefs, attitudes and values Influence of family, friends and the media on the formation of beliefs, attitudes and values Impact of beliefs, attitudes and values on health behaviour The influence of cognitive dissonance on beliefs, actions and behaviour 		
7-8	Social and cultural norms <ul style="list-style-type: none"> definitions of social and cultural norms influence of social and cultural norms on health behaviour the role of communities in the construction and promotion of social and cultural norms 		
9	Assessment Work	Task 2 Week 9	
10	Consumer Health <ul style="list-style-type: none"> The importance of health care as prevention versus health care as treatment 		

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1	Actions and strategies <ul style="list-style-type: none"> Importance of personal responsibility for health Lifestyle factors affecting health <ul style="list-style-type: none"> Exposure to tobacco smoke Alcohol use Personal health risk assessment 		Population Health
2	Self-management skills <ul style="list-style-type: none"> Definition and identification of self-management skills that promote health and wellbeing Steps in the decision-making process <ul style="list-style-type: none"> Defining the situation Generating and weighing up alternative Choosing, acting and reflecting 		
3	Health Inquiry Planning a health inquiry <ul style="list-style-type: none"> Identification and description of a health issue Development of focus questions to research a health issue Use of a range of information to explore a health issue <ul style="list-style-type: none"> Identification and use of reliable information sources Identification and application of criteria for selecting information sources Interpretation of information <ul style="list-style-type: none"> Summary of information Development of general conclusions Presentation of findings in appropriate format to suit audience 	Task 3 Week 3	
4	Actions and strategies Lifestyle factors affecting health <ul style="list-style-type: none"> Diet and nutrition Physical activity 		
5	Interpersonal skills <ul style="list-style-type: none"> Definition of interpersonal skills Importance of effective communication for better health and wellbeing Assertive, passive and aggressive communication Skills and techniques for building cooperation <ul style="list-style-type: none"> Active listening Shared decision making Empathy and respect for others Challenges to effective communication 		
6	Assessment Work	Task 4 Week 6	
7	Actions and strategies <ul style="list-style-type: none"> Action plans to personal health <ul style="list-style-type: none"> setting SMART (specific, measurable, achievable, realistic, time-specific) goals developing strategies identifying and overcoming barriers Preventive actions and skills to cope with influences on health behaviour and to enhance health <ul style="list-style-type: none"> resilience social competence assertiveness Strategies to promote the health of communities 		
8	Assessment Work	Task 5 Week 8	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
9-10	Principles, frameworks, models and theories <ul style="list-style-type: none"> • Definition and examples of health promotion in the community • Features and components of the Health Promoting School Model • Use of the Health Promoting School Model to promote the health of individuals, groups and communities 		
Term 3			
1-2	Principles, frameworks, models and theories <ul style="list-style-type: none"> • Definition and examples of health promotion in the community • Features and components of the Health Promoting School Model • Use of the Health Promoting School Model to promote the health of individuals, groups and communities 		Community Health
3-4	Assessment Work	Task 6 Week 4	
5-7	Consumer Health <ul style="list-style-type: none"> • Role and features of Medicare and private health insurance • Rights and responsibilities as a healthcare consumer • Range and types of health facilities and services • Criteria for choosing a healthcare professional • The importance of health care as prevention versus health care as treatment • Complementary and orthodox health-care options 		Bega Health
8-10	Assessment Work	Task 7 Week 10	
Term 4			
1-2	Actions and strategies Lifestyle factors affecting health <ul style="list-style-type: none"> • Sun exposure 		
3-4	Assessment Work	Task 8 Week 4	
5	Year 12 Introduction		
END OF SEMESTER 1			

ASSESSMENT OUTLINE 2019

GENERAL PHYSICAL EDUCATION COURSE

YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Practical Performance 50%	Task 1: Skill Performance Skills assessment based on the SCASA Volleyball Examination Materials	12.5%	Ongoing during Semester 1
	Task 2: Game Performance Game Performance based on the SCASA Volleyball Examination Materials	12.5%	Ongoing during Semester 1
	Task 6: Skill Performance Skills assessment based on the SCASA Examination Materials	12.5%	Ongoing during Semester 2
	Task 7: Game Performance Game Performance based on the SCASA Examination Materials	12.5%	Ongoing during Semester 2
Investigation 25%	Task 3: Biomechanics In class investigation	10%	Term 2 Week 4
	Task 8: Motor Learning and Coaching In class investigation	15%	Term 3 Week 7
Response 25%	Task 4: Exercise Physiology In class timed response	7%	Term 2 Week 9
	Task 5: Functional Anatomy In class timed response	8%	Term 1 Week 9
	Task 9: Sport Psychology In class timed response	10%	Term 4 Week 3

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL PHYSICAL EDUCATION YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 15	Developing Physical Skills and Tactics in Volleyball <ul style="list-style-type: none"> • definitions of strategy and tactic • basic classifications of physical activity – invasion, target, net/wall, athletics, striking, fielding, aquatics • identify and develop basic tactical concepts • identify and apply solutions to selected tactical problems - prevent scoring, restart play, score Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities focusing on Volleyball	Ongoing Task 1: Volleyball Skill Performance Ongoing Task 2: Volleyball Game Performance	Gaujers: Chapter 1, pg.'s 1-9
1-2	Functional Anatomy Major bones that assist with skeletal movement <ul style="list-style-type: none"> • Femur, tibia, humerus, fibula, radius, pelvis, ulna, vertebrae Five major functions of bones <ul style="list-style-type: none"> • Support, protection, movement, storage, blood cell production. Four bone classifications <ul style="list-style-type: none"> • Long bone, short bone, flat bone, irregular bone Anatomical Planes <ul style="list-style-type: none"> • Sagittal, Frontal & Transversal 		Gaujers: Chapter 3 pg.'s 45-83
3-4	Functional Anatomy Muscles <ul style="list-style-type: none"> • Biceps, triceps, abdominals, gastrocnemius, soleus, quadriceps, trapezius, hamstrings, deltoids, pectoralis, latissimus & gluteus maximus. Somatotypes <ul style="list-style-type: none"> • Endomorph, Mesomorph & Ectomorph Three types of muscles <ul style="list-style-type: none"> • Skeletal, smooth, cardiac Basic functions of the muscles <ul style="list-style-type: none"> • Movement, posture, joint stability Basic terminology used to describe types of movements <ul style="list-style-type: none"> • Extension, flexion, rotation 		Gaujers: Chapter 3 pg.'s 45-83
5-6	Functional Anatomy Basic structure and function of the circulatory system <ul style="list-style-type: none"> • Heart, arteries, veins, capillaries and blood 		Gaujers: Chapter 3 pg.'s 45-83
7-8	Functional Anatomy Basic structure and function of the respiratory system <ul style="list-style-type: none"> • Lungs, diaphragm & alveoli 		Gaujers: Chapter 3 pg.'s 45-83
9	TEST – Revision / Test	Task 5 Week 9	
10	Biomechanics Role of biomechanics <ul style="list-style-type: none"> • Improve performance • Prevent sports injuries 		Gaujers: Chapter 4, pg.'s 89-103

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1	Biomechanics Define simple biomechanical principles relating to motion <ul style="list-style-type: none"> Linear, angular and general motion 		Gaujers: Chapter 4, pg.'s 89-103
2	Biomechanics Phases of movement and how they can assist with biomechanical analysis <ul style="list-style-type: none"> Preparation, Action & Follow Through 	Task 3 Biomechanics Week 4 Hand out	Gaujers: Chapter 4, pg.'s 89-103
3	Biomechanics Investigation Class time to complete		
4	Exercise Physiology Components of health-related fitness <ul style="list-style-type: none"> Cardiorespiratory endurance, muscular strength, flexibility, body composition Components of a performance-related fitness profile <ul style="list-style-type: none"> Agility, balance, coordination, reaction time, speed, power 		Gaujers: Chapter 5, pg.'s 107-145
5	Exercise Physiology Simple tests to measure fitness components <ul style="list-style-type: none"> Step test, grip test, chin up test, sit and reach test, skin fold measurements. Characteristics of warm-up and cool down Aerobic/continuous activity, stretching (muscle specific), specific to the game, safe techniques.		Gaujers: Chapter 5, pg.'s 107-145
6	Exercise Physiology Immediate responses of the circulatory system to physical activity <ul style="list-style-type: none"> Heart rate, stroke volume, blood pressure, cardiac output, max O₂ uptake (VO₂ max), Identify the responses of the respiratory system to physical activity <ul style="list-style-type: none"> Tidal volume, respiratory rate, vital capacity, gaseous exchange 		
END OF SEMESTER 1			
7-8	Exercise Physiology: Identify the responses of the respiratory system to physical activity <ul style="list-style-type: none"> Tidal volume, respiratory rate, vital capacity, gaseous exchange Define the energy systems <ul style="list-style-type: none"> Anaerobic-ATP-CP (adenosine triphosphate-creatine phosphate), lactic acid, aerobic 		Gaujers: Chapter 5 pg.'s 140-149
9	REVISION & TEST	Task 4 Week 8	
10	Country Week – Package		
Term 3			
1-15	Developing Physical Skills and Tactics in Netball <ul style="list-style-type: none"> Definitions of strategy and tactic Basic classifications of physical activity – invasion, target, net/wall, athletics, striking, fielding, aquatics Identify and develop basic tactical concepts Identify and apply solutions to selected tactical problems - prevent scoring, restart play, score Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities focusing on Netball	Ongoing Task 6: Skill Performance Ongoing Task 7: Game Performance	Gaujers: Chapter 1, pg.'s 1-9
1-2	Motor Learning and Coaching: Fitts and Posner model of the phases of learning <ul style="list-style-type: none"> Cognitive, associative, autonomous 		Gaujers: Chapter 2, pg.'s 11-40

Week	Topics/Syllabus	Assessment	Resources
3	Classification of motor skills <ul style="list-style-type: none"> Open, closed, gross, fine, discrete, continuous, serial, simple, complex 		
4	Motor Learning and Coaching: Basic processes of coaching and/or teaching a skill <ul style="list-style-type: none"> Introduce, demonstrate, practice, feedback 		Gaujers: Chapter 2, pg.'s 11-40
5	Motor Learning and Coaching: Basic elements of a training session <ul style="list-style-type: none"> Warm up, fitness session, skill development, culmination, cool down 		Gaujers: Chapter 2, pg.'s 11-40
6	Motor Learning and Coaching: Explain the relationship between components of performance-related fitness and skill development. <ul style="list-style-type: none"> Balance, speed, strength, flexibility 		
7	Motor Learning and Coaching: Observe skills using basic tools, schema and rubrics <ul style="list-style-type: none"> Checklists, videos 	Task 8 Hand Out Due Week 9	Gaujers: Chapter 2, pg.'s 11-40
8	Motor Learning & Coaching Investigation Class Time to Complete		
9	Sports Psychology Role of mental skills in creating a mind set to improve performance <ul style="list-style-type: none"> Know yourself, positive mental talk, believe in yourself, mental imagery, and learn from success and failure 		Gaujers Chapter 6 pg.'s 151-179
10	Sports Psychology Factors to consider when preparing mentally for physical activity <ul style="list-style-type: none"> Personal attitudes, behaviours, values, participation 		Gaujers Chapter 6 pg.'s 151-179
Term 4			
1	Sport Psychology <ul style="list-style-type: none"> Review content from week 9 & 10 Team Building Games 		
2	Sports Psychology Skills and strategies required for team building <ul style="list-style-type: none"> Compromise, commitment to group goals, respect for others' values and trust. 		Gaujers Chapter 6 pg.'s 151-179
3	Sports Psychology Revision and test	Task 9: Week 3	
4	Sport Psychology <ul style="list-style-type: none"> Team building games EGC Survivor 		Gaujers: Chapter 1, pg.'s 1-9
5	Sports Psychology Remember the Titans – Sports Psychology Worksheet		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL HEALTH STUDIES YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Inquiry 20%	Task 2: Inquiry – Determinants of Health	10%	Term 1 Week 7
	Task 6: Community development agency and program profile	10%	Term 2 Week 9
Project 40%	Task 5: Health Campaign	20%	Term 2 Week 6
	Task 7: Health Promotion Project	20%	Term 3 Week 5
Response 25%	Task 1: The Internship	8%	Term 1 Week 4
	Task 3: IST Internally set response task	9%	Term 1 Week 9
	Task 8: Multiple choice and short answer test	8%	Term 3 Week 9
Externally Set Task 15%	Task 4: Externally Set Task External written task set by the School Curriculum and Standards Authority and administered by the school.	15%	Term 2 Week 2

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COURSE OUTLINE 2019

GENERAL HEALTH STUDIES YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 10	Health Inquiry: Planning a health inquiry <ul style="list-style-type: none"> • Identification & description of health issue, • Development of focus questions to research a health issue Use a range of information to explore a health issue <ul style="list-style-type: none"> • identification and use a range of reliable information sources identify and application of criteria for selecting information sources Interpretation of information <ul style="list-style-type: none"> • summary of information • identification of trends and patterns in data • development of general conclusions Presentation of findings in appropriate format to suit audience		Lockhart Chapter 8 Pages 50-56
1	Self-Management Skills: <ul style="list-style-type: none"> • Coping skills and strategies (stress management, accessing support, time management) Self-management skills: <ul style="list-style-type: none"> • Definition of and competencies for emotional intelligence • Self-awareness, self-regulation, self-motivation, social awareness, social skills 		Lockhart Chapter 6 Pages 39-41 Lockhart Chapter 6 Pages 42-43
2	Consumer Health: Definition of and skills required for health literacy (accessing/reading/comprehending, engaging in self-care/disease management)		Lockhart Chapter 4 Pages 28-30
3 - 4	Assignment – The Internship Self-Management Skills: Coping skills and strategies (stress management, accessing support, time management) Interpersonal Skills: <ul style="list-style-type: none"> • Skills required for working effectively with individuals and groups (negotiation, conflict resolution) • Characteristics of introvert and extrovert personality styles • Characteristics and appropriate use of autocratic, democratic and laissez-faire leadership styles. 	Task 1 The Internship Week 4	Lockhart Chapter 5 Pages 34-37 Lockhart Chapter 7 Page 48
5 - 6	Holistic Health: Determinants of health <ul style="list-style-type: none"> • Environmental: features of the natural and built environment, geographical location • Socioeconomic: education, employment, income, family, neighbourhood, housing, access to services • Biomedical: birth weight, body weight • Social: stress, early life, social exclusion, work, unemployment, social support, addiction, food, transport, culture), 	Hand out Inquiry – Week 6	Lockhart Chapter 1 Pages 3-6 Lockhart Chapter 1 Pages 7-11
7	Determinants of Health – Inquiry Due Holistic Health: Determinants of health <ul style="list-style-type: none"> • Environmental: features of the natural and built environment, geographical location • Socioeconomic: education, employment, income, family, neighbourhood, housing, access to services 	Task 2 Inquiry – Determinants of Health Week 7	

Week	Topics/Syllabus	Assessment	Resources
8	Holistic Health: <ul style="list-style-type: none"> Impact on personal and community health status of social, environmental, socioeconomic and biomedical determinants of health. 		
9	Test revision & test	Task 3 IST Week 9	
10	Social & Cultural Norms <ul style="list-style-type: none"> Influence of the media on social norms and health behaviour 		Film: A Star is Born
Term 2			
1	EST Revision Week		
2	EST	Task 4 - EST	
3 - 4	Consumer Health: <ul style="list-style-type: none"> Factors influencing use of health products and services (media/transport/cost/consumer confidence) 		Lockhart Chapter 4 Page 31
5-6	Beliefs, attitude and values: <ul style="list-style-type: none"> Purpose and elements of the health belief model (perceived susceptibility, perceived severity, perceived barriers, perceived benefits, cues to action, self-efficacy) 	Task 5 Health Campaign Week 6	Lockhart Chapter 3 Pages 17-18 Advertisement: How do you measure up?
END OF SEMESTER 1			
7 - 8	Actions and Strategies: <ul style="list-style-type: none"> Action areas of the Ottawa Charter (building healthy public policy, developing personal skills, creating supportive environments, strengthening community action, reorienting health services) Definition and importance of extrinsic and intrinsic motivation for behaviour change 		Lockhart Chapter 7 Pages 45-47
9 - 10	Principles, frameworks, models and theories: <ul style="list-style-type: none"> Definition of health promotion Purpose and elements of the Ottawa Charter for health promotion Purpose of stages of change model (precontemplation, contemplation, preparation, action, maintenance, relapse) Principles, frameworks, models and theories: <ul style="list-style-type: none"> Steps in the stages of change model <ul style="list-style-type: none"> pre-contemplation, contemplation, preparation, action, maintenance, relapse 	Task 6 Inquiry - Community development Week 9	Lockhart Chapter 2 Pages 13-15 Lockhart Chapter 3 Pages 24-25 Lockhart Chapter 2 Page 14

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1	Principles, frameworks, models and theories: <ul style="list-style-type: none"> • Definition of health promotion • Purpose and elements of the Ottawa Charter for health promotion • Purpose of stages of change model (precontemplation, contemplation, preparation, action, maintenance, relapse) Principles, frameworks, models and theories: <ul style="list-style-type: none"> • Steps in the stages of change model <ul style="list-style-type: none"> ◦ pre-contemplation, contemplation, preparation, action, maintenance, relapse 		
2 - 3	Principles, frameworks, models and theories: <ul style="list-style-type: none"> • Definition and purpose of community development • Community development principles (sustainability/diversity/social justice/human rights/address disadvantage/ valuing local culture, knowledge, skills and resources) 		Lockhart Chapter 9 Pages 58-59
4	Definition of chronic conditions: <ul style="list-style-type: none"> • have complex and multiple causes • may affect individuals either alone or as comorbidities • usually have a gradual onset, although they can have sudden onset and acute stages • occur across the life cycle, although they become more prevalent with older age • can compromise quality of life and create limitations and disability • are long-term and persistent, and often lead to a gradual deterioration of health and loss of independence • while not usually immediately life threatening, are the most common and leading cause of premature mortality 		
5	Principles, frameworks, models and theories: <ul style="list-style-type: none"> • Relationship between participation and empowerment in community development • Identification of Australia's National Health Priority Areas (NHPAs) 	Task 7 Health Promotion Project Week 5	Lockhart Chapter 9 Pages 60-61 Chapter 10 Page 64
6	Actions and strategies: <ul style="list-style-type: none"> • Measures of health status (mortality, life expectancy) • Preventative strategies to maintain, avoid and manage risk for personal and community health (screening, immunisation, health education) • Primary, secondary and tertiary prevention 		Lockhart Chapter 10 Page 63 Lockhart Chapter 3 Pages 19-23
7 - 8	Consumer Health: <ul style="list-style-type: none"> • Ethical issues arising from contemporary health practices (organ donation/in-vitro fertilization/stem-cell therapy/genetically modified foods) 		Lockhart Chapter 11 Pages 66-70 Film: My Sisters Keeper
9 - 10	Belief, attitudes and values: <ul style="list-style-type: none"> • Social marketing (definition/product, price, place, promotion/examples of social marketing campaigns) 	Task 8 Test Week 9	Lockhart Chapter 4 Page 32
Term 4			
1 - 2	Belief, attitudes and values: <ul style="list-style-type: none"> • Social marketing (definition/product, price, place, promotion/examples of social marketing campaigns) 		Lockhart Chapter 4 Page 32
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL PHYSICAL EDUCATION STUDIES

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Practical (Performance) 50%	Task 1: Skill Performance Skills assessment based on the SCASA Basketball examination materials	12.5%	Ongoing during Semester 1
	Task 2: Conditioned Performance Game assessment based on the SCASA Basketball examination materials	12.5%	Ongoing during Semester 1
	Task 5: Skill Performance Skills assessment based on the SCASA Touch Rugby examination materials	12.5%	Ongoing during Semester 2
	Task 6: Conditioned Performance Game assessment based on the SCASA Touch Rugby examination materials	12.5%	Ongoing during Semester 2
Investigation 15%	Task 7: Sports Psychology & Motor Learning & Coaching Investigation In-class investigation task	7%	Term 2 Week 9
	Task 8: Biomechanics Investigation In-class investigation task	8%	Term 3 Week 5
Response 20%	Task 3: Exercise Physiology Test Short Answer and Extended Answer	10%	Term 1 Week 7
	Task 9: Functional Anatomy Test Short Answer and Extended Answer	10%	Term 3 Week 10
Externally Set Task 15%	Task 4: Externally Set Task External written task set by School Curriculum and Standards Authority and administered by the school.	15%	Term 2 Week 3

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL PHYSICAL EDUCATION STUDIES

YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 15	Developing physical skills, strategies and tactics: <ul style="list-style-type: none"> refine and adapt movement skills in modified and competitive situations focusing on consistency, precision, fluency and control Adapt and implement strategic responses varying in complexity to situational demands in modified competitive practical situations. Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities using basketball	Ongoing Task 1: Basketball skills Ongoing Task 2: conditioned performance	Gaujers Pg. 1-14
1-3	Exercise Physiology: <ul style="list-style-type: none"> contribution of energy systems during a specific physical activity categorise activities by their energy demands relationship between food intake and energy expenditure within the demands of physical activity simple tests to measure the capacities of the aerobic and anaerobic energy systems 		Gaujers: Pg. 115-126 Gaujers: Pg. 129-136 Gaujers: Pg. 128
4	Exercise Physiology: <ul style="list-style-type: none"> immediate care of sporting injuries, including use of TOTAPS, RICER and HARM 		Gaujers: Pg. 172 - 183
5	Exercise Physiology: <ul style="list-style-type: none"> extended care and rehabilitation of the injured athlete including support for the injury (strapping/braces) and goals for rehabilitation of the injured athlete 		Gaujers: Pg. 188-191
6	Exercise Physiology: <ul style="list-style-type: none"> physical therapy rehabilitation strategies; ultrasound, heat/cold, massage and exercise 		Gaujers: Pg. 192-199
7	Exercise Physiology: <ul style="list-style-type: none"> prevention of sports injuries using protective equipment, effective warm-up and cool-down and ensuring a safe environment 	Task 3: Exercise Physiology Test	Gaujers: Pg. 160-170
8	Biomechanics: <ul style="list-style-type: none"> simple understanding of how force is produced and how force is absorbed by equipment used, and how force is provided and absorbed by the body 		Gaujers: Pg. 102-105
9	Motor Learning and Coaching: <ul style="list-style-type: none"> leadership styles and their relationship to coaching 		Gaujers: Pg. 27-28 Pg. 33-34
10	Motor Learning and Coaching: <ul style="list-style-type: none"> roles and responsibilities of a coach 		Gaujers: Pg. 30-44
Term 2			
1	Sports Psychology: <ul style="list-style-type: none"> simple goal setting techniques; short and long term goals, SMART goals, performance vs. outcome goals. 		Gaujers: Pg. 205-207
2	Revision: EST content		Mock EST
3	EST revision and task	Task 4: EST	

Week	Topics/Syllabus	Assessment	Resources
4	Sports Psychology: <ul style="list-style-type: none"> goal setting in coaching programs links between goal setting and motivation when coaching others 		Gaujers: Pg. 205-207
5	Motor Learning and Coaching: <ul style="list-style-type: none"> definition of leadership and the qualities of a good leader 		Gaujers: Pg. 25-26
6	Motor Learning and Coaching: <ul style="list-style-type: none"> coaching strategies to consolidate and extend skill development; whole/part, chaining/shaping, specific/variable, accuracy/speed, mental/physical 		Gaujers: Pg. 83
END OF SEMESTER 1			
7 - 8	Motor Learning and Coaching: <ul style="list-style-type: none"> types of feedback; intrinsic and extrinsic relationship between feedback and skill development 		Gaujers: Pg. 87-92
9	Biomechanics: <ul style="list-style-type: none"> steps to analyse a specific skill to improve performance during preparation, action and follow through phases 	Task 7: Due	Gaujers: Pg. 106-111
10	Biomechanics: <ul style="list-style-type: none"> simple result based quantitative measures, such as measure distance of kick or throw identify technical errors in performance using checklists or video within the preparation, action, and follow through phases 		Gaujers: Pg. 112
Term 3			
1 - 10	Developing physical skills, strategies and tactics: <ul style="list-style-type: none"> refine and adapt movement skills in modified and competitive situations focusing on consistency, precision, fluency and control Adapt and implement strategic responses varying in complexity to situational demands in modified competitive practical situations. <p>Note: The above content areas are ongoing and will be addressed throughout the practical skill development teaching and learning activities using Touch Rugby</p>	Ongoing Task 6: Touch Rugby skills Ongoing Task 7: conditioned performance	Gaujers: Pg. 1-14
1	Biomechanics: <ul style="list-style-type: none"> simple result based quantitative measures, such as measure distance of kick or throw identify technical errors in performance using checklists or video within the preparation, action, and follow through phases 		Gaujers: Pg. 112
2-3	Exercise Physiology: <ul style="list-style-type: none"> purpose and features of fitness profiles principles of training training methods appropriate to selected activities 		Gaujers: Pg. 115-126 Gaujers: Pg. 160-170 Gaujers: Pg. 172-183
4	Functional Anatomy: <ul style="list-style-type: none"> origin and insertion points of skeletal muscles and how they determine the action of the muscle 		Gaujers: Pg. 83-84
5	Functional Anatomy: <ul style="list-style-type: none"> relationship between joint movement and antagonist pairs 	Task 8: Due	Gaujers: Pg. 87-92
6-8	Functional Anatomy: <ul style="list-style-type: none"> types of joints and their associated movements; hinge, pivot, gliding, ball and socket, saddle, condylar types of movement used in selected sports; flexion, extension, rotation, circumduction, pronation, supination, dorsi flexion, plantar flexion, adduction, abduction 		Gaujers: Pg. 87-92

Week	Topics/Syllabus	Assessment	Resources
9	Functional Anatomy: <ul style="list-style-type: none"> types of muscle contractions; eccentric, concentric, isometric 		Gaujers: Pg. 86
10	Functional Anatomy: <ul style="list-style-type: none"> characteristics of skeletal muscle tissue; contractibility, extensibility, elasticity relationship between slow and fast twitch muscle fibre types and physical activity 	Task 9: Functional Anatomy Test	Gaujers: Pg. 93-94
Term 4			
1 - 2	Developing physical skills, strategies and tactics: <ul style="list-style-type: none"> refine and adapt movement skills in modified and competitive situations focusing on consistency, precision, fluency and control Adapt and implement strategic responses varying in complexity to situational demands in modified competitive practical situations. 		Gaujers: Pg. 1-14
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS APPLICATIONS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 40%	Task 1: Test 1 Algebra and Applications of Rates and Percentages	2.5%	Term 1 Week 4
	Task 3: Test 2 Pythagoras and Mensuration	2.5%	Term 1 Week 8
	Task 5: Revision Assignment 1 Based on content from Unit 1	5%	Term 2 Week 4
	Task 6: Test 3 Matrices and Similarity, Currency and Shares	3%	Term 2 Week 5
	Task 8: Test 4 Univariate data and Linear equations	8%	Term 3 Week 2
	Task 11: Test 5 Trigonometry Ratios, Bearings and Linear Functions	7%	Term 3 Week 9
	Task 12: Revision Assignment 2 Based on content from Units 1 and 2	5%	Term 4 Week 3
	Task 13: Test 6 Trigonometry, Simultaneous Equations and Normal Distribution	7%	Term 4 Week 4
Investigation 20%	Task 2: Investigation 1 Investing Money	5%	Term 1 Week 5
	Task 4: Investigation 2 Algebra and Matrices	5%	Term 1 Week 10
	Task 9: Investigation 3 Statistics Project	5%	Term 3 Week 4
	Task 10: Investigation 4 Piecewise and Step Functions	5%	Term 3 Week 8
Examination 40%	Task 7: Semester 1 Examination Based on content from Unit 1	15%	Term 2 Week 6/7
	Task 14: Semester 2 Examination Based on content from Units 1 and 2	25%	Term 4 Week 6

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COURSE OUTLINE 2019

MATHEMATICS APPLICATIONS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
Context 1 – Earning & Managing Money			
1 - 2	Linear and non-linear expressions Substitution into algebraic expressions, solving equations and using spreadsheets or equivalent technology to construct a table of values from a formula. (1.2.1 – 1.2.3)		Sadler 1 Chapter 1
3 – 5 <i>Labour Day</i> (4/3)	Applications of rates and percentages 1: Wages and Budgets Calculating payments and wages, preparing personal budgets, Compare prices and apply percentage increases and decreases. Calculating profit and loss in absolute percentage, calculating simple and compound interest (1.1.1 – 1.1.5; 1.1.8)	Task 1: Week 4 Task 2: Week 5	Sadler 1 Chapters 2, 3 & 4
6	Pythagoras' Theorem Solve practical problems in 2 dimensions and simple applications in 3 dimensions. (1.3.1)		Sadler 1 Chapter 7
7 - 8	Mensuration Perimeter and area of circles, sectors, triangles, rectangles, parallelograms and composites. volume and surface area of spheres, prisms, cones and pyramids. (1.3.2 – 1.3.4)	Task 3: Week 8	Sadler 1 Chapters 8 & 9
9 - 10	Matrices and matrix arithmetic Store and display information, perform matrix calculations and use matrices to model and solve problems (1.2.4 – 1.2.7)	Task 4: Week 10	Sadler 1 Chapter 6
Term 2			
1 - 3	Similar figures and scale factors Two-dimensional similarity, obtaining and using scale factor, obtain measurements from scale drawings. Use scale factors to solve scaling problems. (1.3.5 – 1.3.8)		Sadler 1 Chapter 10
4 - 5	Applications of rates and percentages 2: Currency and shares Use currency exchange rates, calculating dividends paid on a portfolio of shares, compare share values by calculating a price to earnings ratio. (1.1.6 – 1.1.8)	Task 5: Week 4 Task 6: Week 5	Sadler 1 Chapter 5
6	Revision Unit 1 consolidation and exam preparation		
7	Examination Week (Begins Tues June 11)	Task 7: Semester 1 Exam	
END OF SEMESTER 1			
8-10 <i>Country Week</i>	Examination Review (Begins Thurs June 20) Univariate Data: classify data, use tables and charts to display, and describe distributions. (2.1.2 – 2.1.5)		Sadler 2 Chapters 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1 – 2	Linear Equations Identify & solve linear equations, and develop linear formulas from words and solve. (2.3.1 – 2.3.2)	Task 8: Week 2	Sadler 2 Chapter 6 & 7
3	Statistical Investigation Process Investigation process and implementation. (2.1.1, 2.1.12)		Sadler 2 Chapter 5
4 – 5	Comparing Data Comparing data for a numerical variable across two or more groups. Standardising scores and standard deviation. (2.1.10 – 2.1.11)	Task 9: Week	Sadler 2 Chapter 3 & 4
6 – 7	Straight Line Graphs Construction, equation of a line, interpreting, comparing and piecewise and step applications. (2.3.3 – 2.3.6; 2.3.9 – 2.3.10)		Sadler 2 Chapter 8 & 9
8	Applications of Trigonometry Trigonometry ratios to find sides and angles, angles of elevation/depression and bearings. (2.2.1, 2.2.4)	Task 10: Week 8	Sadler 2 Chapter 10
9 -10	Non-Right Triangle Trigonometry & Applications Area, Herron's rule, Sine and Cosine rule, bearings. (2.2.2 – 2.2.4)	Task 11: Week 9	Sadler 2 Chapter 11
Term 4			
1 – 2	Simultaneous Linear Equations and Application Solving a pair linear equations and intersection of two lines. (2.3.7 – 2.3.8)		Sadler 2 Chapter 12
2 – 4	The Normal Distribution Standardising scores, quantiles, use of 68%, 95% and 99.7% rule and calculate probabilities for normal distributions. (2.1.6 – 2.1.9)	Task 12: Week 3 Task 13: Week 4	Sadler Chapter 13
5	Revision Unit 1 and 2 consolidation and exam preparation		
6	Examination Week	Task 14: Semester 2 Exam	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS METHODS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 40%	Task 2: Test 1 Linear, Quadratic Relationships and Trigonometry	4%	Term 1 Week 5
	Task 4: Test 2 Powers and Polynomials, Inverse Proportion and Probability	4%	Term 1 Week 10
	Task 5: Revision Assignment Based on content from Unit 1	5%	Term 2 Week 4
	Task 6: Test 3 Functions and Relations, Circular Measure and Radian Measure	4%	Term 2 Week 5
	Task 8: Test 4 Trigonometric Functions, Indices and Exponentials	6%	Term 3 Week 5
	Task 10: Test 5 Sequences and Series	6%	Term 3 Week 8
	Task 12: Revision Assignment Based on content from Units 1 and 2	5%	Term 4 Week 3
	Task 13: Test 6 Differentiation and its Applications, anti-differentiation	6%	Term 4 Week 4
Investigation 20%	Task 1: Investigation 1 Functions and Graphs	5%	Term 1 Week 2
	Task 3: Investigation 2 Trigonometric Functions	5%	Term 1 Week 8
	Task 9: Investigation 3 Sequences	5%	Term 3 Week 6
	Task 11: Investigation 4 Differential Calculus	5%	Term 3 Week 10
Examination 40%	Task 7: Semester 1 Examination Based on content from Unit 1	15%	Term 2 Week 7
	Task 14: Semester Two Examination Based on content from Units 1 and 2	25%	Term 4 Week 6

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Lines and linear relationships: Midpoint, direct proportion and linearly related variables. Features of $y=mx+c$ intercepts, gradient. Finding the equation of lines given sufficient information including parallel and perpendicular lines. Solving linear equations. (1.1.1 – 1.1.6)		Sadler 1 Chapter 4
2	Cosine and sine rules: Review sin, cos and tan ratios. Unit circle definition of sine, cosine and tangent. Relationship between the angle of inclination and gradient of that line. Establish and use sine rule, cosine rule, including ambiguous case. Area of a triangle $A=0.5ab\sin C$ (1.2.1 – 1.2.4)	Task 1: Investigation 1	Sadler 1 Chapter 1
3	Review of quadratic relationships: Recognise features of $y=x^2$, $y=(x-b)^2+c$, $y=a(x-b)(x-c)$ and $y=ax^2+bx+c$, including their parabolic nature, turning points, axes of symmetry and intercepts. Solve quadratic equations, including use of the quadratic formula and completing the square. Determine turning points and zeros of quadratics and understand the role of the discriminant. (1.1.7 – 1.1.12)		Sadler 1 Chapter 5
4	Combinations: Understand the notion of a combination as an ordered set of r objects taken from a set of n distinct objects. Use the notation $\binom{n}{r}$ and the formula $\binom{n}{r} = \frac{n!}{r!(n-r)!}$ for the number of combinations of r objects taken from a set of n distinct objects. Expand $(x+y)^n$ for small positive integers n . Recognise the numbers $\binom{n}{r}$ as binomial coefficients, (as coefficients in the expansion of $(x+y)^n$). Use Pascal's triangle and its properties. (1.3.1 – 1.3.5)		Sadler 1 Chapter 10
5-6	Powers and polynomials: Recognise features of the graphs of $y=x^n$ for $n \in \mathbb{N}$, $n=-1$ and $n=\frac{1}{2}$, including shape, and behaviour as $x \rightarrow \infty$ and $x \rightarrow -\infty$. Identify the coefficients and the degree of a polynomial. Expand quadratic and cubic polynomials from factors. Recognise features and determine equations of the graphs of $y=x^3$, $y=(x-b)^3+c$ and $y=k(x-a)(x-b)(x-c)$, including shape, intercepts and behaviour as $x \rightarrow \infty$ and $x \rightarrow -\infty$. Factorise cubic polynomials in cases where a linear factor is easily obtained. Solve cubic equations using technology, and algebraically in cases where a linear factor is easily obtained. Inverse Proportion: Examine examples of inverse proportion. Recognise features and determine equations of the graphs of $y=\frac{1}{x}$ and $y=\frac{a}{x-b}$, including their hyperbolic shapes, and their asymptotes. (1.1.13 – 1.1.20)	Task 2: Test 1 Week 5	Sadler 1 Chapter 7
7	Language of events and sets: Review the concepts and language of outcomes, sample spaces and events as sets of outcomes. Use set language and notation for events. Use everyday occurrences to illustrate set descriptions and representations of events, and set operations. (1.3.6 – 1.3.8)		Sadler 1 Chapter 9
8	Review of the fundamentals of probability: Review probability as a measure of 'the likelihood of occurrence' of an event. Review the probability scale: $0 \leq P(A) \leq 1$ for each event A , with $P(A)=0$ if A is an impossibility and $P(A)=1$ if A is a certainty. Review the rules: $P(\bar{A})=1-P(A)$ and $P(A \cup B)=P(A)+P(B)-P(A \cap B)$. Use relative frequencies obtained from data as point estimates of probabilities. (1.3.9 – 1.3.12)	Task 3: Investigation 2	Sadler 1 Chapter 9

9 - 10	Conditional probability and independence: Understand the notion of a conditional probability and recognise and use language that indicates conditionality. Use the notation $(A B)$ and the formula $(A \cap B) = P(A B)P(B)$. Understand the notion of independence of an event A from an event B , as defined by $(A B) = P(A)$. Establish and use the formula $(A \cap B) = P(A)P(B)$ for independent events A and B , and recognise the symmetry of independence. Use relative frequencies obtained from data as point estimates of conditional probabilities and as indications of possible independence of events. (1.3.13 – 1.3.17)	Task 4: Test 2 Week 10	Sadler 1 Chapter 9 Sadler 1 Chapter 9
Term 2			
1	Functions: Understand the concept of a function as a mapping between sets, and as a rule or a formula that defines one variable quantity in terms of another. Use function notation, determine domain and range, recognise independent and dependent variables. Understand the concept of the graph of a function. Examine translations and the graphs of $y = (x) + a$ and $y = f(x - b)$. Examine dilations and the graphs of $y = (x)$ and $y = f(dx)$. Recognise the distinction between functions and relations, and apply the vertical line test. (1.1.23 – 1.1.28)		Sadler 1 Chapter 3 Sadler 1 Chapter 7
2	Graphs of relations: Recognise features of the graphs of $x^2 + y^2 = r^2$ and $(x - a)^2 + (y - b)^2 = r^2$, including their circular shapes, their centres and their radii. Recognise features of the graph of $y^2 = x$ including its parabolic shape and its axis of symmetry. (1.1.21 – 1.1.22)		Sadler 1 Chapter 7
3 - 4	Circular measure and radian measure: Define and use radian measure and understand its relationship with degree measure. Calculate lengths of arcs and areas of sectors and segments in circles. (1.2.5 – 1.2.6)	Task 5: Revision Assignment Week 4	Sadler 1 Chapter 2
5 - 6	Trigonometric functions: Understand the unit circle definition of $\cos\theta$, $\sin\theta$ and $\tan\theta$ and periodicity using radians. Recognise the exact values of $\sin\theta$, $\cos\theta$ and $\tan\theta$ at integer multiples of $\frac{\pi}{6}$ and $\frac{\pi}{4}$. Recognise the graphs of $y = \sin x$, $y = \cos x$, and $y = \tan x$ on extended domains (1.2.7 – 1.2.9) Revision	Task 6: Test 2 Week 5	Sadler 1 Chapter 8
7 - 8	Examinations	Task 7: Examination	
END OF SEMESTER 1			
8 - 10	Examination Review Trigonometric functions: Examine amplitude changes and the graphs of $y = a \sin x$ and $y = a \cos x$. Examine period changes and the graphs of $y = \sin bx$, $y = \cos bx$, and $y = \tan bx$. Examine phase changes and the graphs of $y = \sin(x - c)$, $y = \cos(x - c)$ and $y = \tan(x - c)$. Examine the relationships $\sin(x + \frac{\pi}{2}) = \cos x$ and $\cos(x - \frac{\pi}{2}) = \sin x$. (1.2.9 – 1.2.13) Country Week		Sadler 1 Chapter 8
Term 3			
1 - 2	Trigonometric functions: Complete work from Week 8 & 10 Term 2. (1.2.7 – 1.2.13) Prove and apply the angle sum and difference identities. Identify contexts suitable for modelling by trigonometric functions and use them to solve practical problems. Solve equations involving trigonometric functions using technology, and algebraically in simple cases. (1.2.14 – 1.2.16)		Sadler 1 Chapter 8 Sadler 1 Chapter 8
3 - 4	Indices and the Index Laws Review indices. Use radicals and convert to and from fractional indices. Scientific notation and significant figures. (2.1.1 – 2.1.3) Exponential functions Properties of exponential functions, their graphs. Model situations with exponentials and use them to solve practical situations. Solve equations involving exponentials using technology and algebraically in simple cases. (2.1.4 – 2.1.7)		Sadler 2 Chapter 1 Sadler 2 Chapter 1 Sadler 2 Chapter 2

5 - 7	Arithmetic and Geometric Sequences and Series Arithmetic Sequences Recursive and general formulae – recognize linear nature. Use arithmetic sequences in context. Establish and use the sum of n terms of an arithmetic sequence. (2.2.1 – 2.2.4) Geometric Sequences Recursive and general formulae – recognize exponential nature. Formula for the sum of a geometric sequence. Use geometric sequences in context. (2.2.5 – 2.2.9)	Task 8: Test 4 Week 5 Task 9: Investigation 3 Week 6	Sadler 2 Chapter 3 Sadler 2 Chapter 4 Sadler 2 Chapter 3 Sadler 2 Chapter 4
8-10	Introduction to Differential Calculus Rates of Change Interpret the average rate of change Use different notations for rates of change. Concept of a derivative Limiting chord definition of a derivative. Interpret derivatives as instantaneous rates of change Computation of Derivatives Estimate numerically the derivative for simple power functions. Examine examples of variable rates of change. Establish formula for differentiating. Properties of Derivatives Calculate the derivatives of polynomials (2.3.1 – 2.3.15)	Task 10: Test 5 Week 8 Task 11 Investigation 4 Week 10	Sadler 2 Chapter 5
Term 4			
1-3	Applications of Derivatives Determine instantaneous rates of change, slope of a tangent and its equation. Construct and interpret position-time graphs . Recognise velocity as the derivative of displacement. Sketch curves – determine stationary points, local and global extrema and behaviour as x approaches infinity. Solve optimisation problems. (2.3.16 – 2.3.21)	Task 12: Revision Assignment (Week3)	Sadler 2 Chapter 6 Sadler 2 Chapter 8
4	Anti-derivatives Calculate anti-derivatives of polynomial functions (2.3.22)	Task 13: Test 4	Sadler 2 Chapter 7
5	Revision		
6	Semester Two Examinations	Task 14: Examination	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS SPECIALIST YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 40%	Task 2: Test 1 Counting, Vectors , Vectors in Component Form	3%	Term 1 Week 6
	Task 4: Test 2 Proof and Reasoning	4%	Term 2 Week 3
	Task 5: Revision Assignment Based on content from Unit 1	2%	Term 2 Week 4
	Task 6: Test 3 Geometric Properties and Circle Properties	4%	Term 2 Week 5
	Task 9: Test 4 Matrices and Trigonometric Functions	7%	Term 3 Week 5
	Task 11: Test 5 Trigonometric Identities and Proof	8%	Term 3 Week 9
	Task 12: Revision Assignment Based on content from Units 1 and 2	3%	Term 4 Week 3
	Task 13: Test 6 Complex Numbers and Transformations	9%	Term 4 Week 4
Investigation 20%	Task 1: Investigation 1 Combinatorics	5%	Term 1 Week 4
	Task 3: Investigation 2 Vectors	5%	Term 2 Week 2
	Task 8: Investigation 3 Matrices	5%	Term 3 Week 1
	Task 10: Investigation 4 Real and Complex Numbers	5%	Term 3 Week 7
Examination 40%	Task 7: Semester 1 Examination Based on content from Unit 1	13%	Term 2 Week 8
	Task 14: Semester Two Examination Based on content from Units 1 and 2	27%	Term 4 Week 6

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COURSE OUTLINE 2019

MATHEMATICS SPECIALIST YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-3	Counting and Sets Permutations (ordered arrangements): Solve problems involving permutations. Use the multiplication and addition principle. Use factorial notation and ${}^n\text{P}_r$. Solve problems involving permutations and restrictions with or without repeated objects. The inclusion-exclusion principle for the union of two sets and three sets: Determine and use the formulas for finding the number of elements in the union of two and the union of three sets. The pigeon-hole principle: Solve problems and prove results using the pigeon-hole principle. Combinations (unordered selections): Solve problems involving combinations. Use the notation $\binom{n}{r}$ or $n\text{Cr}$. Derive and use simple identities associated with Pascal's triangle. (1.1.1 – 1.1.9)		Sadler Chapter 2
4	Introduction to Vectors: Examine examples of vectors including displacement and velocity. Define and use the magnitude and direction of a vector. Represent a scalar multiple of a vector. Use the triangle and parallelogram rule to find the sum and difference of two vectors. (1.2.1 – 1.2.4)	Task 1: Week 4	Sadler Chapter 3
5-6	Vectors in Component Form: Use ordered pair notation and column vector notation to represent a vector. Define and use unit vectors and the perpendicular unit vectors \mathbf{i} and \mathbf{j} . Express a vector in component form using the unit vectors \mathbf{i} and \mathbf{j} . Examine and use addition and subtraction of vectors in component form. Define and use multiplication by a scalar of a vector in component form. Examine properties of parallel vectors and determine if two vectors are parallel. Solve problems involving displacement, force and velocity involving the above concepts. (1.2.5 – 1.2.9)	Task 2: Week 6	Sadler Chapter 4
7-9	Proof and Reasoning The nature of proof: Use implication, converse, equivalence, negation, inverse, contrapositive. Use proof by contradiction. Use the symbols for implication (\Rightarrow), equivalence (\Leftrightarrow) Use the quantifiers 'for all' and 'there exists'. Use examples and counter-examples. (1.3.1 – 1.3.5)		Sadler Chapter 1
10	Scalar Product: Define and use scalar (dot) product. Apply the scalar product to vectors expressed in component form. Examine properties of perpendicular vectors and determine if two vectors are perpendicular. (1.2.10 – 1.2.12)		Sadler Chapter 8

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	Scalar Product: Define and use projections of vectors Solve problems involving displacement, force and velocity involving the above concepts. (1.2.13 – 1.2.14)	Task 3: Week 2	Sadler Chapter 8
3	Geometric proofs using vectors in the plane including: The diagonals of a parallelogram meet at right angles if and only if it is a rhombus. Midpoints of the sides of a quadrilateral join to form a parallelogram. The sum of the squares of the lengths of the diagonals of a parallelogram is equal to the sum of the squares of the lengths of the sides. (1.3.16 – 1.3.18)	Task 4: Week 3	Sadler Chapter 7
4 - 5	Circle properties and their proofs including the following theorems: An angle in a semicircle is a right angle. The angle at the centre subtended by an arc of a circle is twice the angle at the circumference subtended by the same arc. Angles at the circumference of a circle subtended by the same arc are equal. The opposite angles of a cyclic quadrilateral are supplementary. Chords of equal length subtend equal angles at the centre and conversely chords subtending equal angles at the centre of a circle have the same length. The angle in the alternate segment theorem. When two chords of a circle intersect, the product of the lengths of the intervals on one chord equals the product of the lengths of the intervals on the other chord. When a secant (meeting the circle at A and B) and a tangent (meeting the circle at T) are drawn to a circle from an external point M , the square of the length of the tangent equals the product of the lengths to the circle on the secant. ($AM \times BM = TM^2$). Suitable converses of some of the above results. Solve problems finding unknown angles and lengths and prove further results using the results listed above. (1.3.6 – 1.3.15)	Task 5: Week 4 Task 6: Week 5	Sadler Chapter 5
6	Revision		
7 - 8	Semester One Examinations	Task 7: Week 8	
END OF SEMESTER 1			
8-10 Country Week (Week 10)	Matrix arithmetic: Apply the matrix definition and notation Define and use addition and subtraction of matrices, scalar multiplication, matrix multiplication, multiplicative identity and inverse (2.2.1 – 2.2.3)		Sadler Chapter 10
Term 3			
1	Systems of linear equations: Interpret the matrix form of a system of linear equations in two variables, and use matrix algebra to solve a system of linear equations (2.2.11)	Task 8: Week 1	Sadler Chapter 10
2 - 6	The basic trigonometric functions: Determine all solutions of $f[a(x-b)] = c$ where f is one of sine, cosine or tangent. Graph functions with rules of the form $y = f(a(x-b)) + c$ where f is one of sine, cosine or tangent Reciprocal trigonometric functions, sketch their graphs, and graph simple transformations of them. Applications of trigonometric functions to model periodic phenomena: Model periodic motion using sine and cosine functions and understand the relevance of the period and amplitude of these functions in the model. Trigonometric identities: Prove and apply the Pythagorean identities. Prove and apply the angle sum, difference and double angle identities. Prove and apply the identities for products of sine and cosine (2.1.1 – 2.1.9)	Task 9: Week 5	Sadler Chapter 9

Week	Topics/Syllabus	Assessment	Resources
7 - 8	<p>Proofs involving numbers: Prove simple results involving numbers.</p> <p>Rational and irrational numbers: Express rational numbers as terminating or eventually recurring decimals and vice versa. Prove irrationality by contradiction for numbers such as $\sqrt{2}$ and $\log_2 5$.</p> <p>An introduction to proof by mathematical induction: Develop the nature of inductive proof including the 'initial statement' and inductive step. Prove results for sums, such as $1+4+9+\dots+n^2=\frac{n(n+1)(2n+1)}{6}$ for any positive integer n. Prove divisibility results, such as $3^{2n+4}-2^{2n}$ is divisible by 5 for any positive integer n. (2.3.1 – 2.3.6)</p>	Task 10: Week 7	Sadler Chapter 12
9 - 10	<p>Complex numbers: Define the imaginary number i as a root of the equation $x^2=-1$. Represent complex numbers in the form $a+bi$ where a and b are the real and imaginary parts. Determine and use complex conjugates perform complex-number arithmetic: addition, subtraction, multiplication and division. (2.3.7 – 2.3.10)</p>	Task 11: Week 9	Sadler Chapter 13
Term 4			
1 - 2	<p>The complex plane: Consider complex numbers as points in a plane, with real and imaginary parts, as Cartesian coordinates. Examine addition of complex numbers as vector addition in the complex plane. Develop and use the concept of complex conjugates and their location in the complex plane.</p> <p>Roots of equations: Use the general solution of real quadratic equations. Determine complex conjugate solutions of real quadratic equations. Determine linear factors of real quadratic polynomials expressed as sums and differences (2.3.11 – 2.3.16)</p>	Task 12: Week 3	Sadler Chapter 13
3 - 4	<p>Transformations in the plane: Examine translations and their representation as column vectors. Define and use basic linear transformations: dilations of the form $(x,y)\rightarrow(\lambda_1x,\lambda_2y)$, rotations about the origin and reflection in a line which passes through the origin, and the representations of these transformations by 2×2 matrices. Apply these transformations to points in the plane and geometric objects. Define and use composition of linear transformations and the corresponding matrix products. Define and use inverses of linear transformations and the relationship with the matrix inverse. Examine the relationship between the determinant and the effect of a linear transformation on area (2.2.4 – 2.2.10)</p>	Task 13: Week 4	Sadler Chapter 11
5	Revision		
6	Semester Two Examinations	Task 14: Week 6	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS FOUNDATIONS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 50%	Task 1: Test 1: Purpose of numbers in real-life and board game setting- Whole numbers and money	4%	Term 1 Week 2
	Task 2: Test 2: Addition and Subtraction strategies in real life and board game situations	6%	Term 1 Week 4
	Task 5: Test 3: Rounding and Estimation	4%	Term 1 Week 7
	Task 7: Test 4: Organise, Display and Interpret Data	4%	Term 1 Week 9
	Task 10: Test 5: Choose and use measuring tools for length, mass and capacity	4%	Term 2 Week 6
	Task 11: Test 6: Multiplication and Division strategies	4%	Term 2 Week 9
	Task 12: Test 7: Multiplication and Division: Whole numbers and money	4%	Term 3 Week 2
	Task 14: Test 8: Compare and order commonly used fractions and decimals	5%	Term 3 Week 5
	Task 15: Test 9: Equivalent fractions, simplifying and link between fractions and decimals	5%	Term 3 Week 8
	Task 17: Test 10: Estimating perimeter, area and volume: choosing appropriate units.	5%	Term 4 Week 2
	Task 20: Test 11: Predictions and decisions based on probability	5%	Term 4 Week 5
Investigation 50%	Task 3: Application 1 – Board Game Project- Game Plan	6%	Term 1 Out: Week 1 Due: Week 4
	Task 4: Applications 2: Board Game Project- Production Plan	6%	Term 1 Out: Week 4 Due: Week 5
	Task 6: Application 3: Board Game Project- Mathematical Project Report	6%	Term 1 Out: Week 1 Due: Week 8
	Task 8: Application 4: Data Application- Mobile Phone	5%	Term 1 Week 10
	Task 9: Application 5: Plan a journey between Kalgoorlie and Perth using public transport	6%	Term 2 Week 1
	Task 13: Application 6: Determine the cost of a shopping list for a barbecue for a group of friends use existing	5%	Term 3 Week 3
	Task 16: Application 7: Based around baking (increasing/decreasing size of recipe quantities)	6%	Term 3 Week 9
	Task 18: Application 8: Perimeter, Area and Volume	5%	Term 4 Week 3
	Task 19: Application 9: Chance and Probability – Rolling Dice	5%	Term 4 Week 4

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COURSE OUTLINE 2019

MATHEMATICS FOUNDATIONS YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Board Game Project Whole Numbers and Money Through an investigative project students will identify and describe the purpose of whole numbers, dollars and part dollars from real-life familiar examples. Recognise and use patterns in the number system and use place value to understand the meaning and magnitude of whole numbers into the millions, dollars and part dollars and simple negative numbers that represent real-life situations.	Task 1: Week 2	MAWA Foundations Mathematics Unit 1 Section 1: Topic 1 – 4 (pg 6-37) Board Game Project Booklet
3 - 4	Board Game Project Addition and Subtraction Strategies Consider everyday situations which involve addition and subtraction and the difference between estimates or accurate answers and apply this to board games they know and in design of a new board game. Understand and recall basic addition facts using combinations to ten, ten frames and doubles to add small numbers.	Task 2: Week 4 Task 3: Week 4	MAWA F.M. Unit 1 Section 3: Topic 1 (pg 56 – 68) Board Game Project Booklet
5 - 6	Board Game Project Addition of Whole Numbers and Money Mental strategies and informal jottings for solving addition and subtraction problems using grids, partitioning and number lines. Number sentences, choosing and using a suitable calculation strategy, checking answers are reasonable for the context. This will be applied to board game project.	Task 4: Week 5	MAWA F.M. Unit 1 Section 3 Topic 2-6 (page 69-137) Board Game Project Booklet
7	Board Game Project Choosing the method of calculation Choosing between mental calculation and calculator and addition and subtraction to solve everyday problems involving whole number and money. Rounding and estimation strategies.	Task 5: Week 7	MAWA F.M. Unit 1 Section 3 Topic 7-8 (page 138-156) Board Game Project Booklet
8	Board Game Project Using and Extending Addition and Subtraction facts Understand and recall of addition and subtraction facts and how these strategies can be applied to board games.	Task 6: Week 8	MAWA F.M. Unit 1 Section 3 Topic 10 (Page 164-174) Board Game Project Booklet
9 - 10	Data Collect and record data from everyday situations in one and two-way tables. Construct vertical and horizontal column/bar graphs and line graphs (including frequency and measurement). Use simple scales and whole numbers. Determine whether interpretations are reasonable. Communicate information and conclusions.	Task 7: Week 9 Task 8: Week 10	MAWA F.M. Unit 1 Section 2 Topic 1 (page 38-55)

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	Time Read, write and interpret commonly used expressions of time in various texts, calendars and timetables and the media. Determine whether an estimate or an accurate answer is needed in everyday situations involving time. Use digital and analogue watches, clocks (12 hour time only) and stopwatches to measure time. Use addition and subtraction to solve simple elapsed time problems (one type of time unit).	Task 9: Week 1	MAWA F.M. Unit 1 Section 3: Topic 7 – 10 (pg 138-204)
3	Length, mass and capacity Identify and discuss situations which involve using length, mass and capacity measures. Develop benchmarks, Explore units of measure and look at conversion between units.		MAWA F.M. Unit 1 Section 5: Topic 1 (pg 205-212)
4 - 7	Length Mass Capacity Choose appropriate measuring tools to solve everyday problems. Use informal length to estimate measure and compare the size of everyday things. Develop a sense of size of commonly used measures and use standard length, mass and capacity units. Use a variety of simple calibrated scales to measure and compare (whole numbers)	Task 10: Week 6	MAWA F.M. Unit 1 Section 5 Topic 2-4 (213-249)
8	Introduction to Multiplication and Division Consider everyday situations which involve multiplication and Division, the difference between estimates or accurate answers. Recalling basic multiplication and division facts.		MAWA F.M. Unit 2 Section 2 (page 102-123 & 149-167)
END OF SEMESTER 1			
8 - 10	Multiplication and Division of Whole Numbers Number sentences, choosing and using a suitable calculation strategy, checking answers are reasonable for the context. Inverse thinking for division strategies.	Task 11: Week 9	MAWA F.M. Unit 2 Section 2 (pages 124-148 & 166-187)
Term 3			
1 - 2	Multiplication and Division of Money. Number sentences, choosing and using a suitable calculation strategy, checking answers are reasonable for the context. Inverse thinking for division strategies.	Task 12: Week 2	MAWA F.M. Unit 2 Section 2 (page 124-216)
3 - 4	Using and extending multiplication and division facts Understanding and recalling multiplication and division facts. The relationship between multiplication and division using part-part-whole thinking. Use factors to ten, doubles and commutativity.	Task 13: Week 3	
5 - 9	Fractions and Decimals – Identify and describe the purpose of fractions and decimals in everyday life. Fractions Read, write and count with fractions. Consider the meaning and magnitude of fractions. Compare and order fractions. Use visualised equivalent fractions to compare and order fractions by size. Decimals – Extend whole number place value to the right. Use patterns in the number system to read, write, count with and order familiar decimals in everyday contexts Connecting fractions and decimals – Make connections between commonly used fractions and decimals to name the same quantity in different ways. Determine and explain whether the magnitude of a fraction or decimal is reasonable within everyday contexts.	Task 14: Week 5 Task 15: Week 8 Task 16: Week 9	MAWA F.M. Unit 2 Section 1 Topic 1-6 (page 6-99)

Week	Topics/Syllabus	Assessment	Resources
10	Metric relationships - Identify and describe commonly used metric units in everyday contexts. Use prefix names of measurements. Relationship with base units. Link decimal place value and prefix names. Convert between units. Communicate measurements using units appropriate to context.		MAWA F.M. Unit 2 Section 3 Topic 1 (page 234-247)
Term 4			
1 - 3	<p>Perimeter - Identify and describe the purpose of perimeter measures in everyday life. Determine whether an estimate or an accurate answer is needed in a range of contexts. Calculate perimeter by adding the lengths and link this to the formula. Choose which perimeter unit is appropriate in context.</p> <p>Area and volume - Identify and describe the purpose of area and volume measures in everyday life. Measure area by counting squares and volume by counting cubes. Connect counting with the formulae. Choose which area or volume unit is appropriate in context.</p> <p>Estimate perimeter, area and volume in practical situations - Using familiar standard units and rounding, choose which perimeter area or volume unit is appropriate in context. Determine whether an answer is reasonable.</p>	<p>Task 17: Week 2</p> <p>Task 18: Week 3</p>	MAWA F.M. Unit 2 Section 3 Topic 2 (page 248-265)
4 - 5	The probability of events - Identify and describe situations which involve chance in everyday life. Compare and describe the likelihood of events.	<p>Task 19: Week 4</p> <p>Task 20: Week 5</p>	MAWA F.M. Unit 2 Section 4 Topic 1 (page 266-276)
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL MATHEMATICS ESSENTIAL YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Response 50%	Task 1: Test Topic 1 and 2 BIMDAS, Percentages and Rates	8%	Term 1 Week 5
	Task 5: Test Topic 3 Measurement	9%	Term 2 Week 4
	Task 6: Test Topic 4 Graphs in Practical Situations	8%	Term 2 Week 8
	Task 8: Test Topic 5 Percentages, Rates and Ratios	8%	Term 3 Week 3
	Task 10: Test Topic 6 Time and Motion	9%	Term 3 Week 9
	Task 12: Test Topic 7 Statistics	8%	Term 4 Week 4
Practical Application 50%	Task 2: Investigation 1 - Peter's Place In class application on budgeting assessing percentages and rates content	10%	Term 1 Week 6
	Task 3: Investigation 2 – Room Renovations In class application on renovations assessing spatial measurement content	10%	Term 1 Week 10
	Task 4: Investigation 3 – Packaging and Energy Take home application on food packaging assessing all measurement content	5%	Term 2 Week 3
	Task 7: Investigation 4 – Owning a Car In class application on car ownership assessing percentages, rates and ratios content	10%	Term 3 Week 2
	Task 9: Investigation 5 – Road Trip Take home application on travel assessing time and motion content	5%	Term 3 Week 8
	Task 11: Investigation 6 – Statistics In class application on univariate data processing, assessing statistics content	10%	Term 4 Week 3

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COURSE OUTLINE 2019

GENERAL MATHEMATICS ESSENTIAL YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
Topic 1: Basic Calculations, BIMDAS and Practical Formulas			
1	The Mathematical Thinking Process (1.1.1 - 1.1.5)		
2	BIMDAS (1.1.6 - 1.1.12)		Ex 1.1 pg. 3 Ex 1.4 pg. 21
3	Formulas in Practical Situations (1.2.1 - 1.2.2) <ul style="list-style-type: none"> Substitute values into contextual mathematical formulas and evaluate solutions 		Ex 4.3 pg 95
Topic 2: Percentages and Rates			
4	Percentages Fractions and Decimals (1.1.13 – 1.1.15) <ul style="list-style-type: none"> Calculate a percentage of a given amount. Express one amount as a percentage of another. Increase and decrease a number by a percentage 		Ex 1.2 pg. 11 Ex 1.3 pg. 18 Ex 2.1 pg 26 Ex 2.2 pg 32
5	Rates (1.1.16-1.1.18) <ul style="list-style-type: none"> Complete calculations involving rates. 	Task 1: Week 5	Ex 2.3 pg 36
6	Revision and Assessment – Topics 1 and 2	Task 2: Week 6	Review Exercise 1
Topic 3: Measurement			
7 - 8	Linear Measure (1.3.1-1.3.4) <ul style="list-style-type: none"> Perimeters of triangles, rectangles, squares and composites of these shapes 		Ex 3.1 pg 46 Ex 3.2 pg 51
9 - 10	Area Measure (1.3.5-1.3.8) <ul style="list-style-type: none"> Areas of triangles, rectangles and composites. 	Task 3: Week 10	Ex 3.3 pg 61
Term 2			
1	Mass (1.3.9-1.3.10) <ul style="list-style-type: none"> Metric mass units 		Ex 3.4 pg 71 Qs 1-6
2	Volume and Capacity (1.3.11-1.3.14) <ul style="list-style-type: none"> Volume and capacity of cubes, rectangular prisms and triangular prisms 		Ex 3.4 pg 71 Qs 7-29
3	Units of Energy (1.3.15-1.3.18) <ul style="list-style-type: none"> Convert between different energy units: kilojoules, calories and kilowatt hours. 	Task 4: Week 3	Ex 3.5 pg 81
4	Revision and Assessment – Topic 3	Task 5: Week 4	

Week	Topics/Syllabus	Assessment	Resources
Topic 4: Graphs in Practical Situations			
5	Different Types of Graphs <ul style="list-style-type: none"> Conversion graphs, line graphs, step graphs, column graphs, and picture graphs. 		Ex 5.2 pg 107 Ex 5.3 pg 113 Ex 5.4 pg 121
6	Interpreting Graphs (1.4.1-1.4.3) <ul style="list-style-type: none"> Interpret information presented in two-way tables 		Ex 5.1 pg 101
7 - 8	Drawing Graphs (1.4.4-1.4.6) <ul style="list-style-type: none"> Draw a line graph for appropriate data. Revision and Assessment – Topic 4 	Task 6: Week 8	
END OF SEMESTER 1			
Topic 5: Percentages, Rates and Ratios			
8 - 9	Percentages Review (2.2.1-2.2.2) <ul style="list-style-type: none"> Fluently convert between percentages, fractions and decimals. Calculate a percentage of a given amount. Express one amount as a percentage of another. Increase and decrease a number by a percentage 		Ex 8.1 pg 185
10	Percentage Applications (2.2.3-2.2.4) <ul style="list-style-type: none"> Solve real world problems involving percentages, including GST, simple interest and depreciation. 		Ex 8.2 pg 187 Ex 8.3 pg 192
Term 3			
1	Ratios (2.3.1-2.3.7) <ul style="list-style-type: none"> Understand the connection between ratios, decimals, percentages and fractions Express a ratio in its simplest form Divide a quantity into a given ratio. 		Ex 9.1 pg 197 Ex 9.2 pg 202
2	Rates (2.3.8-2.3.12) <ul style="list-style-type: none"> Complete calculations involving rates, solving for various quantities 	Task 7: Week 2	Ex 9.3 pg 204
3	Revision and Assessment – Topic 5	Task 8: Week 3	
Topic 6: Time and Motion			
4	Scales and Distances (2.4.8-2.4.9) <ul style="list-style-type: none"> Use scales to calculate distances on plans, maps and charts 		Ex 10.2 pg 223
5	Time (2.4.1-2.4.3) <ul style="list-style-type: none"> Convert between units of time Convert between 12 hour and 24 hour time Calculate the interval between two times 		Ex 10.1 pg 213 Qs 1-18
6	Timetables (2.4.4-2.4.7) <ul style="list-style-type: none"> Plan a journey using multiple timetables and multiple modes of transport 		Ex 10.1 pg 213 Qs 19-221
7	Speed (2.4.10-2.4.12) <ul style="list-style-type: none"> Real world problems involving travel time 		Ex 10.4 pg 234 Qs 1-7
8	Distance/Time Graphs (2.4.13-2.4.14)	Task 9: Week 8	Ex 10.4 pg 234 Qs 8-11
9	Revision and Assessment – Topic 6	Task 10: Week 9	

Week	Topics/Syllabus	Assessment	Resources
Topic 7: Statistics			
10	Displaying Numerical and Categorical Data (2.1.1-2.1.6, 2.1.14) frequency tables, stem and leaf plots, dot plots and histograms		Ex 6.1 pg 136
Term 4			
1	Mean Median Mode Range Outliers and Spread (2.1.7-2.1.9, 2.1.11-2.2.13, 2.1.17) • Mean, median, mode, range, outliers, standard deviation and skewness		Ex 6.2 pg 144 Ex 7.1 pg 154
2	Box Plots (2.1.10, 2.1.15-2.1.16) • Five-number summaries and box and whisker plots		Ex 7.2 pg 161
3	Comparing Data Sets 2.1.14, 2.1.17) • back-to-back stem and leaf plots and double box and whisker plots	Task 11: Week 3	Ex 7.3 pg 168
4	Revision and Assessment – Topic 7	Task 12: Week 4	Review Exercise 3
END OF SEMESTER 1			

ASSESSMENT OUTLINE 2019

ATAR MATHEMATICS APPLICATIONS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 40%	Task 1: Test 1 Bivariate Data Analysis	5.5%	Term 1 Week 5
	Task 3: Test 2 Growth and Decay in Sequences	4%	Term 1 Week 9
	Task 5: Test 3 Graphs and Networks	5.5%	Term 2 Week 4
	Task 7: Test 4 Time Series Analysis	7%	Term 2 Week 9
	Task 8: Test 5 Loans, Investments and Annuities	9%	Term 3 Week 3
	Task 10: Test 6 Networks and Decision Mathematics	9%	Term 3 Week 9
Investigation 20%	Task 2: Investigation 1 Bivariate Data Analysis	6%	Term 1 Week 6
	Task 4: Investigation 2 Graphs and Networks	7%	Term 2 Week 3
	Task 9: Investigation 3 Loans, Investments and Annuities	7%	Term 3 Week 4
Exam 40%	Task 6: Semester One Exam Based on content from Unit 3	10%	Term 2 Week 6
	Task 11: Semester Two Exam Based on content from Units 3 and 4	30%	Term 4 Week 1

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COURSE OUTLINE 2019

ATAR MATHEMATICS APPLICATIONS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 5	Bivariate Data: The statistical investigation process. Fitting a linear model to numerical data. Association and causation, including the data investigation process. (3.1.1 – 3.1.19)	Task 1: Test 1 Week 5	Sadler Unit 3 Chapters 1&2
6 - 9	Growth and Decay Sequences: The arithmetic sequence. The geometric sequence. Sequences generated by first-order linear recurrence relations (3.2.1–3.2.11)	Task 2: Investigation 1 Week 6 Task 3: Test 2 Week 9	Census At Schools Sadler Unit 3 Chapters 3&4
10	Graphs and Networks: The definition of a graph and associated terminology. Planar graphs. (3.3.1–3.3.5)		Sadler Chapter 5
Term 2			
1	Graphs and Networks: The definition of a graph and associated terminology. Planar graphs. (3.3.1–3.3.5)		Sadler Chapter 5
2 - 4	Graphs in Practical Situations: Paths and cycles. (3.3.6–3.3.9)	Task 4: Investigation 2 Week 3 Task 5: Test 3 Week 4	Sadler Unit 3 Chapter 6
5	Revision: Unit 3 consolidation and exam preparation		Practice Exams
6	Exam Week:	Task 6: Semester One Exam	
END OF SEMESTER 1			
7 - 9	Time Series Analysis: Describing and interpreting patterns in time series data Analysing time series data, including the data investigation process. (4.1.1 – 4.1.8)	Task 7: Test 4 Week 9	Sadler Unit 4 Chapters 1&2
10	Loans, Investments and Annuities: Review Simple Interest, Compound interest. Compound interest loans and investments. (4.2.1 – 4.2.3)		
Term 3			
1 - 3	Loans, Investments and Annuities: Reducing balance loans (compound interest loans with periodic repayments). Annuities and perpetuities (4.2.4 – 4.2.7)	Task 8: Test 5 Week 3	Sadler Unit 4 Chapters 3&4
4	Investigation 3 Loans, Investments and Annuities	Task 9: Investigation 3 Week 4	

Week	Topics/Syllabus	Assessment	Resources
5 - 8	Networks: Trees and minimum connector problems. Project planning and scheduling, using critical path analysis (CPA). Flow networks. Assignment problems. (4.3.1 – 4.3.9)		Sadler Unit 4 Chapters 5-7
9	Decision Mathematics: Assignment problems. (4.3.10 – 4.3.11)	Task 10: Test 6 Week 9	Sadler Unit 4 Chapter 8
10	Revision: Unit 3 and 4 consolidation and preparation for Mock exam		Practice Exams
Term 4			
1	Exam Week:	Task 11: Semester Two Exam	
2	Revision Preparation for WACE exam.		Practice Exams
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS METHODS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 40%	Task 1: Test 1 Derivatives and Applications of derivatives	5.6%	Term 1 Week 5
	Task 3: Test 2 Anti-differentiation, definite integrals, Fundamental Theorem of Calculus and Application of Integration	5.6%	Term Week 1
	Task 4: Test 3 Logarithmic Function and Calculus of Natural Logarithmic Function	5.2%	Term 2 Week 4
	Task 7: Test 4 Discrete Random Variables, Bernoulli and Binomial Distributions	6.8%	Term 2 Week 10
	Task 8: Test 5 Continuous Random Variables and Normal Distribution	6.8%	Term 3 Week 5
	Task 10: Test 6 Random Sampling, Sample proportions and Confidence Intervals for proportions	10%	Term 3 Week 9
Investigation 20%	Task 2: Investigation 1 Further Differentiation and Applications	7%	Term 1 Week 6
	Task 6: Investigation 2 Discrete Random Variables	6%	Term 2 Week 7
	Task 9: Investigation 3 Continuous Random variables	7%	Term 3 Week 6
Examination 40%	Task 5: Semester 1 Examination Based on Unit 3: Further Differentiation and Applications and Integrals and Unit 4; The Logarithmic Function	10%	Term 2 Week 6
	Task 11: Semester Two Examination Based on content from Units 3 and 4	30%	Term 4 Week 1

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Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Derivatives Product, quotient, chain rules (3.1.7 – 3.1.8) Exponential Functions Define e as limit, differentiate e^x , use exponentials and their derivatives to solve practical problems (3.1.1 – 3.1.4)		Sadler 3 Chapter 1 Sadler 3 Chapter 6
3	Trigonometric Functions Establish the derivatives of $\sin x$ and $\cos x$, use trigonometric functions and their derivatives to solve practical problems. (3.1.5, 3.1.6, 3.1.9)		Sadler 3 Chapter 7
4 - 5	The Second Derivative and Applications of Differentiation Concavity, points of inflection – relationship with second derivative. Apply second derivative test, sketch functions using calculus, identify acceleration as second derivative. Use incremental formula, solve optimization problems. (3.1.10 – 3.1.16)	Task 1: Test 1 Week 5	Sadler 3 Chapter 2
6 - 7	Anti-differentiation Identify anti-differentiation as the reverse of differentiation. Determine indefinite integrals and determine $f(x)$ given the derivative and an initial condition. (3.2.1 – 3.2.9)	Task 2: Investigation 1 Week 6	Sadler 3 Chapter 3
8 - 10	Definite Integrals Identify the definite integral as a limit of sums of the form $\sum_i F(x_i)\delta x_i$. Interpret the definite integral as area under curve $f(x)$ if $f(x) > 0$. Fundamental Theorem Apply the theorem: $F'(x) = \frac{d}{dx} \left(\int_a^x f(t) dt \right) = f(x)$, and illustrate its proof geometrically. Develop the formula $\int_a^b f'(x) dx = f(b) - f(a)$ and use it to calculate definite integrals. (3.2.10 – 3.2.17)		Sadler 3 Chapter 4 Sadler 3 Chapter 5
Term 2			
1	Applications of Antidifferentiation including total change, area under and between curves and rectilinear motion. (3.2.18 – 3.2.22)	Task 3: Test 2 Week 1	Sadler 3 Chapter 4
2 - 3	Logarithmic Functions Define Logarithms, establish algebraic properties. Examine inverse relationship between logs and exponentials. Logarithmic scales. Graph and transform log function. Solve simple equations involving log functions algebraically and graphically. Identify contexts suitable for modelling by log functions and use them to solve practical problems. (4.1.1 – 4.1.8)		Sadler 4 Chapter 1
4 - 5	Calculus of the Natural Logarithmic Function Integrate to give the logarithmic function and differentiate logarithmic function. Use logarithmic functions and their derivatives to solve practical problems. (4.1.9 – 4.1.14)	Task 4: Test 3 Week 4	Sadler 4 Chapter 2
6	Semester One Examinations	Task 5: Examination Week 6	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
7 - 8	General Discrete Random Variables Concept of random variable, probability functions and their use in modelling data. Use this to solve practical problems. (3.3.1 – 3.3.8)	Task 6: Investigation 2 Week 7	Sadler 3 Chapter 8
9 - 10	Bernoulli Distributions and Binomial Distributions Definition of Bernoulli random variable, use them to model data and solve practical problems. Use Binomial distributions and their associated probabilities to solve practical problems. (3.3.9 – 3.3.12)	Task 7: Test 4 Week 10	Sadler 3 Chapter 9
Term 3			
1 - 3	General Continuous Random Variables Concept of probability density function, cumulative distribution function and probabilities associated with a continuous random variable given integrals. Examine simple types of continuous random variables and use them in appropriate contexts. Change of scale and origin on the mean and standard deviation Normal Distributions Identify contexts that are suitable for modelling by normal random variables. Calculate probabilities and quantiles associated with a given normal distribution using technology and use these to solve practical problems (4.2.1 – 4.2.7)		Sadler 4 Chapter 3 Sadler 4 Chapter 4
4 - 5	Random Sampling Discuss sources of bias in samples and procedures to ensure randomness. (4.3.1 – 4.3.3)	Task 8: Test 5 Week 5	Sadler 4 Chapter 5
6 - 7	Sample Proportions Examine concept of sample proportion as a random variable. Examine approximate normality of the distribution for large samples. (4.3.4 – 4.3.6)	Task 9: Investigation 3 Week 6	Sadler 4 Chapter 6
8 - 9	Confidence Intervals for Proportions Examine the concept of an interval estimate for a parameter associated with a random variable. Use simulation to illustrate variations in confidence intervals between samples and to show that most but not all confidence intervals contain the parameter. (4.3.7 – 4.3.10)	Task 10: Test 6 Week 9	Sadler 4 Chapter 6
10	Revision Review of content in3 preparation for Mock Examinations		
Term 4			
1	Semester Two Examinations	Task 11: Examination Week 1	
2	Preparation for WACE Review Mock and prepare for WACE examinations		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS SPECIALIST YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Task Type 40%	Task 1: Test 1 Polynomials and Functions	4%	Term 1 Week 5
	Task 3: Test 2 Complex Numbers	4%	Term 1 Week 9
	Task 5: Test 3 Vectors	5%	Term 2 Week 3
	Task 8: Test 4 Systems of Linear Equations & Integration	10%	Term 3 Week 2
	Task 9: Test 5 Differentiation	9%	Term 3 Week 6
	Task 10: Test 6 Statistical Inference, Rectilinear Motion and SHM	8%	Term 3 Week 9
Task Type 20%	Task 2: Investigation 1 Complex Numbers	7%	Term 1 Week 7
	Task 4: Investigation 2 Functions and Sketching Graphs	6%	Term 1 Week 10
	Task 7: Investigation 3 Integration and Applications of Integration	7%	Term 2 Week 9
Exam 40%	Task 6: Semester One Exam Based on content from Unit 3	15%	Term 2 Week 6
	Task 11: Semester Two Exam Based on content from Units 3 and 4	25%	Term 4 Week 1

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COURSE OUTLINE 2019

MATHEMATICS SPECIALIST YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Functions Function composition, one-to-one functions. Inverse of a function, including reflection property of a function and its inverse. (3.2.1 – 3.2.5)		Sadler Chapter 3
3 - 4	Factorisation of Polynomials Prove and apply the factor and Remainder Theorems for polynomials. Conjugate roots for polynomials with real coefficients. Solve simple polynomial equations (3.1.13 – 3.1.15) Sketching Graphs Absolute value graphs. Rational functions – numerator and denominator low degree. (3.2.6 – 3.2.8)		Sadler Chapter 3
4 - 5	Complex Numbers – Cartesian and Polar Form Review complex number arithmetic in Cartesian form. Polar form of complex numbers and arithmetic. Prove and use De Moivre's Theorem for integral powers. (3.1.1 – 3.1.7)	Task 1: Week 5	Sadler Chapter 1&2
6 - 7	The Complex Plane and Roots of Complex Numbers Addition in complex plane as vector addition. Multiplication as linear transformation. Graphing regions in the Complex plane. (3.1.8 – 3.1.10) Determine and examine the n th roots of unity and their location on the unit circle. Determine and examine the n th roots of complex numbers and their location in the complex plane. (3.1.11-3.1.12)	Task 2: Week 7	Sadler Chapter 2
8	Algebra of Vectors in Three Dimensions Review concepts of vectors from Unit 1 – extend to three dimensions. Prove geometric results in plane and construct simple proofs in three dimensions. (3.3.1 – 3.3.2)		Sadler Chapter 1 Sadler Chapter 4
9 – 10 - T2 W1	Vector and Cartesian Equations Cartesian coordinates for three dimensions, plotting points and equations of spheres. Vector equation of line in 2D and 3D. Cross product to determine normal to given plane. Vector and Cartesian equation of a plane. (3.3.3 – 3.3.8)	Task 3: Week 9 Task 4: Week 10	Sadler Chapter 5
Term 2			
2 - 3	Vector Calculus Position vectors as a function of time. Derive Cartesian equation of path given as a vector equation in 2D, including ellipses and hyperbolas. Differentiate and integrate a vector function wrt time. Apply vector calculus to motion in a plane, including projectile and circular motion. (3.3.11 – 3.3.15)	Task 5: Week 3	Sadler Chapter 7
4	Systems of Linear Equations Use elementary techniques of elimination to solve a system of linear equations. Examine three cases – unique, infinite and no solutions with three variables. (3.3.9 – 3.3.10)		Sadler Chapter 6
5	Revision		
6	Semester One Examinations	Task 6: Week 6	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
7 - 8	Integration Techniques Integrate using trigonometric identities, substitution. Integrate to get the natural logarithmic function. Use partial fractions where necessary for integration in simple cases. (4.1.1 – 4.1.4)		Sadler Chapter 9
9	Applications of Integration Calculate areas between curves defined by functions. Determine volumes of solids of revolution about either axis. Use technology with numerical integration. (4.1.5 – 4.1.7)	Task7: Week 9	Sadler Chapter 9
10	Country Week		
Term 3			
1 - 2	Applications of Integration(complete) (4.1.5 – 4.1.7)	Task 8: Week 2	Sadler Chapter 9
3 - 5	Applications of Differentiation Implicit differentiation. Related rates as instances of the chain rule. Incremental formula. Solve simple first order differential equations. Examine slope fields of a first order differential equation. Formulate differential equations including the logistic equation. (4.2.1 – 4.2.6)		Sadler Chapter 8 Sadler Chapter 10
6	Modelling Motion Consider and solve problems involving motion in a straight line, with both constant and non-constant acceleration. (4.2.7)	Task 9: Week 6	Sadler Chapter 11
7	Sample Means (4.3.1 – 4.3.3)		Sadler Chapter 12
8 - 9	Confidence Intervals for means (4.3.4 – 4.3.7)	Task 10: Week 9	Sadler Chapter 12
10	Revision Review of content in preparation for Mock Examinations		
Term 1			
1 - 2	Semester Two Examinations Preparation for WACE Review Mock and prepare for WACE examinations	Task 11: Week 1	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS FOUNDATIONS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 40%	Task 2: Test 1 Real-Life Problems: Whole Numbers and Money	4%	Term 1 Week 3
	Task 4: Test 2 Time and Temperature	4%	Term 1 Week 5
	Task 5: Test 3 Percentage Problems: Calculators and Spreadsheets	5%	Term 1 Week 7
	Task 7: Test 4 Four Operations: Fractions and Decimals	6%	Term 1 Week 10
	Task 9: Test 5 2D, 3D Shapes and Location	5%	Term 2 Week 4
	Task 11: Test 6 Rates and Ratios in everyday situations	6%	Term 2 Week 9
	Task 13: Test 7 Interpret statistical data and averages in everyday situations	6%	Term 3 Week 3
	Task 14: Test 8 Predictions and decisions based on probability	4%	Term 3 Week 5
Practical Applications 45%	Task 1: Application 1 Whole numbers and money (take home application)	4%	Term 1 Week 2/3
	Task 3: Application 2 Planning in journey (take home application)	4%	Term 1 Week 4/5
	Task 6: Application 3 Percentages and Pay Rates	5%	Term 1 Week 8
	Task 10: Application 4 Room Design	6%	Term 2 Week 6
	Task 12: Application 5 Mix concentrations of fluids based on ratios	5%	Term 2 Week 10
	Task 15: Application 6 Starting a new job	7%	Term 3 Week 8
	Task 16: Application 7 Planning a holiday	7%	Term 3 Week 10
	Task 17: Application 8 Plan a community event based on the weather	7%	Term 4 Week 1
Externally Set Task 15%	Task 8: Externally Set Task	15%	Term 2 Week 2

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COURSE OUTLINE 2019

MATHEMATICS FOUNDATIONS YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	The four operations: whole numbers and money Plan to solve real-life problems involving whole numbers and money by deciding whether an accurate answer is required or if an estimate is appropriate, choosing one or more of the four operations and using them in the correct sequence. Determine the correct order of operations when solving multi-step problems. Consider whether an answer is reasonable, using estimation, rounding and the context of the problem.	Task 1: Week 3 Task 2: Week 3	MAWA Foundation Mathematics Unit 3: Pg 6 - 73
4	Time Understand the importance of naming and recording a time, and work out the time that has elapsed in work and community life. Read and use digital and analogue watches, clocks (including 24-hour) and stopwatches. Use various forms of time to record events; for example, timesheets. Convert between 12- and 24-hour time and read complex timetables and calendars. Compare and order time events, convert between one time unit and another, and solve simple problems involving elapsed time which include different time units.	Task 3: Week 5	MAWA Foundation Mathematics Unit 3: Pg 238 – 259
5	Temperature Identify and describe tools and units commonly used to measure temperature. Develop a sense of how hot/cold, as compared to the Celsius unit, and use a thermometer to measure and compare temperatures to the nearest degree, using the symbol for degrees ($^{\circ}$). Calculate change in temperature and find the difference between maximum and minimum temperature.	Task 4: Week 5	MAWA Foundation Mathematics Unit 3: Pg 260 - 252
6-8	Percentages linked with fractions and decimals Identify and describe percentages found in texts and the media from everyday life and work and describe their purpose. Read, write, say and use common percentages and make connections between everyday fractions, decimals and percentages to interpret and compare quantities. Use the percentage button on a calculator efficiently when finding the percentage of a quantity and use a spreadsheet to solve percentage problems.	Task 5: Week 7 Task 6: Week 8	MAWA Foundation Mathematics Unit 3: Pg 156 - 213
8-9	Mental and written strategies using the four operations: fractions and decimals Choose whether to add, subtract, multiply or divide when solving problems involving fractions and decimals. Choose whether an accurate answer or an estimate is appropriate when solving problems involving fractions and decimals. Choose whether to use decimals or simple fraction equivalents when solving problems in practical contexts using informal jottings, calculator or spreadsheet. Solve problems mentally by visualising fractions and using place value and partitioning of decimals. Use properties of operations to anticipate the effect when calculating with fractions and decimals.		MAWA Foundation Mathematics Unit 3: Pg 74 - 123
10	Solving problems involving fractions and decimals Use simple fractions and decimals as a guide when solving problems with a calculator involving more complex numbers. Interpret decimal remainders from division calculations in context. Consider whether an answer to a problem involving fractions and decimals is reasonable, using the properties of the operations, estimation and the context of the problem, and then communicate the solutions with language and symbols consistent with the context.	Task 7: Week 10	MAWA Foundation Mathematics Unit 3: Pg 124 - 155

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-2	Externally Set Task Externally set task preparations (Sample Tasks) and completion of assessment.	Task 8: Week 2	
3	Location Locate and describe the purpose of maps and plans in everyday contexts. Read and interpret both web-based and printed maps and plans referring to labels, symbols, keys, distance, direction, coordinates and whole number scales. Place key features on maps and plans, attending to relative position and proximity. Locate north, south, east and west on simple maps, and in their environment, and be able to locate themselves and others on a simple map. Work out distances, practical routes and directions from one place to another on simple maps.		MAWA Foundation Mathematics Unit 3: Pg 216 - 237
4- 6	Space and Design Identify, name, classify and describe common 2D and 3D shapes. Draw simple 2D plans to show placement of object with relation to one another by hand and with computer software. Draw simple 3D objects using isometric, perspective, oblique and exploded drawings by hand and with computer software. Match or construct simple 3D objects from drawings of them. Read and interpret plans, diagrams and simple scale drawings of familiar objects. Identify and estimate common angles.	Task 9: Week 4 Task 10: Week 6	MAWA Foundation Mathematics Unit 3: Pg 273 - 324
END OF SEMESTER 1			
7 - 8	Rates Identify common use of rates and ratios in everyday contexts and determine whether an accurate answer or an estimate is appropriate. Understand what rates are (relationship between two amounts) and use repeated addition, multiplication or division to work out simple rates, either mentally or with a calculator.		MAWA Foundation Mathematics Unit 4: Pg 8 - 30
9-10	Ratios Understand simple ratios as proportional relationships between two or more amounts. Read, write, say and use simple ratios as a fraction, percentage or numbers separated by a colon; that is 3:1, in practical contexts. Use ratios to solve problems in context (read simple scales on maps and plans, make mixtures given directions). Use repeated addition, multiplication or division to increase or decrease amounts in practical situations.	Task 11: Week 9 Task 12: Week 10	MAWA Foundation Mathematics Unit 4: Pg 31 - 48
Term 3			
1 - 3	Statistics Identify and describe the use of statistics and various data displays in everyday contexts. Collect and organise familiar data in appropriate tables, charts and graphs. Read and interpret tables and graphs and draw simple inferences beyond the data. Critically evaluate graphs to determine if they are misleading. Understand and use mean, mode and median as averages in straightforward, everyday contexts. Determine whether a prediction or inference is reasonable in statistics contexts	Task 13: Week 3	MAWA Foundation Mathematics Unit 4: Pg 68 - 108
4 - 5	Probability Identify everyday events in which predictions are made based on probability. Understand that chance is measured on a 0 to 1 scale and be able to place everyday terms for chance on the scale and relate them to fractions, decimals and percentages. Using simple, everyday fractions, decimals and percentages: order outcomes from least likely to most likely and describe, compare and interpret the likelihood of everyday chance events. Predict the likelihood of common everyday events happening, based on past experience or data. Determine whether a prediction or inference is reasonable in probability contexts.	Task 14: Week5	MAWA Foundation Mathematics Unit 4: Pg 49 - 67

Week	Topics/Syllabus	Assessment	Resources
6 - 8	Application of the mathematical thinking process in a work context Integrate functional numeracy concepts to solve a problem related to starting a new job. Use the four operations in calculations. Choose the appropriate operation to efficiently determine income and expenses mentally, with a calculator or spreadsheet. Read and interpret maps. Read and use various forms of timetable and work out how to be on time. Work out elapsed time using different time units.	Task 15: Week 8	MAWA Foundation Mathematics Unit 4: Pg 109 - 185
9-10	Application of the mathematical thinking process in a personal context Integrate functional numeracy concepts to solve a problem related to decorating and furnishing a room within a budget. Choose the appropriate operations to efficiently determine the cost of items within a limited budget. Use measurements of length, perimeter, area and capacity to determine placement of items within the space. Read, interpret and draw a plan, attending to shape and location.	Task 16: Week 10	MAWA Foundation Mathematics Unit 4: Pg 109 - 185
Term 4			
1-2	Application of the mathematical thinking process in a community context Integrate functional numeracy concepts to solve a problem related to planning the date and time for a community event based on the predictability of weather – temperature and rainfall. Tell the time and work out elapsed time. Read and use calendars. Interpret and use tables, charts and graphs.	Task 17: Week 1	MAWA Foundation Mathematics Unit 4: Pg 109 - 185
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

MATHEMATICS ESSENTIAL YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Response 40%	Task 1: Test 1 Measurement and Numeracy skills test	8%	Term 1 Week 4
	Task 3: Test 2 Cartesian Plans & Graphs	8%	Term 1 Week 10
	Task 5: Unit 3 Test 3 Scales, Plan & Models, 3 dimensional drawings	8%	Term 2 Week 5
	Task 8: Test 1 Probability and Relative Frequencies and Numeracy skills test	8%	Term 3 Week 5
	Task 11: Unit 4 Test 2 Earth Geometry and Time Zones and Numeracy skills test	8%	Term 3 Week 10
Practical Application 45%	Task 2: Application – Trigonometry Ratios Pythagoras and Trigonometry	9%	Term 1 Week 7
	Task 6: Application - Statistical Investigation Analysis of Census At School	9%	Term 2 Week 8
	Task 7: Application - Probability Probability Simulation	9%	Term 3 Week 3
	Task 9: Application - The Great Race Earth Geometry and Time Zones	9%	Term 3 Week 7
	Task 10: Application - Scholarships Finance and Compound Interest	9%	Term 3 Week 9
Externally Set Task 15%	Task 4: Externally Set Task Set by SCaSA based on content from Unit 3	15%	Term 2 Week 2

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COURSE OUTLINE 2019

MATHEMATICS ESSENTIAL YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Linear measure extend the calculation of perimeters to include polygons, circles and composites of familiar shapes Area measure Calculate areas of parallelograms, trapeziums, circles and semi-circles, determine the area of composite figures by decomposition into familiar shapes, determine the surface area of familiar solids, including, cubes, rectangular and triangular prisms, spheres and cylinders, use addition of the area of the faces of solids to determine the surface area of composite solids		Ellery & Strickland Chapters 2&3
4	Volume and capacity recognise relations between volume and capacity, recognising that $1 \text{ cm}^3 = 1 \text{ mL}$ and $1 \text{ m}^3 = 1 \text{ kL}$, calculate the volume and capacity of cylinders, pyramids and spheres	Task 1: Week 4	Ellery & Strickland Chapters 2&3
5-6	Right-angled triangles (no bearings) Apply Pythagoras' theorem to solve problems in practical two-dimensional views, apply the tangent ratio to determine unknown angles and sides in right-angled triangles, work with the concepts of angle of elevation and angle of depression, apply the cosine and sine ratios to determine unknown angles and sides in right-angle triangles, solve problems involving trigonometric ratios in practical two-dimensional views		Ellery & Strickland Chapters 5
7-8	Cartesian plane Demonstrate familiarity with Cartesian co-ordinates in two dimensions by plotting points on the Cartesian plane, generate tables of values for linear functions drawn from practical contexts, graph linear functions drawn from practical contexts with pencil and paper & with graphing software	Task 2: Week 7	Ellery & Strickland Chapter 6
9-10	Using graphs Interpret and use graphs in practical situations, including travel graphs, time series and conversion graphs, draw graphs from given data to represent practical situations, describe trend as increasing or decreasing for time series data, identify the rate of change of the dependent variable, relating it to the difference pattern in a table and the slope of an associated line drawn from practical contexts, determine and describe the significance of the vertical intercept in practical situations, use the rate of change and the initial value to determine the linear relationship in practical situations, interpret the point of intersection and other important features of given graphs of two linear functions drawn from practical contexts; for example, the 'break-even' point	Task 3: Week 10	Ellery & Strickland Chapter 6
Term 2			
1-2	EST Revision: Review Measurement content to be covered in the Externally Set Task. Externally Set Task: Assessment set by SCASA to be sat by all general students completing Mathematics Essential, based in Unit 3.	Task 4: Externally Set Task	
3	Geometry Recognise the properties of common two-dimensional geometric shapes and three-dimensional solids, interpret different forms of two-dimensional representations of three-dimensional objects, including nets and perspective diagrams, use terminology of geometric shapes; for example, point, line, angle, diagonal, edge, curve, face and vertex, parallel and perpendicular		Ellery & Strickland Chapter 4

Week	Topics/Syllabus	Assessment	Resources
4-5	<p>Interpret scale drawings Interpret commonly used symbols and abbreviations in scale drawings, determine actual measurements of angle, perimeters and areas from scale drawings, estimate and compare quantities, materials and costs using actual measurements from scale drawings, for example using measurements for packaging, clothes, painting, bricklaying and landscaping</p> <p>Creating scale drawings Understand and apply drawing conventions of scale drawings, such as scales in ratio, dimensions and labelling, construct scale drawings by hand and by using appropriate software/technology</p> <p>Three dimensional objects Interpret plans and elevation views of models, sketch elevation views of different models, interpret diagrams of three-dimensional objects</p>	Task 5: Week 5	Ellery & Strickland Chapter 4
6	<p>Census Investigate the procedure for conducting a census, investigate the advantages and disadvantages of conducting a census</p> <p>Surveys Understand the purpose of sampling to provide an estimate of population values when a census is not used, investigate the different kinds of samples, for example, systematic samples, self-selected samples, simple random samples, recognise the advantages and disadvantages of these kinds of samples; for example, comparing simple random samples with self-selected samples</p>		Ellery & Strickland Chapter 7
END OF SEMESTER 1			
7-8	<p>Simple survey procedure Identify the target population to be surveyed, investigate questionnaire design principles; for example, simple language, unambiguous questions, consideration of number of choices, issues of privacy and ethics, freedom from bias</p> <p>Sources of bias Describe the faults in the collection of data process, describe sources of error in surveys; for example, sampling error and measurement error, describe possible misrepresentation of the results of a survey due to the unreliability of generalising the survey findings to the entire population, for example, because of limited sample size or chance variation between samples, describe errors and misrepresentation of the results of a survey, including examples of media misrepresentations of surveys and the manipulation of data to serve different purposes</p>	Task 6: Week 8	Ellery & Strickland Chapter 7
9-10	<p>Bivariate scatterplots Describe the patterns and features of bivariate data, describe the association between two numerical variables in terms of direction (positive/negative), form (linear/non-linear) and strength(strong/moderate/weak)</p> <p>Trend lines Identify the dependent and independent variable, fit a trend line by eye, interpret relationships in terms of the variables, for example, describe trend as increasing or decreasing, use the trend line to make predictions, both by interpolation and extrapolation, recognise the dangers of extrapolation, distinguish between causality and association through examples</p>		
Term 3			
1	<p>Probability expressions Interpret commonly used probability statements, including 'possible', 'probable', 'likely', 'certain', describe ways of expressing probabilities formally using fractions, decimals, ratios and percentages</p>		Ellery & Strickland Chapter 8
2-3	<p>Simulations Perform simulations of experiments using technology, recognise that the repetition of chance events is likely to produce different results, recognise the law of large numbers and identify relative frequency as probability, identify factors that may cause the simulation to no longer model the real world event</p>	Task 7: Week 3	Ellery & Strickland Chapter 8

Week	Topics/Syllabus	Assessment	Resources
4-5	Simple probabilities in practical situations Construct a sample space for an experiment which represents a practical situation, use a sample space to determine the probability of outcomes for an experiment, use arrays or tree diagrams to determine the outcomes and the probabilities for experiments Probability applications Identify situations in real-life contexts where probability is used for decision making, determine and use probabilities (relative frequencies) from given data to predict proportions and the number of outcomes that are likely to occur	Task 8: Week 5	Ellery & Strickland Chapter 8
6	Location Locate positions on the earth's surface given latitude and longitude using a range of methods; for example, a global positioning system (GPS), a globe, an atlas and digital technologies, use the arc length formula to calculate distances between two places on Earth on the same longitude, determine distances between two places on Earth using appropriate technology		Ellery & Strickland Chapters 9&10
7-8	Time Understand the link between longitude and time, solve problems involving time zones in Australia and neighbouring nations making any necessary allowances for daylight saving, solve problems involving Greenwich Mean Time and the International Date Line, determine time differences between two places on Earth, solve problems associated with time zones; for example, internet and phone usage, solve problems relating to travelling east and west, incorporating time zone changes	Task 9: Week 7	Ellery & Strickland Chapter 10
9	Compound interest Review the principles of simple interest, understand the concept of compound interest as a recurrence relation, consider similar problems involving compounding; for example, population growth, use technology to calculate the future value of a compound interest loan or investment and the total interest paid or earned, use technology to compare, numerically and graphically, the growth of simple interest and compound interest loans and investments, use technology to investigate the effect of changing the interest rate and the number of compounding periods on the future value of a loan or investment	Task 10: Week 9	Ellery & Strickland Chapter 11
10	Reducing balance loans Use technology and a recurrence relation to model a reducing balance loan, investigate the effect of the interest rate and repayment amount on the time taken to repay a loan	Task 11: Week 10	Ellery & Strickland Chapters 11&12
Term 4			
1	Pre-Apprenticeship Numeracy Reviews the mathematical numeracy and concepts taught throughout the course with a specific focus on a trade or workplace		Pre-Traineeship Maths
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL MODERN HISTORY YEAR 11

Semester 1- Unit 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Historical Inquiry 20%- 30%	Task 4: Historical Inquiry Research inquiry on leadership during the period (autocracy)	10%	Term 2 Week 3
Explanation 20%- 30%	Task 2: Explanation In class essay on key political, economic and social structures at the beginning of the period and how they had changed by the end of the period	7.5%	Term 1 Week 7
	Task 5: Explanation In class essay on forces that brought about continuity and change during the period	7.5%	Term 2 Week 5
Source Analysis 20%- 30%	Task 1: Source Analysis The American Revolution	7.5%	Term 1 Week 5
	Task 3: Source Analysis Bloody Sunday/1905 Revolution	7.5%	Term 2 Week 2
Test 20%- 30%	Task 6: End of Unit Test The decline of Tsarism	10%	Term 2 Week 6

Semester 2 - Unit 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Historical Inquiry 20%- 30%	Task 8: Historical Inquiry Research inquiry on leadership during the period of the Civil War (power and authority in society)	10%	Term 3 Week 4
Explanation 20%- 30%	Task 9: In class extended answer response Consequences of continuity and change in the period under Lenin	7.5%	Term 3 Week 7
	Task 11: Report Key political, economic and social structures at the end of the period under Stalin	7.5%	Term 4 Week 3
Task Type 20%- 30%	Task 7: Source Analysis November Revolution	7.5%	Term 2 Week 10
	Task 10: Source Analysis Stalin	7.5%	Term 3 Week 10
Test 20%- 30%	Task 12: End of Unit Test Multiple choice and short answer questions	10%	Term 4 Week 4

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COURSE OUTLINE 2019

GENERAL MODERN HISTORY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	George Washington and the American Revolution 1763-1800: America's first inhabitants, later arrivals, Spanish, French, The British, Colonial America Historical Skills: chronology, terms and concepts, analysis and use of sources		Refer to the Course Reader p1-6
2-3	Elements of Society at the start of the period: Key political, social and economic structures, Colonial Government, values, beliefs and traditions of American Society Historical Skills: chronology, terms and concepts, analysis and use of sources, perspectives and interpretations		p 29-36
4	Key people, ideas, events over the period: British view of the colonies, The Navigation Acts, The French and Indian War, New British Taxes, Boston Massacre, Boston Tea Party Historical Skills: analysis and use of sources, chronology, terms and concepts, perspectives and interpretations, explanation and communication		p 7-14
5-6	Key people, ideas, events over the period: British reaction to the Boston Tea Party, the First and Second Continental Congress, the Declaration of Independence, America's War of Independence, importance of ideology, George Washington, support and opposition Historical Skills: analysis and use of sources, chronology, terms and concepts, perspectives and interpretations, explanation and communication	Task 1 Week 5	p 11-18, 37-40, 57-61, 62-72
7-8	Consequences of Continuity and change over the period: the articles of confederation, the problems of peace, the decline of Congress, constitution, bill of rights, first President, evaluation of forces that brought about continuity and change Historical Skills: chronology, terms and concepts, explanations and communications	Task 2: Week 7	p 18-28, 41-44, 72-77
9-10	Nicholas II and the decline of Tsarism Elements of society at the start of the period: Pre 1917 Russian state and society, leadership, autocracy, peasant society/ industrial society, key political, social, economic structures, values, beliefs and traditions Historical Skills: historical questions and research, chronology, terms and concepts, perspectives and interpretations, explanations and communication		p 78-79
Term 2			
1-2	Key Ideas and People over the period: ideas that emerged over the period, main elements of Marxist ideology, class struggle, revolution, dictatorship of the proletariat, classless society, support and opposition to autocracy, Tsar Nicholas II and his leadership, revolutionary groups in Russia Historical Skills: analysis and use of sources, chronology, terms and concepts, perspectives and interpretations		p 80-92
2-3	Key events/continuity and change over the period: International relations/ conflicts, Russo Japanese War, impact of 1905 Revolution, workers petition, Father Gapon, Dumas, Stolypin, the rise of the intelligentsia, levels of support and opposition Historical Skills: historical questions and research, chronology, explanations and communications	Task 3: Week 2 Task 4: Week 3	p 93-99

Week	Topics/Syllabus	Assessment	Resources
4-5	Forces that bring about continuity and change: international conflicts, the impact of World War One, March Revolution, political, economic and social discontent, Tsar as Commander in Chief of the Army, Tsarina and Rasputin Historical Skills: explanation and communication, perspectives and interpretations	Task 5 Week 5	p 100-124
6-7	Forces that bring about continuity and change: Events from March to November, March Revolution, Provisional Government and the Soviets, Soviet Order Number 1, Bolsheviks April Thesis, Bolshevik Revolution. Consequences of continuity and Change over the period: evaluation of the nature, forces and impact of continuity of change over the period in terms of the political, economic, social structure of society, aspects of society that stayed the same and those which changed Historical Skills: chronology, terms, concepts, perspectives and interpretations	Task 6: Week 6	p 118-126, 127-132
END OF SEMESTER 1			
8 & 9	Communist Russia 1917-53 Key people, ideas, events over the period: Events from March to November, March Revolution: Provisional Government and the Soviets, Soviet Order Number 1, Bolsheviks-April thesis, July days, November Revolution Historical Skills: chronology, terms and concepts		p1-12 p 43-47
10	Key people, ideas, events over the period: Events from March to November, March Revolution: Provisional Government and the Soviets, Soviet Order Number 1, Bolsheviks-April thesis, July days, November Revolution Historical Skills: chronology, terms and concepts	Task 7 Source Analysis 7.5%	p1-12 p 43-47
Term 3			
1	Leadership: Impact of Leninism and the role of leadership in post- revolutionary society with Lenin and Trotsky-motivations and actions of the Bolsheviks seeking to influence power and authority Historical Skills: perspectives and interpretations, analysis and use of sources		p13-18 p 47-54
2	Key people, ideas, events over the period: Abolition of the Constituent Assembly, first decrees and the Treaty of Brest-Litovsk, elimination of class enemies Historical Skills: chronology, terms and concepts		
3	Key people, ideas, events over the period: Civil War, role of Trotsky and the Red Army, fate of those who supported or resisted change Historical Skills: historical questions and research, explanation and communication		
4	Key people, ideas, events over the period: Civil War, role of Trotsky and the Red Army, fate of those who supported or resisted change Historical Skills: historical questions and research, explanation and communication	Task 8: Week 4	p 21-24 p 54-57
5-6	Consequences of Continuity and change over the period War Communism, Lenin and the Cheka, Kronstadt Rebellion Historical Skills: chronology, terms and concepts		p 25-28 p 57-62
7-8	Consequences of Change/Political and Economic Structure of the period: NEP, positive and negative features of the changes in ideology Historical Skills: perspectives and interpretations, chronology, terms and concepts, explanation, communication	Task 9 Week 7	p 29-36 p 61-62

Week	Topics/Syllabus	Assessment	Resources
9	Key Ideas and People over the period: Lenin's death, Stalin before 1924, Stalin's rise to power, motivation and actions of Stalin in trying to influence the structure of power and authority Historical Skills: chronology, terms and concepts		p 64
10	Key Ideas and People over the period: NEP vs Industrialisation/Collectivisation, Socialism in one Country versus Permanent Revolution, Life under Stalin, Collectivisation and the effects for those who challenged Stalin's power and authority Historical Skills: analysis and use of sources, perspectives and interpretations	Task 10: Week 10	p 66-67
Term 4			
1	Key Ideas and People over the period: NEP vs Industrialisation/Collectivisation, Socialism in one Country versus Permanent Revolution, Life under Stalin, Collectivisation and the effects. Historical skills: chronology, terms and concepts, perspectives and interpretations		p 66-67
2	Forces that bring about Continuity and Change: Life under Stalin, political, economic and social changes, Collectivisation and the 5 Year Plans Historical Skills: chronology, terms and concepts, perspectives and interpretations		p 68-74
3-4	Consequences of continuity and change/fate of those who resisted or supported continuity or change: Nature and style of Stalin's leadership, terror, purges, how trials (Kirov), dekulakisation, how Stalin responded to the challenges by individuals and groups, 1936 Constitution, Cult of Personality, the fate of those that resisted continuity and change. Historical Skills: explanation and communication, perspectives and interpretation, chronology, terms and concepts	Task 11: Week 3 Task 12: Week 4	p 78-92
5	Evaluation of elements at the start of the period and how they changed/what elements stayed the same: Evaluation of life under Stalin, Stalinism as an ideology, comparison with life in Russia and Lenin-recognition of different power and authority that existed in Russian society Historical Skills: perspectives and interpretations		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR POLITICS AND LAW YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Essay 15%	Task 3: In class essay Functions of Parliament	5%	Term 1 Week 10
	Task 9: In class essay Accountability of the Courts	5%	Term 3 Week 4
	Task 10: In class essay Protection of human rights in Australia	5%	Term 3 Week 8
Short Answer 15%	Task 5: Short Answer Functions of Parliament & lawmaking	5%	Term 2 Week 3
	Task 1: Short Answer Constitution & separation of power	5%	Term 1 Week 3
	Task 7: Short Answer Accountability of the Commonwealth Parliament	5%	Term 2 Week 9
Investigation 10%	Task 4: Research and Validation essay Role of the Governor General	5%	Term 2 Week 1
	Task 11: Investigation - oral presentation/research and validation essay Changing political and legal rights of women/Indigenous Australians	5%	Term 3 Week 10
Source Analysis 20%	Task 2: Source analysis Federalism	10%	Term 1 Week 5
	Task 8: Source analysis Accountability of the Executive and the public service	10%	Term 3 Week 2
Exam 40%	Task 6: Semester one exam End of Semester one exam	15%	Term 2 Week 5
	Task 12: Semester two exam End of Semester two exam	25%	Term 3 Week 10

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

ATAR POLITICS AND LAW YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Political and Legal systems – Separation of Power: Legislative, executive and judicial powers with reference to the Commonwealth Constitution and with comparison to one non Westminster system. Responsible government and executive government in Australia; The USA (non-Westminster system) Constitution; Representative Government in Australia and the USA; Similarities (legislative and judicial powers) and differences (especially executive powers and checks and balances) between the two systems.		Power & Governance – Willmott p 13 – 91 Power, Accountability & Rights – King p 1- 7
3 - 4	Political and Legal systems – Federalism in Australia: Federalism in Australia with reference to; constitution powers of State and Commonwealth parliaments including exclusive, concurrent and residual powers (S 51, 52, 90, 107, 109). Financial powers of the Commonwealth Parliament including taxation power, tied or special purpose grants (S 51, 87, 90, 92 and 96) Change in the balance of power since federation with reference to financial powers, referral of powers, COAG, co-operative and coercive federalism and the High Court of Australia	Task 1: Week 3	Government, Politics, Power and Policy in Australia – Woodward (hand out) Power, Accountability & Rights – King p 147-162
5 - 6	Political and Legal systems & Political and Legal issues: High Court The Roles and powers of the High Court of Australia including sections 71, 72, 73, 75 and 76 Common law decisions; defence of qualified privilege (Harbour Radio Pty Ltd V Trad (2012) NSW Registrar of Births, Deaths and Marriages Vs Norrie (2014); Constitutional decisions – Jt International SA Vs Commonwealth of Australia; British American Tobacco Australasia Limited & Ors Vs Commonwealth of Australia (2012) Plain Packaging Act 2011 and section 51 (xx); NSW & Ors Vs Commonwealth (2006) HCA Work Choices legislation 2006 and section 51 (xx); Research contemporary issue relating to legal power i.e. (Berry v State of South Australia [2017] FCA 702)	Task 2: Week 5	Power & Governance – Willmott p 13 – 91 Power, Accountability & Rights – King p 105-116
7 - 8	Political and Legal Systems – constitutional change Formal and informal methods of constitutional change and their impact. Referendums including section 128 especially 1928, 1946, 1967, 1977, 1984, 1999; High Court decisions; referral or powers 51 (xxxvii); unchallenged legislation; analysis of one reform proposal to change the constitution – move to become a republic and reference to indigenous Australians in the Commonwealth Constitution.		Power, Accountability & Rights – King p 173-178
9 - 10	Political and legal systems: Functions of Parliament Functions of the Commonwealth Parliament in theory and in practice, including Sections 7, 24, 51, 53, and the decline of parliament thesis. Roles and powers of the Governor-General, including Sections 61, 62, 63, 64, 68, 28, 57, 72, and 'the 1975 crisis'.	Task 3: Week 10	Power & Governance – Willmott p 92 – 161 Power, Accountability & Rights – King p 13-37

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	Political and Legal systems & Political and Legal issues: The Executive Roles and powers of the Prime Minister, Cabinet and the Ministry. Roles and powers of the opposition and the shadow ministry at the Commonwealth level. Political mandates in theory and in practice, including competing mandates (contemporary issue involving political power Mandates and the Turnbull Government).	Task 4: Week 1	Power & Governance – Willmott p 138 – 168 Power, Accountability & Rights – King p 45-64
3 - 4	Political and Legal systems: Lawmaking Lawmaking process in Parliament and the courts, with reference to the influence of individuals, political parties and pressure groups. Case study on a sectional and promotional pressure group & a major, minor and micro party. (Berry v State of South Australia [2017] FCA 702)	Task 5: Week 3	Exam revision guide – Academic task force p 1-30
5	Revision for semester 1 exam – non assessment week	Task 6: Week 5	
END OF SEMESTER 1			
7 - 8	Political and Legal Systems: Accountability of the Commonwealth Parliament Elections for the HOR and the Senate; Elections; democratic expectations of the relationship between Parliament and the electorate; impact of the voting systems used since Federation on democratic outcomes; models of representation in Federal Parliament; role of Privileges Committees; accountability mechanisms within processes and procedures of Parliament; judicial review		Power & Governance – Willmott p 272-289 Power, Accountability & Rights – King p 187 - 205
9 - 10	Political and Legal Systems: Accountability of the Executive and Public Service Individual and Collective ministerial responsibility in theory and practice; Recent changes in the public service and impact on accountability; Senate Estimates and the Senate legal and Constitutional Affairs Committee; role of Auditor General and the Administrative Appeals Tribunal (AAT); Judicial review; review of the practices of Governance in Australia	Task 7: Week 9	Power & Governance pp. 336-362 Power, Accountability & Rights – King p 213-237
Term 3			
1 - 2	Political and Legal Systems: Accountability of the Governor General The extent of the accountability of the Governor-General and the Office of the Governor-General through appointment and removal. 'The 1975 crisis' and 'the Hollingworth affair' as case studies in accountability	Task 8: Week 2	
3 - 4	Political and Legal Systems: Accountability of the courts (including judges) The appeals process; parliamentary scrutiny and legislation; transparent processes and public confidence; censure and removal of judges (section 72)	Task 9: Week 4	Power & Governance pp. 370-388 Power, Accountability & Rights – King p 249-259
5 - 8	Political and Legal Issues: Human Rights Ways Human Rights are protected in Australia; Constitution, common law rights (right of access to the courts, legal professional privilege, freedom of speech and the press); statutory rights (Commonwealth and State discrimination laws racial vilification laws); Charter of Rights – Charter of Human Rights and Responsibilities Act (2006) Victoria and the Human Rights Act 2004 (ACT); Status of international covenants and protocols and treaties in protecting Human Rights in Australia; the ICCPR (1984); civil, political, economic and social and cultural rights in Australia. The ways in which Human Rights are protected in another country (NZ, USA, South Africa)	Task 10: Week 8	Power & Governance pp. 400 – 419 Power, Accountability & Rights – King p 263-300

Week	Topics/Syllabus	Assessment	Resources
9 - 10	Political and Legal systems and issues: Ways in which Australia and USA can both uphold and/or undermine democratic principles with reference to; political representation, popular participation, rule of law, judicial independence, natural justice; changing experience of women/indigenous Australians. with respect to their political and legal rights in Australia	Task 11: Week 10	Exam revision guide – Academic task force p 34-75 Power, Accountability & Rights – King p 305-342
Term 4			
1	Exam revision: Students completing exam, receiving back result and carrying out reflection – what areas need to be improved upon before the WACE exam	Task 12 Semester two exam	Exam revision guide – Academic task force
2	Exam revision: Students use past papers to prepare for the WACE exam		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR GEOGRAPHY YEAR 12

Semester 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Geographical Inquiry 15%	Task 3: Geographical Inquiry on climate change Part A: (2.5%) Geographical Inquiry Part B: In-class validation test.	7.5%	Term 1 Week 9
Fieldwork/Practical skills 15%	Task 1: Test - mapping skills and statistical data analysis.	2.5%	Term 1 Week 3
	Task 5: Test – mapping skills, remote sensing & statistical data analysis.	5%	Term 2 Week 3
Response 30%	Task 2: Test – overview of nature, extent, causes and consequences of land cover change.	5%	Term 1 Week 5
	Task 4: Test – how impacts of land cover change are being addressed.	10%	Term 2 Week 2
Exam 40%	Task 6: Semester 1 Examination	20%	Term 2 Week 6

Semester 2 - Unit 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Geographical Inquiry 15%	Task 9: Geographical inquiry: Investigate congestion and waste management in New York and how these challenges are being addressed. Part A: (2.5%) Geographical Inquiry Part B: (5%) In-class validation test.	7.5%	Term 3 Week 7
Fieldwork/Practical skills 15%	Task 8: Field work: Based on Perth metropolitan area. Part A: (2.5%) Collecting and interpreting primary information and/ or data. Part B: (5%) Fieldwork/ practical skills test based in in-class validation of the fieldwork on Perth metropolitan area.	7.5%	Term 3 Week 4
Response 30%	Task 7: Test – overview of place and challenges.	5%	Term 2 Week 9
	Task 10: Test – New York, map interpretation, remote sensing skills and statistical data analysis.	10%	Term 3 Week 9
Exam 40%	Task 11: Semester Two Exam – Whole year	15%	Week 2 of Holidays

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Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	<ul style="list-style-type: none"> Define the concepts of environment, natural and anthropogenic biomes, land cover change, ecosystem structure and dynamics, biodiversity loss, climate change and sustainability. Identify and classify examples of land cover changes with reference to global forests, agriculture and urban land cover. The processes of land cover change. Use remote sensing images, other spatial technologies, and fieldwork to identify and measure the location, nature, rate, extent and consequences of land cover change. Use remote sensing images, other spatial technologies, and fieldwork to identify and measure the location, nature, rate, extent and consequences of land cover change. The implications of anthropogenic biomes to the functioning of the world's ecosystems Geographical skills <ul style="list-style-type: none"> Mapping skills Remote sensing skills Geographical and statistical data skills Skills in the use of information and communications technology and geographical information systems. 		Textbook Other resources as supplied
3 - 4	<ul style="list-style-type: none"> The impact of world population growth, growing affluence, advances in technology on the nature, rate and extent of land cover change and biodiversity loss. The differences in the process of land cover change between countries due to factors such as government policy, institutional arrangements, land ownership, type of economy, ideology and culture Projecting changes in land cover using existing spatial models, incorporating both environmental and socioeconomic variables Indigenous peoples' land management practices and their impact on land cover over time, including those of Aboriginal and Torres Strait Islander Peoples The impacts of land cover change on local and regional environments, including changes to the water cycle, soil erosion and degradation, loss of habitat and biodiversity, the degradation of aquatic and marine environments, loss of ecosystem services, changes to regional climates, and urban heat islands. 	Week 3 Task 1 Mapping Skills	Textbook Other resources as supplied
5 - 6	Depth study one – Global climate change <ul style="list-style-type: none"> The spatial distribution of the world's rainfall and temperature patterns. The key elements of the following natural systems: heat budget (including the greenhouse effect), hydrological cycle, carbon cycle and atmospheric circulation, and the ways in which they interact to influence the Earth's climate. The causes (natural and anthropogenic) and rate of global climate change. 	Week 5 Task 2: Test	Textbook Other resources as supplied
7 - 8	Begin Task 3 – Geographical Inquiry <ul style="list-style-type: none"> One major type of evidence for climate change through geological time One major type of evidence for climate change in recent human history The interrelationship between land cover change and climate, including changes to surface reflectivity (albedo) and the process of natural carbon sequestration The interrelationship between land cover change and climate, including changes to surface reflectivity (albedo) and the process of natural carbon sequestration The effects of climate change on land cover in natural and anthropogenic biomes (vegetation, ice sheets, glaciers, coastal systems and coral reefs, agriculture, urban settlements and industry) 		Textbook Other resources as supplied

Week	Topics/Syllabus	Assessment	Resources
9 - 10	<ul style="list-style-type: none"> The effects of climate change on land cover in natural and anthropogenic biomes (vegetation, ice sheets, glaciers, coastal systems and coral reefs, agriculture, urban settlements and industry) The projected impacts of global climate change Depth study two – how the impacts of land cover change are being addressed and evaluated <ul style="list-style-type: none"> Approaches to land cover restoration and rehabilitation, and the mitigation of future land cover changes, including preservation strategies The current and proposed strategies, at local to global levels, implemented to mitigate the adverse effects of loss of biodiversity How human activity has adapted, or may be required to adapt, to loss of biodiversity 	Week 9 Task 3: Inquiry	Textbook Other resources as supplied
Term 2			
1-2	<ul style="list-style-type: none"> How agroforestry addresses the impact of land and soil degradation in the Western Australian Wheatbelt Evaluation of agroforestry, giving consideration to environmental, economic and social benefit and costs An evaluation of one alternative approach to the management of land and soil degradation in the Western Australian wheatbelt Using the concept of sustainability to determine the extent to which the approach has the potential to address the issue into the future 	Week 2 Task 4: Test	Textbook Other resources as supplied
3-4	Geographical skills Mapping skills <ul style="list-style-type: none"> Remote sensing skills Graphical and statistical data skills the process of urbanisation and its implications for world population growth and human wellbeing in urban and rural places the economic and environmental interdependence of urban and rural places the historical, cultural, economic and environmental factors that have spatial distribution of urban and rural places in Australia contributed to the spatial distribution of urban and rural places in Australia the historical, cultural, economic and environmental factors that have contributed to the to the spatial distribution of urban and rural places in Australia. 	Task 5: Test	Textbook Other resources as supplied
5	Revision Week		
6	Semester 1 Exam	Task 6 Exam	
END OF SEMESTER 1			
7-8	Overview of places and their challenges Places <ul style="list-style-type: none"> the processes of urban sprawl, invasion and succession, renewal, planning, land use competition, inertia and agglomeration that have contributed to the characteristics and functions of urban and rural places in Australia the changing demographic, economic and social characteristics, including age, gender and socioeconomic and cultural distribution, in urban and rural places in Australia Challenges facing places <ul style="list-style-type: none"> an overview of the challenges facing rural and remote places in Australia, including Indigenous communities (i.e. population loss, economic restructuring, employment, housing, service and water provision, concentrations of socially vulnerable populations, social inclusion and exclusion, transportation, resource degradation, land use conflicts, declining political influence, isolation and remoteness, fly-in/fly-out work patterns) 		Textbook Other resources as supplied
9-10	Challenges facing places <ul style="list-style-type: none"> an overview of the challenges facing megacities and Australian metropolitan and regional centres (i.e. housing, economic restructuring, employment, transportation, congestion, environmental degradation, waste management, personal safety, land abandonment, urban sprawl, socio-spatial inequality, social inclusion and exclusion, changing demographics) 	Week 9 Task 7 Test:	Textbook Other resources as supplied

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1-2	Depth study one – Using fieldwork and/or secondary sources, students investigate four significant related challenges in metropolitan Perth and how these challenges are being addressed. <ul style="list-style-type: none"> Geographical inquiry skills For metropolitan Perth, students investigate: <ul style="list-style-type: none"> the site, situation, internal and external morphology and functions the demographics in relation to each of the following challenges <ul style="list-style-type: none"> transportation congestion environmental degradation urban sprawl. Students investigate: <ul style="list-style-type: none"> the nature, scope and causes of each challenge and the implications for metropolitan Perth the views and attitudes of major stakeholder groups related to each challenge 		
3-4	Depth study one: <ul style="list-style-type: none"> the range of planning strategies that have been used to address each challenge, and how these compare with, and/or have been informed by, responses implemented in other places, both inside and outside Australia the extent to which the planning strategies adopted in metropolitan Perth have been, or could be, informed by the concept of sustainability the strategies adopted in metropolitan Perth to address these challenges the extent to which these strategies have enhanced its sustainability and liveability. Depth study two – Using fieldwork and/or secondary sources, students investigate two significant challenges faced in New York. For New York, students study: <ul style="list-style-type: none"> the site, situation, internal and external morphology and functions the demographics in relation to the following challenges: <ul style="list-style-type: none"> congestion waste management. 	Week 4 Task 8: Field work	Textbook Other resources as supplied
5-6	Depth study two: Students investigate: <ul style="list-style-type: none"> the nature, scope and causes of each challenge and the implications for New York the range of planning strategies used to address each challenge, and how these compare with, and/or have been informed by, responses implemented in other world megacities the extent to which the planning strategies adopted in the New York have been, or could be, informed by the concept of sustainability the strategies adopted in New York to address these challenges the extent to which these strategies have enhanced the sustainability and liveability of New York. Working on Task 9 in-class		Textbook Other resources as supplied
7-8	Geographical skills <ul style="list-style-type: none"> mapping skills remote sensing skills graphical and statistical data skills 	Week 7 Task 9 Inquiry	Textbook Other resources as supplied
9-10	Exam Revision	Week 9 Task 10 Test	
Term 4			
1 - 2	Year 12 mock exams commence week 2 of holidays	Task 11 Exam	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR MODERN HISTORY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Historical Inquiry 20%	Task 2: Inquiry Impact of Capitalism on different groups in society 1907-1941	10%	Term 2 Week 1
Explanation 20%- 30%	Task 3: In-class Essay America in the 1920s	7.5%	Term 1 Week 10
	Task 5: In-class Essay Great Depression and the New Deal	5%	Term 2 Week 5
Source Analysis 20%- 30%	Task 1: Source Analysis The Rise of Capitalism in America	5%	Term 1 Week 4
	Task 4: Source Analysis The Great Depression & the New Deal	7.5%	Term 2 Week 4
Exam 30%	Task 6: Semester One Exam End of Unit exam	10%	Term 2 Week 7/8

Semester 2 – UNIT 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Historical Inquiry 20%	Task 2: Historical Inquiry Germany as a totalitarian state	10%	Term 3 Week 7
Explanation 20%- 30%	Task 3: In-class Essay Hitler's rise to power	7.5%	Term 3 Week 5
	Task 5: In-class Essay Role and impact of a significant individual in Nazi Germany	5%	Term 4 Week 4
Source Analysis 20%- 30%	Task 1: Germany Post WW1 Germany post 1918/early 1920s	5%	Term 3 Week 3
	Task 4: Germany 1938-1941 Germany's Foreign Policy	7.5%	Term 4 Week 2
Exam 30%	Task 6: Semester Two Exam Exam on content from whole year	20%	Term 4 Week 6

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COURSE OUTLINE 2019

ATAR MODERN HISTORY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Introduction to Modern History: different types of history: political, social and economic; difference between primary and secondary sources, photographic and written sources, theories of capitalism Historical Skills: chronology, terms & concepts		Course Reader
2 - 3	The Rise of Capitalism: a review of the period from 1850-1907; expansion of the railways, post-Civil War reconstruction, mass immigration and immigration labour, discovery of oil and the importance of JD Rockefeller and Standard Oil, mass production Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication		
4	1907-1941: Henry Ford, the Model T and consumerism, new technology, Theodore Roosevelt and consumerism, Taft and economic reform to curb laissez-faire policies, tariffs taxes & regulations, Republican vs Democrats Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 1 Source Analysis Week 4	
5 - 6	World War One: Woodrow Wilson and America's involvement in WW1, the 14 points and return to isolationism, impact of WW1 on American capitalism; industrialization, capitalism, constitutional amendments: women voting, immigration restriction Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication: historical questions & research	Task 2 Inquiry Issued Due Term 2 Week 1	Course Reader Pp 1-27
7 - 9	The 1920s and the Shaping of the American Dream: Harding & Coolidge, limited government involvement & economic liberty (laissez-faire), mass production in industry & agriculture, impact of the specialization of industry, mass marketing consumerism & a change in lifestyle including; the jazz age, cinema & Hollywood, fashion and prohibition, intolerance and the changing role of women Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication		Course Reader Pp 28-87 Course Reader Pp 88-107
10	The Great Depression and the New Deal: causes of the Stock Market crash, economic & social effects, main causes of the Great Depression. Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 3 Essay Week 10	Course Reader Pp 108-126
Term 2			
1 - 3	The Great Depression and the New Deal: Great Depression; main features- bank closures and bankruptcy; poverty; unemployment and relief; homelessness; rural life; economic & social effects on different groups in society; short & long-term social, political & economic impacts on capitalism; Hoover's administration; attempted solutions Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 2 Inquiry Week 1	Course Reader Pp 128-157
4	Impact of WWII to 1941: impact of WWII on American capitalism; the armaments industry, other industries, foreign affairs and trade, women on the workforce Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 4 Source Analysis	Course Reader

Week	Topics/Syllabus	Assessment	Resources
5	The Significance of Capitalism: a comparison with other economic systems at the time; particularly Communism, division caused/widened by capitalism Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 5: In-class Essay	Course Reader
6 - 7	Course Revision: Revision of whole semester content		
7 - 8	Semester One Exam: Semester One exam on whole course content	Task 6 Exam	
END OF SEMESTER 1			
9 - 10	Background of Germany: Germany's role in WW1; end of WW1; Treaty of Versailles; stab in the back myth; establishment of the Weimar Constitution; political unrest and extremism; Spartacist uprising; Kapp Putsch; establishment of the National Socialist German Workers Party Historical Skills: chronology, terms & concepts: historical questions & research	Task 2 Inquiry Issued Due T 3 Week 7	Course Reader Pp 1 -13
Term 3			
1 - 3	The Importance of Hitler's Leadership and Rise to Power: 1923 hyperinflation crisis; weaknesses of the Weimar Republic; Munich Putsch; economic stability under Stressemann; effects of the Great Depression; Nazi policies; Nazi electoral progress; Article 48 & the collapse of the Weimar Republic; Hitler's rise to Chancellor; assessment of the importance of Hitler to Nazi success Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 1: Source Analysis Week 3	Course Reader Pp 14-23
4	Hitler Taking Control: Reichstag Fire; Enabling Act; process of Gleichschaltung; role of the SA in Nazi Germany; Night of the Long Knives Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication		Course Reader Pp 24-43
5 - 6	Impact of the Nazis on Society: Impact of the Nazis on political & economic structures; role of women; education & youth; minority groups; Jews; the military; role of SS and Gestapo Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 3: In-class Essay Week 5	Course Reader Pp 44-65
7 - 8	Resistance to the Nazis: Opposition to the Nazis; actions & strategies used by supporters & opponents; Edelweiss Pirates, White Rose group, July bomb plot; methods used by fascist groups to counter opposition; extent to which such groups had an impact Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication: historical questions & research	Task 2: Inquiry Due Week 7	Course Reader Pp 128-132
9 - 10	Hitler and Foreign Policy: Hitler's foreign policy aims 1933-1939; historical interpretations of Hitler's foreign policy aims; appeasement; violation of the Treaty of Versailles Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication		Course Reader Pp 134-141

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1 - 3	Interpretations of the Holocaust: Conflict & foreign policy 1939-1945; the development of the Holocaust; key Nazis & their role in organising the Holocaust; major death & concentration camps; impact of the Holocaust; historical interpretations of the Holocaust & the Holocaust denial; Nuremburg Trials; Germany after 1945 Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 4: Source Analysis Week 2	Course Reader Pp 142-159
4	Film Study: The Pianist; historical interpretations of the holocaust; modern interpretations, Hitler's Children- a look at the impacts of Nazi Germany on future generations Explanation of list of content to be covered Historical Skills: chronology, terms & concepts: analysis & use of sources, perspectives & interpretations: explanation & communication	Task 5: In-class Essay Week 4	The Pianist (Clickview) Hitler's Children (DVD)
5	Revision: Course Revision of Semester One and Two		
6	Semester Two Exam: Exam on both Semester One and Two content	Task 6 Exam Week 6	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR GEOGRAPHY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Geographical Inquiry 20%	Task 3: Geographical Inquiry Geomorphic Hazards Report and In-class validation test	4%	Term 1 Week 10
	Task 5: Geographic Inquiry Ecological Hazards	6%	
Fieldwork/Practical skills 20%	Task 1: Mapping skills test one	5%	Term 1 Week 3
	Task 4: Mapping skills test two	5%	Term 2 Week 2
Response 30%	Task 2: Topic test one Overview Hazard Geography and Geomorphic Hazards	7.5%	Term 1 Week 6
	Task 6: Topic test two Ecological Hazards	7.5%	Term 2 Week 5
Exam 30%	Task 7: Semester One Exam Unit One	15%	Term 2 Week 7

Semester 2 - Unit 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Geographical Inquiry 20%	Task 4: Geographical inquiry Depth Study 2 Investigate an aspect of culture	10%	Term 4 Week 3
Fieldwork/Practical skills 20%	Task 1: Mapping skills test	5%	Term 3 Week 3
	Task 2: Fieldwork Report Depth Study 1 Investigating McDonald's	5%	Term 3 Week 7
Response 30%	Task 3: Topic test one Overview of Globalisation and investigation of a commodity	7.5%	Term 3 Week 9
	Task 5: Topic test two Investigate an aspect of culture	7.5%	Term 4 Week 4
Exam 30%	Task 6: Semester Two Exam Unit 1 and 2	15%	Term 4 Week 6

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Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Hazards Overview <ul style="list-style-type: none"> What is hazard geography? Hazard Classification. Classification of natural hazards Examples of natural hazards Mapping Skills <ul style="list-style-type: none"> Identify and interpret topographic maps at different scales Interpret marginal information on maps Grid coordinates Compass directions and bearings Scale: convert scale from one format to another 		Hazards Networks and Interconnections Mapping Resources supplied
3 - 4	<ul style="list-style-type: none"> Role of spatial technologies in the study of natural and ecological hazards Mapping Skills <ul style="list-style-type: none"> Calculate time, speed, distance and area Interpret relief on a map using contours and height information (spot heights) Calculate gradient Interpret, construct and annotate cross sections Identify and interpret natural and cultural features 	Task 1: Mapping Skills Test 1	Hazards Networks and Interconnections Mapping Resources supplied
5 - 6	<ul style="list-style-type: none"> Concepts of risk and hazard management as applied to natural and ecological hazards Introduction to Depth Study 1 – Geomorphic Hazards <ul style="list-style-type: none"> Nature and causes of geomorphic hazards Nature of the risks to be managed Mapping <ul style="list-style-type: none"> Describe site and situation Identify different relief features, vegetation cover and hydrological features Construct simple annotated sketch maps Identify, describe and interpret spatial patterns and relationships 	Task 2: Topic Test 1	Hazards Networks and Interconnections
7 - 8	Depth Study 1- Geomorphic Hazard <ul style="list-style-type: none"> Spatial and temporal distribution of geomorphic hazards Magnitude, duration, frequency, probability and scale of spatial impact of geomorphic hazards Physical and human factors that explain why some places and people are more vulnerable than others Mapping Practice - ongoing		Hazards Networks and Interconnections
9 - 10	Depth Study 1 – Geomorphic Hazards <ul style="list-style-type: none"> Means by which the activities of people can intensify the impacts of geomorphic hazards Environmental, economic and social impacts of geomorphic hazards in a developed country such as the USA, compared with Asia Stakeholders affected by geomorphic hazards and their values and viewpoints on recovery and adaptation to future hazards Sustainability of risk management policies, procedures and practices designed to reduce the impacts of geomorphic hazards Mapping Practice - ongoing	Task 3: Geographical Inquiry and validation test: Depth Study 1	Hazards Networks and Interconnections

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	Introduction to Depth Study 2 - Ecological Hazards <ul style="list-style-type: none"> Nature and causes of an Ecological hazard Nature of the risks to be managed Spatial and temporal distribution of an Ecological hazard how an understanding of biophysical and human processes can be used to explain the patterns that are identified Mapping Practice – ongoing	Task 4: Mapping Test 2	Hazards Networks and Interconnections
3-4	Depth Study 2: Ecological hazards <ul style="list-style-type: none"> Magnitude, duration, frequency, probability and scale of spatial impact of Ecological hazard Physical and human factors that explain why some places and people are more vulnerable than others to Ebola/Malaria Means by which the activities of people can intensify the impacts of an Ecological hazard Environmental, economic and social impacts of Ecological hazards in a developed country such as Australia, compared with Africa Mapping Practice - ongoing	Task 5: Geographic Inquiry Depth Study 2	Hazards Networks and Interconnections
5 - 6	Depth Study 2: Ecological hazards <ul style="list-style-type: none"> Stakeholders affected by an Ecological hazard, and their values and viewpoints on recovery and adaptation to future hazards in terms of modifying human vulnerability and loss burden Sustainability of risk management policies, procedures and practices designed to reduce the impacts of an Ecological hazard, in the short and long term, through prevention, mitigation and preparedness Mapping Practice - ongoing	Task 6: Topic Test 2 Ecological Hazards	Hazards Networks and Interconnections
6	Revision Week		
7 - 8	Exams		
END OF SEMESTER 1			
9 - 10	Overview of international integration <ul style="list-style-type: none"> Process of international integration Advances in transport and telecommunications technologies as a facilitator of international integration Economic and cultural importance of world cities Concept of global shifts of economic and cultural power Mapping Practice - ongoing		Hazards Networks and Interconnections
Term 3			
1 - 2	Depth Study 1: a commodity, good or service <ul style="list-style-type: none"> Nature of the commodity, good or service and its process of diffusion Mapping Practice - ongoing		Hazards Networks and Interconnections
3 - 4	Depth Study 1: a commodity, good or service <ul style="list-style-type: none"> Changes in the spatial distribution of the production and consumption of the commodity, good or service in Australia and overseas, and the geographical factors responsible Role played by technological advances in transport and/or telecommunications in facilitating these changes Mapping Practice – ongoing Excursion – McDonald's	Task 1: Mapping Skills and Intro to International Integration	Hazards Networks and Interconnections
5 - 6	Depth Study 1: a commodity, good or service <ul style="list-style-type: none"> Implications of the changes in the nature and spatial distribution of the commodity, good or service for people, places and the biophysical environment Mapping Practice - ongoing		Hazards Networks and Interconnections

Week	Topics/Syllabus	Assessment	Resources
7 - 8	Depth Study 1: a commodity, good or service <ul style="list-style-type: none"> Likely future changes in the nature and spatial distribution of the commodity, good or service The impact of these changes on less developed countries (LDC) in terms of sustainability Mapping Practice - ongoing	Task 2: Fieldwork Report	Hazards Networks and Interconnections
9 - 10	Depth Study 2: element of culture <ul style="list-style-type: none"> How people and places embrace, adapt to, or resist the forces of international economic integration, and the geographical consequences of these responses Role played by technological advances in transport and/or telecommunications in the diffusion of the element of culture Role played by transnational institutions and/or corporations in the dispersion of the element of culture Mapping Practice - ongoing	Task 3: Topic Test – Depth Study 1	Hazards Networks and Interconnections
Term 4			
1 - 2	Depth Study 2: element of culture <ul style="list-style-type: none"> Role played by media and emerging technologies in the generation and dispersion of the element of culture Implications of the changes in the nature and spatial distribution of the element of culture Likely future changes in the nature and spatial distribution of the element of culture Mapping Practice - ongoing		Hazards Networks and Interconnections
3	Depth Study 2: element of culture <ul style="list-style-type: none"> Role of the media and new technologies in shaping people's perceptions of place and events through the images and information presented Impact of the breaking up of multinational states as a result of a rise in specific nationalism Mapping Practice - ongoing	Task 4: Geographical Inquiry – Depth Study 2	Hazards Networks and Interconnections
4	Depth Study 2: element of culture <ul style="list-style-type: none"> Likely future changes to the sustainability of indigenous cultures in an increasingly integrated world Spatial, economic, social and geopolitical consequences of changes to the cultural element Mapping Practice - ongoing	Task 5: Topic Test 2 – Depth Study 2	Hazards Networks and Interconnections
5	Revision week		
6	Exams		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR POLITICS AND LAW YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Short Answer 20%	Task 1: Topic Test Structure of Australian Political and Legal system	5%	Term 1 Week 4
	Task 5: Topic Test The Australian Legal system	5%	Term 2 Week 4
Essay 20%	Task 3: In-class essay Essay on democratic principles no notes but question given out in advance.	5%	Term 1 Week 10
	Task 6: In-class essay Essay on lawmaking – common and statute law unseen question no notes.	5%	Term 2 Week 5
Investigation 10%	Task 4: Research and report Non Democratic state	5%	Term 2 Week 2
Source Analysis 20%	Task 2: Source Analysis Federalism and influences on the Australian system of Government	10%	Term 1 Week 6
Exam 30%	Task 7: Semester One Exam	10%	Term 2 Week 7

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Short Answer 20%	Task 5: Topic Test Assessing civil and criminal procedure	10%	Term 4 Week 4
Essay 20%	Task 2: In class essay Unseen essay question on political representation & pressure groups, no notes.	5%	Term 3 Week 6
	Task 3: In class essay Unseen essay question on strengths and weaknesses of the Australian legal system, no notes	5%	Term 3 Week 9
Investigation 10%	Task 4: Research and oral presentation Issues with the criminal justice system	5%	Term 4 Week 1
Source Analysis 20%	Task 1: Source Analysis Voting systems in Australia	10%	Term 3 Week 3
Exam 30%	Task 6: Semester One Exam Type short task description here	20%	Term 4 Week 6

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COURSE OUTLINE 2019

ATAR POLITICS AND LAW YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Structure of Australia's Political System: Roles of the Legislative, Executive and Judicial arms of Government; structure of the Federal system of Government; purpose and origins of the Australian Constitution; Federation, Federalism, constitution, constitutionalism; representative and responsible government; division of power within the Federal system.		Civics and Citizenship pp 10 – 26, 68 - 92
4	The key external influences on the structure of Australia's Political and Legal system: Influences on the Federal system (Canada, Switzerland and America); Westminster, English Common Law; section 53 of the Constitution, financial division, election of the Senate; constitutional change in Australia.	Task 1: Topic Test	Civics and Citizenship pp 18-60
5 - 7	Principles of Democracy: Accountability of political institutions; ministerial accountability; rule of law; separation of powers (Montesquieu); sovereignty of Parliament; types of Democracy; operating principles of a Liberal Democracy; equality of political rights, majority rule, political participation, political freedom; assessment of Australia as a democratic institution; the extent to which operating principles of a Liberal Democracy exist in Australia.	Task 2: Source Analysis	Civics and Citizenship pp 34-64
8 - 10	What makes a nation undemocratic? Analysis of the Political and Legal system of an Undemocratic Country: Comparison of responsible parliamentary and presidential democracies; key institutions of non-democratic political systems; North Korea as an example of a non-democratic political and legal system; structure of North Korean system in terms of executive, legislative and judicial branches; the extent to which 'constitutionalism' and the rule of law are upheld in Australia and North Korea; similarities between a democratic and non-democratic political and legal system.	Task 3: In-class essay	Civics and Citizenship pp 132 - 137
Term 2			
1-2	The Australian Legal system: Types of law made by Parliament and the courts; legislative process, contemporary issues involving the legislative process; contemporary bills that have gone through the legislative process and the impact of executive dominance and/or minor party influence.	Task 4: Research and report	Civics and Citizenship pp 138 - 153
3-4	Lawmaking in Australia-courts: Australian court hierarchy; common law and statutory interpretation; rules of statutory interpretation and doctrine of precedent; relationship between law making bodies and the sovereignty of Parliament; Mabo case study; key processes of civil and criminal trials in WA pre-trial, trial and post-trial stages; strengths and weaknesses of the Adversarial system; Subordinate authorities and delegated legislation.	Task 5: Topic Test	Civics and Citizenship pp 178 - 206
5	Issues regarding the Judicial process: Contemporary issues regarding the judicial process (jury system) key processes of non-common law system; alternatives to the Adversarial system (Inquisitorial system) comparison between Australia system and that of Indonesia, France and Germany.	Task 6: In-class essay	Civics and Citizenship pp 212 - 239
6	Course revision: Preparation for exam, revise course content and complete practice exam.		
7	Examination Week	Task 7: Exam	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
8-9	Electoral Systems: The role of elections in Democracy and the principles of fair and democratic elections; the voting system used in WA and Commonwealth elections since Federation; Simple majority, preferential and proportional voting; Democratic criteria; advantages and disadvantages of the electoral systems used in Australia over time referring to a recent election		Civics and Citizenship pp 252-268
10	Representation: Political parties in Australia, the role of major, minor and micro parties; pressure groups and their role in the Australian political and legal system; theory and practice of political representation applied to State and Federal Parliament; mandates; mirror representation; arguments for and against reform proposals; study on contemporary issue centering on representation – influence of micro parties/female representatives in Australian Parliament.		Civics and Citizenship pp 300 - 344
Term 3			
1-2	Representation: Political parties in Australia, the role of major, minor and micro parties; pressure groups and their role in the Australian political and legal system; theory and practice of political representation applied to State and Federal Parliament; mandates; mirror representation; arguments for and against reform proposals; study on contemporary issue centering on representation – influence of micro parties/female representatives in Australian Parliament.	Task 1: Source Analysis	Civics and Citizenship pp 300 - 344
3-5	Electoral Representation: The impact of recent and proposed electoral reform; Optional preferential voting; extension of the franchise; compulsory voting; group ticket voting; comparison of Australian and alternative electoral system (mixed member proportional in New Zealand)	Task 2: In class essay	Civics and Citizenship pp 268-294
6-10	Assessing civil and criminal legal procedure: The principles of natural justice underlying legal process in Australia; key features of the adversarial system compared to inquisitorial system; extent to which the processes of criminal and civil trial are efficient and meet the Australian justice principles (strengths and weaknesses); implications and cost of legal representation (contemporary issue) strengths and weaknesses of a non-common law system (Indonesia)	Task 3: In class essay	Civics and Citizenship pp 374 – 376
Term 4			
1 -3	Assessing civil and criminal legal procedure – case study: The pros and cons of recent (last 10 years) and proposed reform of civil and criminal law; case study research exercise about significant justice issue in Australia; jury system and its strengths and weaknesses; Lindy Chamberlain trial; wrongful conviction cases and issues with criminal sanctions	Task 4: Research and oral presentation Task 5: Topic Test	Civics and Citizenship pp 374 – 409
4-5	Exam revision. Students complete a mock in class exam; work on essay writing skills.	Task 6: Exam	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR PSYCHOLOGY YEAR 11

Semester 1– UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 10%	Task 2: Investigation Create a formal psychological report to investigate the relationship between exercise and stress	10%	<i>Term 1</i> <i>Week 10</i>
Response 15%	Task 1: Topic test Apply understandings of biological influences	7.5%	<i>Term 1</i> <i>Week 7</i>
	Task 3: Extended answer Apply understanding of sensation and perception to explain human behaviour	7.5%	<i>Term 2</i> <i>Week 3</i>
Project 10%	Task 4: Production Apply knowledge and skills to explain the effect of nature and nurture on individual differences	10%	<i>Term 2</i> <i>Week 5</i>
Exam 15%	Task 5: Semester One Exam Semester one content	15%	<i>Term 2</i> <i>Week 7</i>

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 10%	Task 9: Investigation Social loafing	10%	Term 3 Week 10
Response 15%	Task 8: Topic test Apply understandings of communication to short answer questions	5%	Term 3 Week 6
	Task 6: Extended Answer Apply understandings of personality theories to explain behaviour in a specific example	5%	Term 3 Week 1
	Task 10: Extended Answer Apply understandings of racism and/or prejudice to explain behaviour shown in a film	5%	Term 4 Week 3
Project 10%	Task 7: Annotated bibliography Apply knowledge of relational influences (bystander intervention in anti-social and pro-social behaviour) to critique articles	10%	Term 3 Week 4
Exam 15%	Task 11: Semester Two Exam Unit one and two content	15%	Term 4 Week 6

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Biological influences Brain anatomy function and location: <ul style="list-style-type: none"> • Hindbrain, midbrain, forebrain • Left and right hemispheres • Corpus callosum • Frontal, parietal, temporal, occipital lobes Neuron structure and function: cell body, axon, dendrites, myelin sheath		Documents in Connect
3	Biological influences Methods of investigating brain function: electroencephograph, computed axial tomography, magnetic resonance imaging, functional magnetic resonance imaging, positron emission tomography, case studies (Phineas Gage)		Documents in Connect
4	Biological influences Psychological and physical responses to drugs: cannabis, alcohol, amphetamines Physical activity – effecting behaviour, emotion and thought		Documents in Connect Nelson 1+2 Fletcher and Garton
5 - 7	Research methods Research terminology: experimental, non-experimental, scientific, non-scientific, sample, population (and data), Scientific method Ethics: informed consent, confidentiality, voluntary participation, withdrawal rights, deception Experimental research methods <ul style="list-style-type: none"> • Independent, dependent variables • Controlled, uncontrolled variables • Experimental, control groups • Reliability and validity Evidence-based conclusions related to hypotheses Sources of error in data, reducing error Qualitative and quantitative methods of data collection Interpreting data: mean, median, mode, range Methods of displaying quantitative data: tables, graphs, diagrams	Task 1: Test	Research Methods Workbook Documents in Connect Report writing
8 - 10	Cognition Intelligence theories and measurement: <ul style="list-style-type: none"> • General intelligence (Galton, Spearman) • Mental age and IQ (Binet and Simon, Terman, Wechsler) • Multiple intelligences (Gardner) • Emotional intelligence (Goleman) Intelligence testing: advantages and disadvantages of group and individual testing	Task 2: Investigation	Documents in Connect
Term 2			
1 - 2	Cognition Sensation and perception: <ul style="list-style-type: none"> • Perception (visual illusions and distortions) • Attention (selected, divided, habituation, dishabituation) 		Documents in Connect

Week	Topics/Syllabus	Assessment	Resources
3	Cognition Physiological responses indicating different states of consciousness: brain's electrical activity, heart rate, body temperature, galvanic skin response	Task 3: Extended answer	Nelson 1+2 Fletcher and Garton
4 - 5	Developmental psychology Nature/nurture debate: twin studies, adoption studies Aspects of human development across the lifespan: cognitive, physical, social, emotional	Task 4: Production	Documents in Connect
6	Exam revision		
7 - 8	Task 5: Semester One Exam		
END OF SEMESTER 1			
9 - 10	Personality Definition Psychodynamic theory: Freud Projective tests: Rorschach, TAT		Documents in Connect
Term 3			
1	Trait theories: Eysenck, Allport Humanistic: Maslow	Task 6: Extended Answer	Documents in Connect
2	Relational influences Types of relationships: <ul style="list-style-type: none">• anti-social behaviour• pro-social behaviour		Nelson 1+2 Fletcher and Garton
3	Relational influences Determinants of liking: proximity, similarity, reciprocity		Nelson 1+2 Fletcher and Garton
4	Relational influences Relationship development in adolescents: Dunphy's changing structures of groups	Task 7: Annotated Bibliography	Nelson 1+2 Fletcher and Garton
5	Communication Non-verbal communication: body language, gestures, physical distance, facial expressions, touch and smell		Fletcher and Garton
6	Communication Effective communication: listener/receiver attributes, active listening, working collaboratively, assertive communication Impact of hearing impairment and language delay Robinson's social skills	Task 8: Topic Test	Fletcher and Garton
7 - 8	Research methods Non-experimental research methods: <ul style="list-style-type: none">• Case studies, surveys, correlation, archival research• Behavioural variables in correlation Use of correlation to establish associations between variables Role of probability		Documents in Connect
9	Social psychology Definition of a group and its purposes Individuals and groups: <ul style="list-style-type: none">• Self-concept• Group membership• Social identity		Documents in Connect

Week	Topics/Syllabus	Assessment	Resources
10	Social psychology Behaviour within groups: <ul style="list-style-type: none">• Cooperation• Competition• Deindividuation• Social loafing• Brainstorming• Impact of group size	Task 9: Investigation	Documents in Connect
Term 4			
1	Culture and values Cultural influences on attitudes: individualistic and collectivist cultures		Documents in Connect
2 - 3	Social psychology Social categorization: stereotypes, social values and behaviour Racism: causes of prejudice, reducing prejudice	Task 10: Extended Answer	Documents in Connect
4-5	Exam revision		
6	Task 11: Semester Two Exam		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL GEOGRAPHY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Geographical Inquiry 30%	Task 4 Geographic Inquiry based on the sustainability of desert biomes	15%	Term 2 Week 5
Fieldwork/ Practical Skills 30%	Task 1 Basic Mapping Skills Test	5%	Term 1 Week 5
	Task 3 Fieldwork Report	10%	Term 1 Week 10
Tests 40%	Task 2 Short Answer Response - Unit overview	10%	Term 1 Week 8
	Task 5 Short Answer Response - Unit content	10%	Term 2 Week 7

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Geographical Inquiry 30%	Task 4 Geographical Inquiry based on geographic issue related to the sustainable development of cultural and/or physical resources within the Esperance Region.	15%	Term 4 Week 2
Fieldwork/ Practical Skills 30%	Task 1 Advanced Mapping Skills Test	5%	Term 3 Week 2
	Task 3 Fieldwork Report	10%	Term 3 Week 10
Tests 40%	Task 2 Short Answer Response - Unit overview	10%	Term 3 Week 7
	Task 5 Short Answer Response - Unit content	10%	Term 4 Week 4

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COURSE OUTLINE 2019

GENERAL GEOGRAPHY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 5	Overview of Geography of environments at risk <ul style="list-style-type: none"> What is geography? Define the concepts of environment, biome and ecosystems Classify the biotic and abiotic elements of environments, biomes and ecosystems Define terms such as biodiversity, food chain, food web, biomass, trophic levels, pyramids of numbers, pyramids of energy, flows of matter and energy Distinguish between the natural and cultural features of environments Define the concept of sustainability Mapping Skills <ul style="list-style-type: none"> A wide variety of basic mapping skills will be taught during the weekly double period 	Task 1: Week 5	Course Reader Other resources as supplied Geographers Toolkit, maps and activities provided
6 - 8	Depth study: Desert Biomes (an environment at risk) <ul style="list-style-type: none"> Geographical inquiry skills Classify the biotic and abiotic elements of the desert environment Location and distribution of the desert environment Characteristics of the desert environment The interactions between the flora and fauna of the desert environment, based on ecosystem concepts Mapping Skills <ul style="list-style-type: none"> A range of advanced mapping skills will be taught at various points thought this period Commence Field Work Project (Karlkurla Bushland Park) <ul style="list-style-type: none"> Class project which will include: <ul style="list-style-type: none"> Land survey and orienteering Data collection Land management strategies Fieldwork Report preparation 	Week 8 Task 2:	Course Reader Other resources as supplied
9 - 10	<ul style="list-style-type: none"> Interrelationships between biotic and abiotic elements of the desert biome Describe human activity and land use impacts upon patterns and processes within the desert biome Identify the cultural landscapes associated with the desert biome 	Task 3 Week 10	Course Reader Other resources as supplied
Term 2			
1 - 3	<ul style="list-style-type: none"> Identify the economic, political and social factors that impact upon decisions about sustainability of the desert biome Identify the different values and viewpoints (environmental, economic and social) that shape the human use of the desert biome Benefits of implementing sustainable practices within the desert biome Geographic Inquiry		Course Reader Other resources as supplied
4 - 7	<ul style="list-style-type: none"> The extent to which current land use practices are sustainable within a desert biome Measures by which humans are caring for the desert biome and the extent to which these measures have been successful Revision and final test	Task 4: Week 5 Task 5 Week 7	Course Reader Other resources as supplied
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
8 - 10	Overview – Geography of people and places <ul style="list-style-type: none"> Define the concept of a region The natural and cultural features of regions The four natural spheres of regions: <ul style="list-style-type: none"> lithosphere atmosphere hydrosphere biosphere 		Course Reader Other resources as supplied
Term 3			
1 - 3	<ul style="list-style-type: none"> The three types of cultural features of regions (land use, settlement, transport) How regions can change over time Define the concept of sustainability Factors that impact upon the implementation of sustainable practices Mapping Skills	Task 1: Week 2	Course Reader Other resources as supplied
4 - 6	Depth study: Esperance <ul style="list-style-type: none"> Geographical inquiry skills The location of, and spatial variation within, Esperance Characteristics of the natural environment of Esperance, including: <ul style="list-style-type: none"> topography and variations in the topography weather and climatic characteristics and factors that characterise weather and climate vegetation and factors affecting the vegetation patterns soil characteristics and patterns of soil distribution The associations between the natural attributes of the environment in Esperance, such as climate, soil type, vegetation, topography Changing patterns of the natural environments of Esperance over time, such as changes in soil fertility, climatic variations, changes in topography as a result of fluvial action WEEK 5 GENERAL GEOGRAPHY CAMP TO ESPERANCE (TBC)		Course Reader Other resources as supplied
7 - 10	<ul style="list-style-type: none"> Characteristics of the cultural environment of Esperance, including the: <ul style="list-style-type: none"> spatial characteristics and pattern of settlement demographic characteristics land use characteristics, including form, function and land use distribution Characteristics and associations of the cultural environment of Esperance, including the: <ul style="list-style-type: none"> variations in the land use variations in settlement patterns and population distribution variations in transport systems and networks and flows of people and services demographic characteristics of the population The association between the cultural attributes of the environment of Esperance, such as topography and settlement, climate and agriculture, soils and agriculture, topography and transport Changing patterns of the cultural environment of Esperance over time, such as changes in settlement patterns, changes in agricultural patterns as a result of climate change 	Task 2 Week 7 Task 3: Week 10	Course Reader Other resources as supplied
Term 4			
1 - 4	<ul style="list-style-type: none"> The potential of Esperance to attract increased numbers of people for tourism and/or employment A geographic issue (coastal erosion) pertinent to the sustainable development of Esperance The stakeholders within Esperance who would be potentially affected by coastal erosion The views and attitudes of these stakeholders towards coastal erosion The extent to which the various responses to coastal erosion in Esperance are likely to lead to sustainable management practices The impact that increased flows of people for tourism and/or employment may have on sustainable management practices in Collie 	Task 4: Week 2	Course Reader <i>Other resources as supplied</i>
5	Revision and final assessment	Task 5 Week 5	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL PSYCHOLOGY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 30%	Task 7: Psychological report Create a scientific report on the relationship between intelligence quotient and caffeine consumption	12%	Term 2 Week 4
	Task 3: Method section Formulating hypotheses, controlling variables, collecting, organising and recording data	3%	Term 1 Week 8
Response 40%	Task 1: Topic test Planning and conducting psychological research	5%	Term 1 Week 4
	Task 5: Results section Analysis using correlation and descriptive statistics	5%	Term 2 Week 1
	Task 4: Topic test Using theories of intelligence to explain behaviour	5%	Term 1 Week 10
	Task 6: Discussion section Evaluating psychological research	5%	Term 2 Week
Project 30%	Task 2: Literature review Introduction section of a report	7%	Term 1 Week 5
	Task 8: Project Comparing the strengths and weaknesses of personality theories	8%	Term 2 Week 5

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 30%	Task 15: Psychological report Create a scientific report on the effect of yoga on stress	12%	Term 4 Week 2
	Task 11: Method section Formulating hypotheses, controlling variables, collecting, organising and recording data	3%	Term 3 Week 4
Response 40%	Task 9: Topic test Using understanding of biological influences to explain human behaviour	5%	Term 2 Week 10
	Task 12: Results section Analysis using correlation and descriptive statistics	5%	Term 3 Week 6
	Task 13: Discussion section Evaluating psychological research	5%	Term 3 Week 7
	Task 14: Topic test Using theories of intelligence to explain behaviour	5%	Term 3 Week 10
Project 30%	Task 10: Literature review Introduction section of a report	7%	Term 3 Week 2
	Task 16: Project Forensic psychology – present and evaluate evidence for an unsolved crime	8%	Term 4 Week 4

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COURSE OUTLINE 2019

GENERAL PSYCHOLOGY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Welcome to Psychology Psychology as a scientific endeavour to describe/explain human behaviour, thoughts and emotions Scientific inquiry – scientific method, graphing, statistics (mean, median, range, mode), hypotheses		Course reader
2-4	Cognition – intelligence Definition of IQ and intelligence Introduction to normal curve Research methods Ethics – informed consent, confidentiality, voluntary participation, withdrawal rights, deception Types of sources (textbooks, journal articles, newspapers, opinion articles, for-profit articles) Research skills – finding and evaluating quality sources, skim reading How to take notes, summarise and paraphrase information How to link ideas together from various sources	Task 1 Week 4	Course reader
5-7	Cognition – intelligence Measuring mental age and IQ – Binet and Simon, Terman Empirical approach – Weschler	Task 2 Week 5	Course reader
8-9	Cognition – intelligence Multiple intelligences – Gardner Research methods Revision of mean, median, mode, range Drawing and interpretation of graphs	Task 3 Week 8	Course reader
10	Cognition – intelligence Emotional intelligence – Goleman	Task 4 Week 10	Course reader
Term 2			
1	Research methods Using evidence to support hypotheses and write conclusions Relating conclusions to previously discussed theories and studies Identifying flaws in investigations, and specific strategies to improve them	Task 5 Week 1	Course reader
2	Personality Psychodynamic (Freud)	Task 6 Week 2	Course reader
3-4	Personality Humanistic (Maslow) Type theories (Myer-Friedman, MBTI)	Task 7 Week 4	Course reader
5	Personality Trait theories (Eysenck)	Task 8 Week 5	Course reader
6-7	Relational influences Agents of socialisation – family (attachment and parenting styles), peers, media Cultural differences in child-rearing		Course reader
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
8-9	Biological influences Identify major parts of the brain (hindbrain, midbrain, forebrain, hemispheres, corpus callosum) Factors that affect behaviour, emotion and thought (effects of adrenaline and noradrenaline)		Course reader
10	Biological influences Factors that affect behaviour, emotion and thought (physical activity, effects of exercise on mood)	Task 9 Week 10	Course reader
Term 3			
1-3	Biological influences Factors that affect behaviour, emotion and thought (recreational drugs, effects of cannabis, alcohol and amphetamine)	Task 10 Week 2	Course reader
4	Developmental psychology Types of development (cognitive, physical, social, emotional)	Task 11 Week 4	Course reader
5	Developmental psychology Changes with age Role of nature and nurture		
6	Developmental psychology Erikson's stages of psychosocial development	Task 12 Week 6	
7-8	Social psychology Definition of a group Group behaviour (cooperation, competition, impact of group size) Diffusion of responsibility	Task 13 Week 7	Course reader
9-10	Culture and values Definition of attitudes Social categorisation (formulation of stereotypes and consequences)	Task 14 Week 10	Course reader
Term 4			
1	Culture and values Ways to reduce stereotypes Cultural differences in attitudes towards disability, aging, mental illness		Course reader
2	Communication Non-verbal communication (body language, gestures, physical distance, facial expressions, touch and smell) Effective communication (attributes of listeners and receivers) Role of language in initiating, maintaining and regulating interpersonal relationships (peers, families, work)	Task 15 Week 2	Course reader
3-5	Forensic psychology Collect, record, organise and describe trends in data Develop explanations that are consistent with data Express ideas clearly, accurately and logically	Task 16 Week 4	Course reader
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR PSYCHOLOGY YEAR 12

Semester 1 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 15%	Task 4: Psychological report Create a formal psychological report to investigate the memory	7.5%	Term 2 Week 1
Response 30%	Task 1: Topic Test Apply understandings of research methods to analyse and explain scientific research	3%	Term 1 Week 4
	Task 3: Extended answer Apply knowledge of memory and biological influences to explain behaviour	5%	Term 1 Week 9
	Task 5: Topic test Apply knowledge of learning and research methods to explain behaviour	7%	Term 2 Week 4
Project 15%	Task 2: Literature review Literature review on biological influences.	7.5%	Term 1 Week 6
Exam 40%	Task 6: Semester One Exam Semester one content	15%	Term 2 Week 6

Semester 2 – UNIT 3 & 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 15%	Task 10: Plan a study Create a design brief for a study on a chosen topic within psychology	7.5%	Term 3 Week 8
Response 30%	Task 7: Topic Test Apply knowledge of personality theories and research methods to explain behaviour	5%	Term 2 Week 9
	Task 8: Topic test Apply knowledge of development and relational influences to explain behaviour	5%	Term 3 Week 2
	Task 11: Topic Test Apply knowledge of social psychology and culture and values to explain behaviour	5%	Term 3 Week 10
Project 15%	Task 9: Literature review Literature review chosen from a list of topics	7.5%	Term 3 Week 5
Exam 40%	Task 12: Semester Two Exam Unit 3 and 4 content	25%	Term 4 Week 1

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Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Research methods <ul style="list-style-type: none"> Psychological research terminology: experimental, scientific, sample, population Ethics in research: experimenters' role, participant rights, informed consent, deception, professional conduct Correlation Features of descriptive research methods <ul style="list-style-type: none"> Case studies, surveys, correlational studies, archival research Behavioural variables in correlational studies Qualitative methods of data collection Objective quantitative measures in research – physiological measures Subjective quantitative measures in research – checklists, rating scales <ul style="list-style-type: none"> Methods of displaying quantitative data Measures of central tendency Role of probability Measures of dispersion: normal curve, range, variance, standard deviation Statistical significance 		Documents in Connect
3	Research methods Experimental research methods: <ul style="list-style-type: none"> Independent, dependent, controlled and uncontrolled variables Operational hypotheses Experimental and control groups Reliability and validity Longitudinal and cross-sectional design Sources of error and ways to reduce Experimenter effect, placebo effect Evaluating and improving research		Documents in Connect Fletcher and Garton text
4 - 6	Biological influences <ul style="list-style-type: none"> structure and function of the nervous system: central nervous system, brain and spinal cord, peripheral nervous system, somatic nervous system, autonomic nervous system - sympathetic and parasympathetic roles of the four lobes of the cerebral cortex: frontal lobe – Broca's area, primary motor cortex; parietal lobe – primary sensory cortex; occipital lobe – primary visual cortex; temporal lobe – Wernicke's area, primary auditory cortex process of neural transmission: role of synapses, role of neurotransmitters – serotonin, dopamine Factors that affect behaviour emotion and thought: <ul style="list-style-type: none"> heredity: role of genetics hormones: adrenaline and noradrenaline psychoactive drugs: depressants, stimulants and hallucinogens 	Task 1 Topic Test Task 2 Literature Review	Documents in Connect
7 - 8	Cognition Memory <ul style="list-style-type: none"> multi store model of memory (Atkinson and Shiffrin) sensory register: duration, capacity, encoding short term memory and working memory: duration, capacity, encoding working memory model (Baddely and Hitch) 		Documents in Connect Nelson 3+4 text

Week	Topics/Syllabus	Assessment	Resources
9	Cognition <ul style="list-style-type: none"> Long term memory: <ul style="list-style-type: none"> Duration and capacity Types: procedural and declarative (semantic and episodic) recall, recognition, re-learning forgetting: retrieval failure, interference, motivated forgetting, decay 	Task 3 Extended Answer	Documents in Connect Nelson 3+4 text
10	Cognition Learning <ul style="list-style-type: none"> classical conditioning 		Documents in Connect Nelson 3+4 text
Term 2			
1 - 3	Cognition Learning <ul style="list-style-type: none"> operant conditioning techniques for modifying behaviour: systematic desensitization, CBT, token economies, reinforcement and punishment 	Task 4 Investigation	Documents in Connect Nelson 3+4 text
4	Cognition Observational learning: features of Bandura's social learning theory and the role of observational learning and modelling	Task 5 Topic Test	Documents in Connect Nelson 3+4 text
5	Revision week		
6	Exam week	Task 6 Exam	
END OF SEMESTER 1			
7 - 8	Personality Trait theories: McCrae and Costa Humanistic theories: Rogers and Maslow Social cognitive theories: Mischel and Bandura		Documents in Connect
9	Development Piaget's cognitive development theory	Task 7 Topic Test	Documents in Connect
10	Development Kohlberg's moral development theory Erikson's psychosocial identity development theory		Documents in Connect
Term 3			
1	Relational influences Socialisation processes: <ul style="list-style-type: none"> Attachment: Harlow, Bowlby, Ainsworth 		Documents in Connect Fletcher and Garton text Nelson 1+2 text
2	Relational influences Socialisation processes: <ul style="list-style-type: none"> Parenting styles: authoritative, authoritarian, permissive Conflict: Types of solutions: imposed, distributive, integrative Techniques: mediation, negotiation, counselling 	Task 8 Topic test	Documents in Connect Fletcher and Garton text
3	Communication Persuasion features: source of message, nature of communication, audience characteristics		Documents in Connect Fletcher and Garton text
4	Communication Language development: Chomsky and Bruner		Documents in Connect

Week	Topics/Syllabus	Assessment	Resources
5	Communication Communication styles: <ul style="list-style-type: none"> • Impact of social background: Bernstein and Labov • Gender differences: Tannen 	Task 9 Literature review	Documents in Connect Fletcher and Garton text
6	Culture and values Sense of community (McMillan and Chavis): membership, influence, integration and fulfillment of needs, shared emotional connection		Documents in Connect
7	Culture and values Impact of significant events: <ul style="list-style-type: none"> • Event characteristics in stress: predictability, controllability, experience of threat or loss • Resilience and post traumatic growth • Post-traumatic stress disorder 		Documents in Connect Fletcher and Garton text
8	Social psychology Influence of groups on behaviour <ul style="list-style-type: none"> • Conformity and obedience – Zimbardo, Asch and Milgram 	Task 10 Investigation	Documents in Connect
9	Social psychology Influence of groups on behaviour <ul style="list-style-type: none"> • Social facilitation and inhibition • Group polarization 		Documents in Connect
10	Social psychology Attribution - Heider and Kelly Cognitive dissonance - Festinger	Task 11 Topic Test	Documents in Connect
Term 4			
1	Exam week	Task 12 Exam	
2	Revision		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL PSYCHOLOGY YEAR 12

Semester 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 25%	Task 7: Psychological report Skinner	12.5%	Term 2 Week 6
Response 40%	Task 1: Mini test 1 Apply knowledge and skills in research methods to plan studies and interpret and evaluate data	2%	Term 1 Week 2
	Task 2: Topic test 1 Apply knowledge and skills in research methods to plan studies and interpret and evaluate data	6%	Term 1 Week 4
	Task 3: Extended answer Apply understanding of states of consciousness to explain behaviour	6%	Term 1 Week 8
	Task 4: Topic test 2 Apply knowledge and skills in research methods to plan studies and interpret and evaluate data. Apply understanding of states of consciousness to explain behaviour	6%	Term 1 Week 10
Project 20%	Task 6: Oral Presentation Explain operant conditioning in the context of Skinner's studies, and apply to real world contexts	10%	Term 2 Week 4
Externally set task 15%	Task 5: Externally set task Written task on memory and research methods	15%	Term 2 Week 2

Semester 2 – UNIT 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Investigation 25%	Task 10: Psychological report Replicating a famous conformity study	12.5%	Term 3 Week 8
Response 40%	Task 9: Article review Apply knowledge from various aspects of the course to critique articles on conformity	10%	Term 2 Week 5
	Task 11: Culture Report Apply knowledge of culture and values to explain a stimulus	10%	Term 3 Week 10
Project 20%	Task 8: Poster Apply knowledge from throughout the course to explain a current issue in the field of psychology	10%	Term 2 Week 10

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COURSE OUTLINE 2019

GENERAL PSYCHOLOGY YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Research methods Terminology – experimental, non-experimental, scientific, non-scientific, sample, population Experimental research methods – independent and dependent variables, experimental and control groups Data interpretation – mode, median, mean, range Displaying quantitative data – tables, graphs, diagram	Task 1: Mini Test	Course reader
3 - 4	Research methods Statistical significance Non-experimental (descriptive) research methods – case study, surveys, correlational studies Correlation – interpretation	Task 2: Topic Test 1	Course reader
5 - 6	Cognition Definitions of: cognition, sensation, perception, attention span States of consciousness – selective and divided attention		Course reader
7	Cognition States of consciousness – daydreaming, meditation, hypnosis		Course reader
8 - 9	Cognition States of consciousness – sleep Physiological indicators of consciousness – brainwaves, heart rate, galvanic skin response	Task 3: Extended Answer	Course reader
10	Cognition Sleep – stages of sleep, dreams, sleep hygiene	Task 4: Topic Test 2	Course reader
Term 2			
1 - 2	Revision for EST Research methods and states of consciousness	Task 5: EST	Course reader
3 - 4	Personality Behaviourist theories – Pavlov, Watson, Thorndike, Skinner Social learning theory - Bandura	Task 6: Oral Presentation	Course reader
5 - 6	Research methods Ethics in psychological research – participant rights (confidentiality, voluntary participation, withdrawal), informed consent, deception Experimental research methods – operational hypotheses, controlled and uncontrolled variables Qualitative methods for data collection Objective quantitative measures in research (physiological measures) Subjective quantitative measures in research (checklists, rating scales)	Task 7: Psychological Report	
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
7	Cognition Memory – multistore model (Atkinson and Shiffrin), sensory register (duration, capacity), working memory (duration, capacity), long term memory (duration, capacity, procedural, declarative, semantic, episodic)		Course reader
8 - 10	Personality Trait theories (Eysenck, McCrae and Costa) Humanistic theories (Maslow, Rogers)	Task 8: Poster	Course reader
Term 3			
1 - 2	Biological influences Functions of the four lobes – frontal, parietal (sensory cortex), occipital lobe (visual cortex), temporal (auditory cortex) Methods of studying the brain – EEG, CT, fMRI, case studies (Phineas Gage, Henry Molaison, London taxi drivers) , animal studies (Lashley, Sperry)		Course reader
3 - 4	Developmental psychology Theories – Piaget, Kohlberg Cultural bias in developmental theories Ways of studying influences on development – twin and adoption studies		Course reader
5 - 6	Social psychology Group influences (compliance, group polarisation, social status and power, bystander effect) Conformity and obedience (Asch, Milgram, Zimbardo)	Task 9: Article Review	Course reader
7 - 8	Communication Communication styles - social background (Bernstein), gender differences (Tannen), Robinson's social skills Persuasive communication (source of message, nature of communication, characteristics of audience)	Task 10: Psychological Report	Course reader
9 - 10	Culture and values Cultural diversity – conventions, expectations, collectivist, individualistic Racism – prejudice (causes and reduction)	Task 11: Culture report	Course reader
Term 4			
1 - 2	Relational influences Friendship formation (proximity, similarity, reciprocity) Types of relationships (pro-social, anti-social) Conflict – solutions (imposed, distributive, integrative), techniques (mediation, negotiation, counselling)		Course reader
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR MODERN HISTORY YEAR 12

Semester 1 – UNIT 3

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Source Analysis 20%	Task 1: Source Analysis Source analysis based on the February Revolution	5%	Term 1 Week 5
	Task 3: Source Analysis Source analysis based on the NEP	5%	Term 1 Week 9
Explanation 20%	Task 2: Explanation An in class essay on Lenin's leadership	5%	Term 1 Week 7
	Task 5: Explanation An in class essay on Stalin's leadership	5%	Term 2 Week 4
Historical Inquiry 20%	Task 4: Historical Inquiry The social/cultural changes in Russia to 1945	10%	Term 2 Week 2
Exam 40%	Task 6: Semester One Exam Source Analysis and Essay style questions	15%	Term 2 Week 6

Semester 2 – UNIT 4

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Source Analysis 20%	Task 7: Source Analysis Source Analysis related to the Origins of the Cold War	5%	Term 2 Week 9
	Task 10: Source Analysis Source analysis related to the Yugoslavian Wars	5%	Term 3 Week 8
Explanation 20%	Task 8: Explanation An in class essay based on Détente`	5%	Term 3 Week 2
	Task 11: Explanation An in class essay based on World Order after 1989	5%	Term 3 Week 9
Historical Inquiry 20%	Task 9: Historical Inquiry The end of the Cold War	10%	Term 3 Week 6
Exam 40%	Task 12: Semester Two Exam Three hour duration using the WACE exam design brief	25%	Term 4 Week 1

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Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Historical Knowledge and Understanding: Overview of Russia in 1914, geography, social structure, role of the Orthodox Church, nobility, intelligentsia, political structure. Significance of ideas of the period autocracy, liberalism, socialism, Marxism and communism, Social Democrats, Bolsheviks/Mensheviks, Social Revolutionaries, Constitutional Democrats, political change from 1905, Dumas and Fundamental Laws, role and impact of significant leaders individuals, Tsar Nicholas II, Trotsky and Lenin, impact of political forces.		Corin and Fiehn pp 1-57
2 - 3	Historical Knowledge and Understanding: The internal divisions and crises, the significant ideas, 1914-1917 WW1 and its impact, causes of discontent and events of the February Revolution, political, economic, social discontent, Provisional Government and Kerensky, Petrograd Soviet, Soviet Order Number 1, July Days, Kornilov Affair, Bolshevik response-April Theses, growth of Bolshevik support, Milrevcom Historical Skills: chronology, terms and concepts, analysis and use of sources, perspectives and interpretations, explanation and communications		Corin and Fiehn pp 59-100
4	Historical Knowledge and Understanding: The role and impact of significant individuals in the period, including political, military and social/cultural leaders Revolutionary Ideals: the revolution from below versus the revolution from above Internal divisions and crises, causes and events of the October Revolution, roles of Trotsky and Lenin and the outcomes of the revolution Historical Debate: the Bolshevik seizure of power-a coup d'état or a revolution? Importance of revolutionary leadership Historical Skills: perspectives and interpretations		Corin and Fiehn pp101-112
5 - 6	Historical Knowledge and Understanding: The initial reforms and decrees of the Bolsheviks, role of Lenin and Sovnarkom, decrees, abolition of classes, separation of church and state, abolition of the Constituent Assembly, State Socialism, Brest-Litovsk Treaty 1918, opposition to the Bolsheviks, elimination of class enemies; Tsar, nobility and the clergy, development of Red Terror, the Civil War and reasons for Bolshevik victory, Trotsky, the Red Army, War Communism and the impact on peasants, Role of Lenin and Cheka, Kronstadt Rebellion Historical Skills: Chronology, terms and concepts, explanations and communication	Task 1: Source Analysis Week 5	Corin and Fiehn 113-153
7 - 8	Historical Knowledge and Understanding: the changes that transformed Russia, the significant ideas of the period, impact of NEP on peasants, creation of the USSR, evaluation of Leninism (Pipes and Figs), the significance of the power struggle between Trotsky and Stalin, reasons for Stalin's success, NEP versus industrialization, collectivization, state-created famine, Socialism in One Country versus Permanent Revolution, Five Year Plans, state control of economy, forced collectivization, state created famine, modernization, urbanization, industrialization, Stakhanovites, shock troops, factory workers Historical Skills: Analysis and use of sources, perspectives and interpretations, explanation and communications	Task 2: Explanation Essay Week 7	Corin and Fiehn 153-239

Week	Topics/Syllabus	Assessment	Resources
9	Historical Knowledge and Understanding: experiences of individuals and groups in the period, the significant ideas, including nobility, the clergy, peasants and factory workers, ideas of the period, Stalin's leadership/Stalinism, methods the regime employed to control repression, dekulakisation, "Cult of Stalin", 1936 Constitution, murder of Kirov, Show Trials, Purges, Great Terror (the Yezhovshchina) Historical Debate: was dekulakisation a civil war? Was it terror from above or below?	Task 3: Source Analysis Week 9	Corin and Fiehn Pp 246-284
10	Historical Knowledge and Understanding: social/cultural impact of Bolshevism, Stalin's Cultural Revolution to 1945, women, the roles of Krupskaya and Kollontai, nationalities, youth and education, Young Pioneers, Komsomol, the role of Lunacharsky, the arts, Socialist Realism, the role Zhdanov, religion, the Militant Godless, Great Retreat Historical Skills: chronology, terms and concepts, historical questions, research, analysis and use of sources, perspectives and interpretations, explanation and communication		Corin and Fiehn Pp 287-320
Term 2			
1	Historical Knowledge and Understanding: social/cultural impact of Bolshevism, Stalin's Cultural Revolution and Great Retreat to 1945, women, the roles of Krupskaya and Kollontai, nationalities, youth and education, Young Pioneers, Komsomol, the role of Lunacharsky, the arts, Socialist Realism, the role Zhdanov, religion, the Militant Godless, Great Retreat Historical Skills: chronology, terms and concepts, historical questions, research, analysis and use of sources, perspectives and interpretations, explanation and communication		Corin and Fiehn Pp 246-284
2 - 4	Historical Knowledge and Understanding: the impact of World War II, methods to secure victory, the role and impact of significant individuals in the period including military leaders (Zhukov, Vasilevsky, Molotov and Rokossovsky, Non-aggression Pact, the invasion of Finland, the seizure of the Baltic states, German invasion, the impact of the war 1941-45, casualties, levels of destruction, collaboration of non-Russians with Nazis, resurgence of Russian nationalism by Stalin, methods used to secure USSR victory, NKVD and STAVKA geo-political changes Historical Skills: chronology, terms and concepts, historical questions, research, analysis and use of sources, perspectives and interpretations, explanation and communication	Task 4: Historical Inquiry Week 2 Task 5: Explanation Essay Week 4	Corin and Fiehn Pp 287-320
5	Revision and exam preparation		
6	Examination Semester One	Task 6: Exam	
END OF SEMESTER 1			
7	UNIT 4-The Changing European World since 1945. Historical Knowledge and Understanding: The nature of the origins and development of the Cold War to 1948, significance of ideas of the period, role of significant political leaders, the division of Europe along ideological lines, the Iron Curtin descends, differences between capitalism, communism and democracy, post war conferences at Yalta and Potsdam, conflict between leaders, Stalin, Truman and Churchill, ideology versus expansionism, containment versus security, 1946 Iron Curtin Speech, 1946 Long Telegram, 1947 Truman Doctrine and the 1948 Marshall Aid		Briggs pp2-13 Kelly, Taylor and Wood pp29-52 Phillips pp123,136,146,159

Week	Topics/Syllabus	Assessment	Resources
8 - 9	<p>Historical Knowledge and Understanding: The evolving nature of the Cold War from 1948 to détente, the significant ideas, the role of significant political leaders, bi-polar Europe, conflict in the East and cooperation in the West, Berlin Blockade, impact of arms/space race, the threat of nuclear war (Mutually assured Destruction), the formation of NATO and Warsaw Pact, use of Warsaw Pact (Hungary, Berlin Wall and Berlin Blockade, Prague Spring), beginning of trading relations between the western European Countries including Monnet vision, the ECSC, Euratom and the EEC and the implications in the West (including mistrust of the UK by de Gaulle and impacts on NATO), significance of Khrushchev (peaceful co-existence and de-Stalinisation) and Eisenhower (rollback strategy to force change) on relations between USA and USSR in Europe, Eisenhower and Khrushchev, lack of assistance from USA in Hungarian Uprising, U2 spy incident</p> <p>Historical Skills: analysis and use of sources, perspectives and interpretations, explanations and communication</p>	Task 7 Source Analysis	<p>Briggs pp13-20 Pp33-52</p> <p>Kelly, Taylor and Wood pp57-90</p> <p>Phillips pp32-43</p>
10	<p>Historical Knowledge and Understanding: significant leaders in the period, Brinkmanship and détente, Berlin Wall 1961 and Cuban Missile Crisis 1962, lead up to détente, removal of Khrushchev, Nuclear Test Ban Treaty, treaty on non-proliferation of nuclear weapons, the hotline, Strategic Arms Limitations Talks (SALT) 1 1972, SALT 2 1979, the Helsinki Accords, Brezhnev Doctrine, the role of leaders: Khrushchev, Kennedy, Brandt (Ostpolitik), Nixon, Carter, Ford</p> <p>Historical Skills: chronology, terms and concepts, perspectives, interpretations, explanations and communication</p>		<p>Briggs Pp 53-66 Pp 67-99</p> <p>Kelly, Taylor and Wood pp80-84 pp89-96 Phillips pp174</p>
Term 3			
1	<p>Historical Knowledge and Understanding: Cold War in Europe, 1948 through to détente, the role of significant leaders, Brinkmanship and détente, Berlin Wall 1961 and Cuban Missile Crisis 1962, lead up to détente, removal of Khrushchev, Nuclear Test Ban Treaty, treaty on non-proliferation of nuclear weapons, hotline between White house and Kremlin, SALT 1 1972, SALT 2 1979, the Helsinki Accords, Brezhnev Doctrine, the importance and role of leaders: Khrushchev, Kennedy, Brandt (Ostpolitik), Nixon, Carter, Ford</p> <p>Historical Skills: chronology, terms and concepts, perspectives, interpretations, explanations and communication</p>		<p>Briggs Pp 53-99 Kelly, Taylor and Wood pp80-96</p>
2 - 3	<p>Historical Knowledge and Understanding: the role and importance of Gorbachev, the decline of détente, the 'Evil Empire' & 'Stars Wars' re-intensification of the Cold War, perestroika and glasnost, summits between Reagan and Gorbachev 1985-1988, collapse of Brezhnev Doctrine, Polish Solidarity, fall of the Berlin Wall</p> <p>Historical skills: chronology, terms and concepts, historical questions and research, analysis and use of sources, perspective & interpretations, explanations & communications</p>	<p>Task 8 Explanation Week 2</p> <p>Give out Historical Inquiry</p>	<p>Briggs pp 101-139</p> <p>Kelly, Taylor and Wood pp125-152</p>
4 - 5	<p>Historical Knowledge and Understanding: changing nature of world order 1989-2001, role of political leaders, forging a united European Community, reunifying Europe post 1989, breakup of the Soviet Union, reunification of Germany, change in the Soviet Union, collapse of communism, 1990 reunification of Germany "Two by Four" Treaty 1990, role of Helmut Kohl, problems with reintegration, Western interest in the former USSR, creation of the Russian oligarchs, Russian relations with USA under Yeltsin and Clinton</p> <p>Historical skills: chronology, terms and concepts, perspectives, interpretations, explanations & communications</p>		<p>Briggs pp101-139</p> <p>Kelly, Taylor and Wood pp125-152 Phillips pp184</p>

Week	Topics/Syllabus	Assessment	Resources
6 - 7	Historical Knowledge and Understanding: European governance and extension of the 'European Union', the European Community: the development of the European Union (EU), the EU as an extension of the EEC 1958, timeline of the development of the EU from 1945, growth in the 1970s with the inclusion of Denmark, Ireland and the United Kingdom, 1979 ERM, 1986 the 'Single Market', 1992 Maastricht Treaty, 1993 EU established and the 'Four Freedoms', the nature and function of the EU, desire for a European Community with a basis of peace, security and trade	Task 9 Historical Inquiry Week 6	Briggs pp 101-139 Aldred pp 149-162
8 - 9	Historical Knowledge and Understanding: The changing world order in the period 1989-2001, conflict in the Balkans, changing nature of NATO, gradual acceptance of former Warsaw Pact countries as members, relations with Russia, 1997 NATO Summit, Euro-Atlantic Partnership Council, break-up of Yugoslavia, ethnic tensions that ensued, nature of the conflict and NATO's role in the Balkans conflicts, NATO from Cold War alliance to NATO-Russian Council 2002 Historical skills: analysis and use of sources, perspectives and interpretations, explanations and communication	Task 10 Source Analysis Week 8 Task 11 Explanation Week 9	Briggs pp 101-139 Aldred pp 133-141
10	Historical Knowledge and Understanding: The development of European governance and extension of the "European Union", the changing world order 1989-2001, Eurozone 1999, introduction of the Euro as Europe's main currency by 2002, issues with centralized governance, movement of people through the EU and the rise of nationalist groups in countries such as Great Britain, the struggle of NATO to find a role in the changed environment, "ostalgie" the yearning of the "good old days" of communism in the East Historical Skills: perspectives and interpretations Historical debate: the decline of Europe in a global context (as argued by Laqueur)		Briggs pp 101-139 Aldred pp 133-141
Term 4			
1 - 2	Examination Period /Revision for WACE Exams	Task 12 Exam Week 1	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL MODERN HISTORY YEAR 12

Semester 1 – UNIT 3

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Historical Inquiry 20%	Task 2: Inquiry Social group or key figure in the 1920s	10%	Term 2 Week 1
Explanation 25%	Task 4: In-class Essay America in the 1930s	10%	Term 2 Week 5
Source Analysis 25%	Task 1: Source Analysis America in the 1920s	10%	Term 1 Week 7
Externally Set Task 15%	Task 3: Externally Set Task Externally moderated assessment	15%	Term 2 Week 3
Test 15%	Task 5: End of Unit Test End of semester test on whole unit	5%	Term 2 Week 6

Semester 2 – UNIT 4

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Historical Inquiry 20%	Task 3: Inquiry Germany as a totalitarian state	10%	Term 3 Week 7
Explanation 25%	Task 2: In-class Essay Hitler's rise to power	15%	Term 3 Week 4
Source Analysis 25%	Task 1: Germany Post WW1 Germany post 1918/early 1920s	15%	Term 2 Week 10
Test 15%	Task 4: End of Unit Test End of semester test on whole unit	10%	Term 3 Week 10

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL MODERN HISTORY YEAR 12

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Elements of Society at the Start of the Period: timeline review from 1850-1919, political, social & economic impact of mass immigration, the 'Progressive Era', influence of the Presidents, the Great War & how the USA emerged after it, people who held power at the start of the period & those that did not Historical Skills: chronology, terms & concepts		Course Reader
3 - 4	Continuity and Change in the 1920s: Changes caused by mass production in industry & agriculture, mass marketing & the resulting change in lifestyle, impact of specialisation on industry, growing diversity of entertainment, increased mobility of people, immigration. The economic boom: political responses, economic & social changes Historical Skills: chronology, terms & concepts: historical questions & research	Task 2 Inquiry-handout Due Term 2 Week 1	Course Reader
5 - 6	Consequences of Continuity and Change Over the Period: Social responses to the Volstead Act and Prohibition of alcohol, different values & beliefs in the USA at the time, different perspectives of Prohibition, growth of organised crime Historical Skills: chronology, terms & concepts: analysis & use of sources		Course Reader
7 - 9	Consequences of Continuity and Change Over the Period: Social responses to the rise of racism; experiences of immigrants during the 1920s: Palmer Raids, trial of Sacco & Vanzetti, experiences of African Americans, Monkey Trial, individuals & groups agitating for change: Marcus Garvey, Paul Robeson, NAACP, KKK Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication	Task 1 Source Analysis Week 7	Course Reader
10	Consequences of Continuity and Change Over the Period: The Great Depression: impact of the Stock Market dealings throughout the 1920s, Wall Street Crash of 1929 Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication		Course Reader
Term 2			
1	Consequences of Continuity and Change Over the Period: The Great Depression: the spiral into depression, short-term & long-term social, political & economic impact of the Great Depression, impact of leadership such as Presidents Hoover & Roosevelt Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication	Task 2 Inquiry Due Week 1	Course Reader
2	Consequences of Continuity and Change Over the Period: The Great Depression: the spiral into depression, short-term & long-term social, political & economic impact of the Great Depression, impact of leadership such as Presidents Hoover & Roosevelt Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication: historical questions & research		Course Reader

Week	Topics/Syllabus	Assessment	Resources
3 - 4	The 1930s and World War Two: The New Deal, 1932 Presidential election, relief, recovery & reform measures of the New Deal: setting up agencies, Acts passed in Congress, range of perspectives connected to the New Deal, short & long term changes as a result. Outbreak of WW2: neutrality & allied support such as Lend-lease with Britain, Pearl Harbour, USA enters WW2, impact of leadership Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication	Task 3 Externally Set Task Week 3	Course Reader
5	Consequences of Continuity and Change Over the Period: Extent of economic, political & social change compared to the start of the period Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication	Task 4 In-class Essay Week 5	Course Reader
6	Revision and End of Unit Test: Revise content from the semester and end of unit test	Task 5 Test Week 6	Course Reader
END OF SEMESTER 1			
7 - 9	Background to Topic, Germany Post WW1 and the Impact of Defeat: Weimar Republic & Democratic Constitution, Treaty of Versailles 1919, War Guilt Clause, reparations, 'stab in the back' myth, economic ruin, national humiliation, widespread poverty, civil unrest. Opposition to the Weimar Republic: political unrest, Socialist parties, Spartacist Uprising, Kapp Putsch, hyperinflation of 1923, Dawes Plan 1924, Ruhr occupation, 'sham prosperity', Young Plan & the Hazburg Front 1929, achievements of the Weimar Republic: foreign policy including the Genoa Conference & the Treaty of Rapallo 1922, Locarno Pact 1925 & League of Nations 1926, economic recovery 1924-1929, removal of pre-war censorship, culture & art flourished Historical Skills: chronology, terms & concepts: historical questions & research	Task 3 Inquiry-Issued Due Term 3 Week 7	Course Reader
10	Rise of the Nazi Party: history of the National Socialist German Workers Party: leadership, ideology, Munich Putsch & effects Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication	Task 1 Source Analysis Week 10	Course Reader
Term 3			
1	Rise of the Nazi Party: impact of the Great Depression, rise of extremism Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication	(Germany Post WW1)	Course Reader
2 - 3	Nazis Rise to Power: popular, flexible aims & policies eg sought to overthrow the Weimar Government, anti-Communist, anti-Semitic, pro-worker, strong leadership in Hitler, extensive propaganda, the SA Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication		Course Reader
4 - 5	Effectiveness of the Nazi Party: how Nazi rule was consolidated, Gleichschaltung, Germany as a police state, propaganda, how people were affected as individuals & groups, different perspectives towards Nazi policies & practices, opposition to the Nazis Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication	Task 2 In-class Essay Week 4	Course Reader
6 - 8	The Holocaust: Conflict & foreign policy 1939-1945, the development of the Holocaust; key Nazis & their role in organizing the Holocaust, major death & concentration camps, impact of the Holocaust, Holocaust denial, Nuremburg Trials, Germany after 1945 Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication: historical questions & research	Task 3 Inquiry Due Week 7	Course Reader

Week	Topics/Syllabus	Assessment	Resources
9 - 10	<p>Nazi Foreign Policy: Nazi foreign policy based on 'Greater Germany' & Lebensraum, Saar plebiscite 1933, remilitarisation of the Rhineland 1936, Anschluss with Austria 1938, occupation of the Sudetenland 1938, Munich Conference 1938, invasion of Czechoslovakia 1939, invasion of Poland 1939, Allies declare war on Germany 1939, Blitzkrieg success in Poland & Western Europe 1939, Nazi-Soviet Non-Aggression Pact with Russia 1939, declaration of war on Russia (Operation Barbarossa 1941), USA enters war after bombing of Pearl Harbour 1941, Nazi defeats and retreats from 1942 onwards, VE Day, Germany surrenders 1945</p> <p>Historical Skills: chronology, terms & concepts: analysis & use of sources: perspectives & interpretations: explanation & communication</p>	Task 4: Test Week 10	Course Reader
Term 4			
1 - 2	<p>Film Study & Documentary Study: The Pianist; historical interpretations of the Holocaust, impacts of individuals & groups, Hitler's Children, impacts of individuals & groups</p> <p>If time: The Repression Game (PowerPoint)</p>		<p>Film: The Pianist (Clickview)</p> <p>Documentary: Hitler's Children (DVD)</p>
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II IN TOURISM/HOSPITALITY

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
SITTIND001 Source & Use Information on the Tourism & Travel Industry	Task One- presentation on the Tourism & Travel industry Task Two- knowledge questions		all tasks by Term 1 Week 5
SITXCCS003 Interact with Customers	Task One- scenarios Task Two- demonstration Task Three- demonstration Task Four- knowledge questions		all tasks by Term 1 Week 7
SITXCOM002 Show Social & Cultural Diversity	Task One- research Task Two- demonstration Task Three- written responses Task Four- knowledge questions		all tasks by Term 1 Week 9
SITXWHS001 Participate in Safe Work Practices	Task One- poster		all tasks by Term 2 Week 2
SITXFSA001 Use hygienic practices for food safety	Knowledge Based Test Practical Demonstration Project/Activity/Case Study		all tasks by Term 2 Week 6
SITHFAB004 Prepare and Serve Non Alcoholic beverages	Knowledge Based Research Practical Demonstration Project/Activity/Case Study		all tasks by Term 2 Week 9
HLTAID003 Provide First Aid	Pre-Quiz Simulated Scenario Role-play Knowledge questions/Evaluation		all tasks by Term 3 Week 3
SITHFAB005 Prepare and Serve Espresso Coffee	Knowledge Based Research Practical Demonstration Simulated work place BeanED Project/Activity/Case Study		
SIRRRTF001 Balance and Secure POS Terminal	Simulated work place BeanED Demonstration Observation		all tasks by Term 3 Week 6
BSBCMM201 Communicate in the Workplace	Task One- workplace documents Task Two- demonstration Task Three- knowledge questions		all tasks by Term 3 Week 8
BSBITU211 Produce Digital Texts	Task One- demonstration Task Two- create word documents Task Three- demonstration Task Four- knowledge questions		all tasks by Term 3 Week 10

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

CERTIFICATE II IN TOURISM/HOSPITALITY

Semester 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-5	Source & Use Information on the Tourism & Travel Industry Introduction to course, outlines and assessments, discussions and activities on various areas of the tourism industry (sectors, career pathways), accessing tourism industry information, industry sectors, roles and interrelationships, laws and ethical issues specifically relevant to the tourism industry, tourism industry technology	Task 1: Week 4 Task 2: Week 5	computers, printers, communication technology, information programs used to source industry information
6-7	Interact with Customers Research organisational policies & procedures, customer service standards and respond to scenarios following organisational guidelines	Tasks 1, 2 & 3: Week 6 Task 4: Week 7	organisation policies & procedures
8-9	Show Social & Cultural Diversity Characteristics of social and cultural groups in Australia, key aspects of cultural & religious protocols, communicating with colleagues & customers from diverse social & cultural backgrounds with respect & sensitivity, verbal & non-verbal communication, workplace discrimination, resolving conflict	Task 1 & 2: Week 8 Task 3 & 4: Week 9	EEO & anti-discrimination, communication styles, conflict resolution, cultural characteristics
10	Participate in Safe Work Practices Workplace health, safety and security procedures, identifying hazards, PPC&E, reporting hazards, OHS/WHS legislation, employer/employee responsibilities	Task 1: Week 10	WHS codes of practice and standards, templates used for WHS practices
Term 2			
1-2	Participate in Safe Work Practices Workplace health, safety and security procedures, identifying hazards, PPC&E, reporting hazards, OHS/WHS legislation, employer/employee responsibilities	Task 2: Week 1 Task 3 & 4: Week 2	WHS codes of practice and standards, templates used for WHS practices
3-6	Use hygienic practices for food safety Basic aspects of commonwealth, state or territory food safety laws, standards and codes, FSANZ Health issues likely to cause a hygiene risk relevant to food safety: Hygiene actions that must be adhered to in order to avoid food-borne illnesses HACCP	All Tasks Due by Week 6	
END OF SEMESTER 1			
7-10	Prepare and Serve Non Alcoholic beverages Prepare above non-alcoholic beverages within commercial timeframes and with consistent quality, volume and appearance and in line with organisational procedures Use the correct equipment, ingredients and standard measures in preparing the above beverages. Prepare and present six different non-alcoholic beverages on three occasions each cordials and syrups, frappes, hot chocolate, iced chocolate or coffee, smoothies, teas	All Tasks Due by Week 9	

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1	Provide First Aid Pre-quiz online Respond to an emergency situation Apply appropriate first aid procedures	Term 3 Week 1 CPR	St Johns First Aid Course
2 - 3	Communicate details of the incident Evaluate the incident and own performance	All tasks by Week 3	
4 - 5	Prepare and Serve Espresso Coffee Prepare and present each of the following espresso-based coffee beverages on three different occasions within commercial timeframes: <i>caffe latte, cappuccino, espresso (short black), flat white, long black, piccolo latte, mocha, ristretto, short and long macchiato</i> Monitor quality indicators for extraction as listed in the knowledge evidence during preparation of the above espresso coffee beverages and make adjustments to restore extraction to required standard Present the above espresso coffee beverages and accompaniments demonstrating consistency and quality of: <i>Appearance, aroma, body, crema on top of the espresso, flavour, taste, strength, volume</i>	Practical and barista training ongoing across the year All tasks Due by Week 6	
4 - 6	Balance and Secure POS Terminal Balance a register or terminal on three occasions with complete accuracy Reconcile three different sets of takings comprising both cash and non-cash with complete accuracy Identify and resolve three different types of balancing discrepancies Process three different types of takings according to organisational policies and procedures.	Practical Ongoing across the year All tasks Due by Week 6	
7 - 8	Communicate in the workplace Workplace roles and responsibilities, workplace communications, communicating effectively with clients, customers and colleagues through verbal and non-verbal communication	Week 8	examples of workplace written communication, relevant legislation
9 - 10	Produce Digital Texts workplace ergonomics (personal work environment, safe work practices), energy and resource conservation in the workplace, software functions, features and formats	Week 10	
Term 4			
1 - 2	Guest speakers from Hospitality & Tourism industry		
3 - 5	BeanED simulated workplace ongoing barista training & evaluation		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II CREATIVE INDUSTRIES MEDIA

YEAR 11 CUA20215

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
CUAWHS302 Apply work health and safety practices	Task One - Follow safety procedures	20	All Tasks By Term 1 Week 5
	Task Two - Maintain personal safety standards		
	Task Three - Report unsafe work practices		
	Task Four - Follow emergency procedures		
CUAIND201 Develop and apply creative arts industry knowledge	Task One - Research creative industry	20	All Tasks By Term 1 Week 10
	Task Two - Present information		
CUASOU201 Develop Basic Audio Skills and Knowledge	Task One – Develop basic audio skills and knowledge	40	All Tasks By Term 2 Week 10
	Task Two – Complete post-production		
CUACAM201 Assist with a basic camera shoot	Task One – Plan Workload	15	All Tasks By Term 3 Week 10
	Task Two - Review and improve performance		
CUACAM201 Assist with a basic camera shoot	Task One - Prepare and set-up shoot	30	All Tasks By Term 3 Week 10
	Task Two - Shoot video		
	Task Three - Wrap up shot		
	Task Four - Evaluate Performance		
BSBCRT101 Apply critical thinking techniques	Task One – Critical Thinking	20	All Tasks By Term 4 Week 4
	Task Two – Reflection		

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

CERTIFICATE II CREATIVE INDUSTRIES MEDIA

YEAR 11 CUA20215

Semester 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1-5	<ul style="list-style-type: none"> Introduction to course, outlines and assessments, discussions and activities on various areas of the media industry. CUAWHS302 <ul style="list-style-type: none"> Skills and knowledge required to follow work health and safety (WHS) requirements in the creative industries. 	Task One: Week 2 Task Two: Week 3 Task Three: Week 4 Task Four: Week 5	Class activities and resources
6-10	CUAIND201 <ul style="list-style-type: none"> Skills and knowledge required to develop and apply basic creative arts industry knowledge to industry practices, including industry structures and operations, employment obligations and opportunities, the impact of new technology, and identification of industry laws and regulations. 	Task One: Week 8 Task Two: Week 10	Class activities and resources
Term 2			
1 - 7	CUASOU201 <ul style="list-style-type: none"> Skills and knowledge required using a range of sound equipment and setting up an environment in which an audio system can be run. Apply skills and knowledge related to using sound equipment to plan and create a radio show 	Task One: Week 3	Class activities and resources and using Audacity (Audio editing software)
END OF SEMESTER 1			
8 - 10	CUASOU201 <ul style="list-style-type: none"> Skills and knowledge required using a range of sound equipment and setting up an environment in which an audio system can be run. Apply skills and knowledge related to using sound equipment to plan and create a radio show 	Task Two: Week 10	Class activities and resources and using Audacity (Audio editing software)
Term 3			
1	BSBWOR202 <ul style="list-style-type: none"> Skills and knowledge required planning a workload for a camera shoot. 	Task One: Week 1	Class activities and resources
2 - 7	CUACAM201 <ul style="list-style-type: none"> Skills and knowledge required for using cameras and lighting equipment in a range of locations while interacting with others assisted. Apply skills and knowledge related to using camera and lighting equipment to news interviews. 	Task One: Week 3 Task Two: Week 6 Task Three: Week 6 Task Four: Week 7	Camera equipment, lighting equipment, class activities and resources
8	BSBWOR202 <ul style="list-style-type: none"> Reviewing the organisation and completion daily work activities 	Task Two: Week 7	Class activities and resources
9 - 10	<ul style="list-style-type: none"> Skills and knowledge required to edit a video. Begin editing news interviews. 		Using Adobe Premier Pro (Video editing software)
Term 4			
1 - 4	BSBCRT101 <ul style="list-style-type: none"> Critical thinking field of work and include access to specific challenges and situations to demonstrate the application of critical thinking. 	Task One: Week 3 Task Two: Week 4	Class activities and resources
5	<ul style="list-style-type: none"> Catch up on overdue work. 		Class activities and resources
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II BUSINESS – BSB20115

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
BSBWHS201 Contribute to health and safety of self and others	Task One – Identify and report hazards Task Two – Incident/ injury reporting Task Three – Identify safety signs Task Four - Knowledge Questions Task Five - Workplace Testimonial	15	Term 1 Week 3
BSBWOR201 Managing personal stress in the workplace BSBWOR202 Organise and complete daily work activities	Task One – Stress management pamphlet Task Two – Observation/ demonstration Task Three – Case study Task Four – Plan workload Task Five – Review and improve performance Task Six – Knowledge Questions Task Seven - Workplace Testimonial	30 – 40	Term 1 Week 9
BSBITU211 Produce digital text documents BSBCMM201 Communicate in the workplace BSBITU213 Use digital technologies to communicate remotely	Task One – Workplace documents Task Two – Observation/ demonstration Task Three – Produce digital text documents Task Four – communicate using remote technologies Task Five – Knowledge Questions Task Six – Workplace Testimonial	35 - 45	Term 2 Week 7
BSBWOR203 Work effectively with others BSBINN201 Contribute to workplace innovation. BSBITU312 Create electronic presentations	Task One – Work effectively Task Two – Contribute to a team Task Three – Deal with issues, problems and conflict Task Four – Power Point Presentation Task Five - Implement changes Task Six - Knowledge Questions Task Seven - Workplace Testimonial	35 - 45	Term 3 Week 3
BSBWOR204 Use business technology	Task One – Select and use technology Task Two – Maintain technology Task Three - Process and organize data Task Four - Knowledge Questions Task Five - Workplace Testimonial	10 - 15	Term 3 Week 5
BSBSUS201 Participate in environmentally sustainable work practices	Task One - Investigate current resource use Task Two - Improve resource efficiency Task Three - Knowledge Questions Task Four - Workplace testimonial	20	Term 3 Week 8
BSBCUS201 Deliver a service to customers	Task One - Demonstration/ observation Task Two - Review of document Task Three - Knowledge Questions Task Four - Workplace testimonial	20	Term 4 Week 1

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COURSE OUTLINE 2019

CERTIFICATE II BUSINESS – BSB20115

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	<p>Introduction to course, outlines and assessments and VET student office. Electronic enrolment in the online course. Email protocols established.</p> <p>Scenario You have been assigned to the CEO's new taskforce to improve WHS in the office. Review the WHS practices, identifying and report hazards.</p>	<p>Task 1: Week 1 Task 2: Week 2 Task 3/4: Week 2 Task 5: Week 3</p>	Learning Guide and Assessment Guide work books. Online support.
4 - 9	<p>Scenario In the workplace there are many circumstances that contribute to personal stress, such as managing workloads, meeting KPIs, dealing with conflict and other stressful situations. You will need to be able to apply and communicate stress management techniques and manage your time effectively.</p>	<p>Task 1: Week 5 Task 2: Week 6 Task 3/4: Week 7 Task 5/6/7: Week 9</p>	
10	<p>Scenario See term 2 weeks 1 – 6.</p>		
Term 2			
1 - 7	<p>Scenario In the workplace you will be required to communicate effectively in a number of different ways. You will also be required to produce common text documents that are used in the workplace.</p>	<p>Task 1: Week 2 Task 2: Week 4 Task 3/4: Week 5 Task 5/6: Week 6</p>	Learning Guide and Assessment Guide work books. Online support.
8 - 10	<p>Scenario Innovation in a business is important to ensure that you maintain a competitive advantage. Working within groups you will be required to think outside the box to improve a process or implement a change within the VET student office, the school or your workplace.</p>	<p>Task 1: Week 7 Task 2: Week 8 Task 3: Week 9 Task 4: Week 10</p>	
Term 3			
1 - 3	See term 2, weeks 7-10	<p>Task 5: Week 1 Task 6/7: Week 2</p>	Learning Guide and Assessment Guide work books. Online support.
4 - 5	<p>Scenario You will be required to demonstrate how you can use and maintain technology in the VET Student Office.</p>	<p>Task 1/2: Week 3 Task 3/4/5: Week 4</p>	
6 - 8	<p>Scenario Review your current use of resources to minimise waste and to create environmentally sustainable practices.</p>	<p>Task 1: Week 5 Task 2: Week 6 Task 3/4: Week 7</p>	
9 - 10	<p>Scenario Roleplay the needs of your customers and review your Complaint's Department</p>	<p>Task 1: Week 9 Task 2: Week 10</p>	
Term 4			
1	<p>Scenario See term 3, week 8-10</p>	<p>Task 3/4: Week 1</p>	Learning Guide and Assessment Guide work books. Online support.
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II COMMUNITY SERVICES

CHC22015

Semester 1 & 2

Unit of Competency Unit Code & Name	Assessments	Nominal Hours	Due Date
BSBWOR202 Organise and complete daily work activities	Short answer questions: workload, work performance, organisational processes. Creation of Action Plan Case scenario	15	Term 1 Week 3
CHCGRRP001 Support Group Activities	Introduction to this unit – short answer questions (due Week 4) Ongoing review and reflection assessment embedded within other units as students complete a minimum of 3 group activities throughout the year.	10	Term 1 Week 4
CHCCOM001 Provide first point of contact	Short answer questions on client care and identifying client priorities Scenario questions/group discussion Workplace Report on Services Provided	30	Term 1 Week 8
CHCDIV001 Work with diverse people	Short answer questions on discrimination, diversity and cultural conflict Group Discussion of cultural diversity, human rights and social marginalization. Group Role Play (Review of Group Performance for CHCGRRP001)	30	Term 2 Week 2
CHCCOM005 Communicate and work in health or community services	Short answer questions Information Guide Creation (Group Assessment for CHCGRRP001) Research on workplace standard documentation, duty of care, privacy legislation.	50	Term 2 Week 7
CHCVOL001 Be An Effective Volunteer	Short answer questions on role, responsibilities and legislation involving volunteering. Logbook completion of 20hours on volunteer/community service activities. Report and reflection on volunteering	15	Term 2 Week 10
HLTAID003 Provide First Aid	Pre-reading and written quiz Participation in first aid scenario's Practical assessment/observation	20	Term 3 Week 3
BSBWOR201 Manage personal stress in the workplace	Short answer questions: stress and work/life balance Investigative Case Study Report on Stress within Workplace Power point presentation of Stress Management Techniques	40	Term 3 Week 9
HLTWHS001 Participate in workplace health and safety	Short answer questions on workplace WHS policies and procedures Workplace review, safety sign identification, emergency procedures Hazard Report and Risk Assessment Observation of Mock Safety Meeting and Evacuation Drill (Group Activity for CHCGRRP001)	20	Term 4 Week 2

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COURSE OUTLINE 2019

CERTIFICATE II COMMUNITY SERVICES

CHC22015

Semester 1 & 2

Week	Units	Assessment	Resources
Term 1			
1 - 3	BSBWOR202 Organise and complete daily work activities <ul style="list-style-type: none"> Organise work schedule Complete work tasks Review work performance 	Short answer questions Goal setting/Action Plan Case scenario	Computers Learner Guides Document templates Powerpoint
4	CHCGRRP001 Support Group Activities <ul style="list-style-type: none"> Appreciate group structure, roles and accepted behaviours Develop effective communication and participation for working in groups Understand organizational protocols and complete documentation requirements 	Short answer questions Ongoing group tasks with observation and review	
5 - 8	CHCCOM001 Provide first point of contact <ul style="list-style-type: none"> Greet and observe people Follow organisational procedures to collect routine client information Identify priority of need Provide service information 	Short answer questions Group Discussion Workplace Report	Computers Learner Guides Document templates Powerpoint Incursion
9-1 (T2)	CHCDIV001 Work with diverse people <ul style="list-style-type: none"> Reflect on own perspective Appreciate diversity and inclusiveness, and their benefits Promote understanding across diverse groups Further information 	Short answer questions Group Discussion Group Role Play	Computers Learner Guides Document templates Powerpoint AV resources Incursion
Term 2			
2 - 7	CHCCOM005 Communicate and work in health or community service <ul style="list-style-type: none"> Complete workplace correspondence and documentation Contribute to continuous improvement Other information 	Short answer questions Information Guide (group) Individual research	Computers Learner Guides Document templates Powerpoint Guest speaker
7 - 10	CHCVOL001 Be An Effective Volunteer <ul style="list-style-type: none"> Develop an understanding of organisational policies, procedures surrounding volunteer work Work as a volunteer Appreciate support structures within volunteer work, seek feedback and self-reflection on work completed. 	Short answer questions Logbook Reflection	Learner Guides Computers Logbook Volunteering opportunities.

Week	Units	Assessment	Resources
Term 3			
1 - 3	HLTAID003 Provide First Aid	Short answer questions Practical observation	Computers Pre-reading & quiz First Aid resources trainer
4 - 9	BSBWOR201 Manage personal stress in the workplace <ul style="list-style-type: none"> • Develop personal awareness of stress • Develop stress management techniques • Manage time • Recover from a stressful contact • Maintain personal stamina and resilience • Maintain work/life balance 	Short answer questions Investigative Report Powerpoint	Learner Guide Computers Office Resources Guest speaker – headspace.
10 - 2 (T4)	HLTWHS001 Participate in workplace health and safety Follow safe work practices Identify, report and record hazards in the workplace Implement safe work practices Contribute to safe work practices Reflect on own safe work practices	Short answer questions WHS Assessment Hazard Report Mock Safety Meeting and Fire Drill	Learner Guide WHS templates Workplace facilities for simulation AV resources
Term 4			
3 - 5	Resubmission, as needed. Completion of Logbook hours if required. Community Services Project		
End of Semester 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II IN FINANCIAL SERVICES

FNS20115

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
BSBWHS201 Contribute to health and safety of self and others	Task 1 – Identify and report hazards Task 2 – Incident/ injury reporting Task 3 – Identify safety signs Task 4 - Knowledge Questions Task 5 - Workplace Testimonial	15	Term 1 Week 3
BSBWOR203 Work Effectively with others	Task 1 – Work effectively Task 2 – Contribute to team Task 3 – Deal with issues, problem and conflict Task 4 - Knowledge Questions Task 5 - Workplace Testimonial	20	Term 1 Week 7
BSBWOR204 Use Business Technology	Task 1 – Select and use technology Task 2 – Maintain technology Task 3 - Process and organize data Task 4 - Knowledge Questions Task 5 - Workplace Testimonial	30	Term 2 Week 1
FNSINC301 Work effectively in the financial services industry	Task 1 – Working in the finance industry Task 2 – Work safely Task 3 – Working in a team Task 4 - Portfolio Task 5 - Knowledge Questions Task 6 - Workplace Testimonial	45	Term 2 Week 6
FNSFLT201 Develop and use a personal budget	Task 1 – Budgeting as a financial tool Task 2 - Prepare a personal budget Task 3 - Record expenditure and income Task 4 - Knowledge Questions	20	Term 2 Week 9
FNSFLT203 Develop knowledge of debt and consumer credit	Task 1 – Research Task 2 – Glossary Task 3 - Scenario Task 4 - Business Credit Task 5 - Knowledge Questions Task 6 - Workplace Testimonial	25	Term 3 Week 4
FNSFT205 Develop knowledge of the Australian financial system and markets	Task 1 – Create a promotional brochure Task 2 - Research project Task 3 - Glossary Task 4 - PowerPoint: Superannuation Task 5 - Knowledge Questions Task 6 - Workplace Testimonial	40	Term 3 Week 9
FNSFLT206 Develop knowledge of taxation	Task 1 – The role of taxation in the Australian economy Task 2 - Personal taxation Task 3 - Business taxation Task 4 - Discuss tax liability Task 5 - Knowledge Questions Task 6 - Workplace Testimonial	35	Term 4 Week 4

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

CERTIFICATE II IN FINANCIAL SERVICES

FNS20115

Semester 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	<p>Introduction to course, outlines and assessments and VET student office. Electronic enrolment in the online course. Email protocols established.</p> <p>BSBWHS201 This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.</p>	<p>Task 1: Week 1 Task 2/3/4: Week 2 Task 5: Week 3</p>	Learning Guide and Assessment Guide work books.
4 - 7	<p>BSBWOR203 This unit describes the skills and knowledge required to work cooperatively with others and deal effectively with issues, problems and conflict.</p>	<p>Task 1/2 Week 5 Task 3: Week 6 Task 4/5: Week 7</p>	Learning Guide and Assessment Guide work books.
8 - 10	<p>BSBWOR204 This unit describes the skills and knowledge required to select and use computer software and organise electronic information and data. It applies to individuals who apply a limited range of practical skills with a fundamental knowledge of equipment use and the organisation of data in a defined context, under direct supervision or with limited individual responsibility</p>	<p>Task 1: Week 8 Task 2/3: Week 9 Task 4: Week 10</p>	Learning Guide and Assessment Guide work books. Online support.
Term 2			
1	<p>BSBWOR204 See Term 1 Week 8 - 10</p>	Task 5: Week 1	Learning Guide and Assessment Guide work books.
2 - 6	<p>FNSINC301 This unit describes the skills and knowledge required to correctly interpret and apply industry and organisational procedures, guidelines, policies, ethical standards and sustainability requirements to day-to-day work in the financial services industry.</p>	<p>Task 1: Week 2 Task 2: Week 3 Task 3: Week 4 Task 4: Week 5 Task 5/6: Week 6</p>	Learning Guide and Assessment Guide work books. Online support.
7 - 9	<p>FNSFLT201 This unit describes the skills and knowledge required to develop, implement and monitor a personal savings budget. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations.</p>	<p>Task 1: Week 7 Task 2/3: Week 8 Task 4: Week 9</p>	Learning Guide and Assessment Guide work books. Online support.
10	<p>FNSFLT203 This unit describes the skills and knowledge required to understand the functions and implications of different forms of credit, and the strategies and methods to make appropriate and effective decisions regarding management of personal debt and use of credit facilities. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations.</p>		Learning Guide and Assessment Guide work books. Online support.

Week	Units	Assessment	Resources
Term 3			
1 - 4	FNSFLT203 See Term 2 Week 10	Task 1: Week 1 Task 2/3: Week 2 Task 4: Week 3 Task 5/6: Week 4	Learning Guide and Assessment Guide work books.
5 - 9	FNSFLT205 This unit describes the skills and knowledge required to understand the financial systems and markets operating in Australia, including identifying the main participants in financial markets, the role of the central bank, the impact of its decisions on business and consumers, key factors that influence the Australian economy and the role of financial regulators. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations.	Task 1: Week 5 Task 2: Week 6 Task 3: Week 7 Task 4/5/6 Week 9	Learning Guide and Assessment Guide work books. Online support.
10	FNSFLT206 This unit describes the skills and knowledge required to understand the role of taxation in the Australian economy, including why and how tax is levied and collected, types of taxes paid by business and individuals, and its impact on investment choices. It has wide application and may be used in workplaces, schools, adult and community learning organisations or registered training organisations to build the financial literacy of learners. The unit may also be used as part of pre-vocational or new apprenticeship programs, or as part of services provided by counselling or advisory organisations.		Learning Guide and Assessment Guide work books. Online support.
Term 4			
1 - 4	FNSFLT206 See Term 3 Week 10	Task 1: Week 1 Task 2/3: Week 2 Task 4: Week 3 Task 5/6: Week 4	Learning Guide and Assessment Guide work books.
5	Catch up Work		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II IN SPORT & RECREATION

SIS20115

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
HLTWHS001 Participate in workplace health and safety	Task 1: Short Answer Questions	30	Term 1 Week 1
	Task 2: Scenario Questions		Term 1 Week 2
	Task 3: Observation Checklist		Term 1 Week 2
SISXCCS001 Provide Quality Service	Task 4: Short Answer Questions	10	Term 1 Week 3
	Task 5: Scenario Questions		Term 1 Week 4
	Task 6: Observation Checklist		Term 1 Week 4
SISSBSB201A + SISSBSB202A Teach Fundamental Basketball Skills Teach Fundamental tactics and game strategy	Task 7: Scenario Questions	80	Term 2 Week 7
	Task 8: Observation Checklist		Term 2 Week 6
HLTAID003 Provide First Aid	Task 9: Workbook	20	Term 3 Week 1
	Task 10: Scenario Questions		Term 3 Week 1
SISXEMR001 Respond to Emergency Situations	Task 11: Short Answer Questions	15	Term 3 Week 2
	Task 12: Scenario Questions		Term 3 Week 3
	Task 13: Observation Checklist		Term 3 Week 3
SISXCAI001 Provide equipment for activities	Task 14: Short Answer Questions	10	Term 3 Week 4
	Task 15: Scenario Questions		Term 3 Week 5
	Task 16: Observation Checklist		Term 3 Week 5
SISXCAI002 Assist with Activity Sessions	Task 17: Short Answer Questions	15	Term 3 Week 8
	Task 18: Scenario Questions		Term 3 Week 9
	Task 19: Observation Checklist		Term 3 Week 10

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Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

CERTIFICATE II IN SPORT AND RECREATION

SIS20115

Semester 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	HLTWHS001 This unit describes the skills and knowledge required for workers to participate in safe work practices to ensure their own health and safety, and that of others. The unit applies to all workers who require knowledge of workplace health and safety (WHS) to carry out their own work, either under direct supervision or with some individual responsibility.	Task 1: Short Answer Questions Term 1 Week 1 Task 2: Scenario Questions Term 1 Week 2 Task 3: Observation Checklist Term 1 Week 2	Internet Activities Powerpoint
3 - 4	SISXCCS001 This unit describes the performance outcomes, skills and knowledge required to address needs and expectations of clients and colleagues, promote programs, services and facilities, and respond to conflict and client complaints. This unit applies to individuals working in a range of customer service roles in the sport, fitness or recreation industries. This includes individuals working in gyms, aquatic centres, community centres or indoor activity centres, as well as to those working as instructors, trainers or guides and volunteers in indoor and outdoor settings.	Task 4: Short Answer Questions Term 1 Week 3 Task 5: Scenario Questions Term 1 Week 4 Task 6: Observation Checklist Term 1 Week 4	Internet Activities Powerpoint
5 - 10	SISSBSB201A + SISSBSB202A This unit describes the performance outcomes, skills and knowledge required to teach players fundamental basketball skills. It requires the ability to plan, conduct and evaluate drills, activities and games, which focus on player development of the foundation skills of basketball. This unit describes the performance outcomes, skills and knowledge required to develop and teach fundamental overarching game strategy and player tactics. It requires the ability to plan, conduct and evaluate drills, activities, and games, which focus on player development of the fundamental tactics of basketball.		Internet Activities Powerpoint SEPEP Basketball Stadium
Term 2			
1 - 7	SISSBSB201A + SISSBSB202A This unit describes the performance outcomes, skills and knowledge required to teach players fundamental basketball skills. It requires the ability to plan, conduct and evaluate drills, activities and games, which focus on player development of the foundation skills of basketball. This unit describes the performance outcomes, skills and knowledge required to develop and teach fundamental overarching game strategy and player tactics. It requires the ability to plan, conduct and evaluate drills, activities, and games, which focus on player development of the fundamental tactics of basketball.	Task 7: Scenarios Term 2 Week 7 Task 8: Observation Term 2 Week 6	Internet Activities Powerpoint SEPEP Basketball Stadium
8	HLTAID003 Respond to an emergency situation, apply appropriate first aid procedures, communicate details of the incident, evaluate the incident and own performance Students need to complete CPR theory exam, first aid scenarios and CPR practical exam in class.		Internet Activities Powerpoint
END OF SEMESTER 1			

Week	Topics/Syllabus	Assessment	Resources
9 - 10	HLTAID003 Respond to an emergency situation, apply appropriate first aid procedures, communicate details of the incident, evaluate the incident and own performance Students need to complete CPR theory exam, first aid scenarios and CPR practical exam in class.		Internet Activities Powerpoint
Term 3			
1	HLTAID003 Respond to an emergency situation, apply appropriate first aid procedures, communicate details of the incident, evaluate the incident and own performance Students need to complete CPR theory exam, first aid scenarios and CPR practical exam in class.	Task 9: Workbook Term 3 Week 1 Task 10: Scenario Questions Term 3 Week 1	Internet Activities Powerpoint SIMEX
2 - 3	SISXEMR001 This unit describes the performance outcomes, skills and knowledge required to recognise and respond appropriately in emergency situations, such as those caused by fire, accident or weather. It requires the ability to maintain participant welfare when responding to emergency situations. This unit applies to individuals who work in a range of roles and settings in the sport, fitness or recreation industries. This includes after-school or holiday-care programs; those assisting with coaching activities, as attendants at sporting grounds or facilities; or undertaking a role in indoor and outdoor recreation activities, such as camps and other guided activities. This unit also applies to those working in aquatic centres, such as instructors, operators or lifeguards.	Task 11: Short Answer Questions Term 3 Week 2 Task 12: Scenario Questions Term 3 Week 3 Task 13: Observation Checklist Term 3 Week 3	Internet Activities Powerpoint
4 - 5	SISXCAI001 This unit describes the performance outcomes, skills and knowledge required to prepare, demonstrate, use and store equipment for activities.	Task 14: Short Answer Questions Term 3 Week 4 Task 15: Scenario Questions Term 3 Week 5 Task 16: Observation Checklist Term 3 Week 5	Internet Activities Powerpoint Volunteer Athletics Carnivals
6 - 10	SISXCAI002 This unit describes the performance outcomes, skills and knowledge required to assist a leader or supervisor to prepare, conduct, monitor and evaluate activity sessions.	Task 17: Short Answer Questions Term 3 Week 8 Task 18: Scenario Questions Term 3 Week 9 Task 19: Observation Checklist Term 3 Week 10	Internet Activities Powerpoint
Term 4			
1 - 5	Catch up Work		
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II BUSINESS BSB20115

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
BSBWHS201 Contribute to health and safety of self and others	Task One – Identify and report hazards Task Two – Incident/ injury reporting Task Three – Identify safety signs Task Four - Knowledge Questions Task Five - Workplace Testimonial	15	Term 1 Week 3
BSBWOR201 Managing personal stress in the workplace BSBWOR202 Organise and complete daily work activities	Task One – Stress management pamphlet Task Two – Observation/ demonstration Task Three – Case study Task Four – Plan workload Task Five – Review and improve performance Task Six – Knowledge Questions Task Seven - Workplace Testimonial	30 - 40	Term 1 Week 10
BSBITU211 Produce digital text documents BSBCMM201 Communicate in the workplace BSBITU213 Use digital technologies to communicate remotely	Task One – Workplace documents Task Two – Observation/ demonstration Task Three – Produce digital text documents Task Four – communicate using remote technologies Task Five – Knowledge Questions Task Six – Workplace Testimonial	35 - 45	Term 2 Week 8
BSBWOR203 Work effectively with others BSBINN201 Contribute to workplace innovation. BSBITU312 Create electronic presentations	Task One – Work effectively Task Two – Contribute to a team Task Three – Deal with issues, problems and conflict Task Four – Power Point Presentation Task Five - Implement changes Task Six - Knowledge Questions Task Seven - Workplace Testimonial	35 - 45	Term 3 Week 6
BSBWOR204 Use business technology	Task One – Select and use technology Task Two – Maintain technology Task Three - Process and organize data Task Four - Knowledge Questions Task Five - Workplace Testimonial	10 - 15	Term 3 Week 9
BSBSUS201 Participate in environmentally sustainable work practices	Task One - Investigate current resource use Task Two - Improve resource efficiency Task Three - Knowledge Questions Task Four - Workplace testimonial	20	Term 4 Week 2
BSBCUS201 Deliver a service to customers	Task One - Demonstration/ observation Task Two - Review of document Task Three - Knowledge Questions Task Four - Workplace testimonial	20	Term 4 Week 4

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COURSE OUTLINE 2019

CERTIFICATE II BUSINESS BSB20115

Semester 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	<p>Introduction to course, outlines and assessments and VET student office. Electronic enrolment in the online course. Email protocols established.</p> <p>Scenario You have been assigned to the CEO's new taskforce to improve WHS in the office. Review the WHS practices, identifying and report hazards.</p>	<p>Task One: Week 1 Task Two: Week 2 Task Three/ Four: Week 2 Task Five: Week 3</p>	<p>Learning Guide and Assessment Guide work books. Online support. Learning Guide and Assessment Guide work books. Online support.</p>
4 - 10	<p>Scenario In the workplace there are many circumstances that contribute to personal stress, such as managing workloads, meeting KPIs, dealing with conflict and other stressful situations. You will need to be able to apply and communicate stress management techniques and manage your time effectively.</p>	<p>Task One: Week 5 Task Two: Week 6 Task Three/ Four: Week 7 Task Five/ Six/ seven Week 10</p>	<p>Learning Guide and Assessment Guide work books. Online support.</p>
Term 2			
1 - 8	<p>Scenario In the workplace you will be required to communicate effectively in a number of different ways. You will also be required to produce common text documents that are used in the workplace.</p>	<p>Task One: Week 2 Task Two: Week 4 Task Three/ Four: Week 5 Task Four: Week 6 Task Five/ Six: Week 8</p>	<p>Learning Guide and Assessment Guide work books. Online support. Learning Guide and Assessment Guide work books. Online support.</p>
9 - 10	See Term 3, Weeks 1 - 6	Task One: Week 9	Learning Guide and Assessment Guide work books Online support.
Term 3			
1 - 6	<p>Scenario Innovation in a business is important to ensure that you maintain a competitive advantage. Working within groups you will be required to think outside the box to improve a process or implement a change within the VET student office, the school or your workplace.</p>	<p>Task Two: Week 1 Task Three: Week 2 Task Four: Week 4 Task Five: Week 5 Task six/ seven: Week 6</p>	<p>Learning Guide and Assessment Guide work books Online support. Learning Guide and Assessment Guide work books. Online support.</p>
7 - 9	<p>Scenario You will be required to demonstrate how you can use and maintain technology in the VET Student Office.</p>	<p>Task One/ Two: Week 8 Task Three/ Four/ Five: Week 9</p>	Learning Guide and Assessment Guide work books. Online support.
10	See term 4 weeks 1 - 2	Task One: Week 10	
Term 4			
1 - 2	<p>Scenario Review your current use of resources to minimise waste and to create environmentally sustainable practices.</p>	<p>Task Two: Week 1 Task Three/ Four: Week 2</p>	<p>Learning Guide and Assessment Guide work books. Online support.</p>
3 - 4	<p>Scenario</p> <ul style="list-style-type: none"> Roleplay the needs of your customers and review your Complaint's Department 	<p>Task One/ Two: Week 3 Task Three/ Four: Week 4</p>	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II BUSINESS BSB20115

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
BSBWHS201 Contribute to health and safety of self and others	Task One – Identify and report hazards Task Two – Incident/ injury reporting Task Three – Identify safety signs Task Four - Knowledge Questions Task Five - Workplace Testimonial	15	Term 1 Week 3
BSBWOR201 Managing personal stress in the workplace BSBWOR202 Organise and complete daily work activities	Task One – Stress management pamphlet Task Two – Observation/ demonstration Task Three – Case study Task Four – Plan workload Task Five – Review and improve performance Task Six – Knowledge Questions Task Seven - Workplace Testimonial	30 - 40	Term 1 Week 9
BSBITU211 Produce digital text documents BSBCMM201 Communicate in the workplace BSBITU213 Use digital technologies to communicate remotely	Task One – Workplace documents Task Two – Observation/ demonstration Task Three – Produce digital text documents Task Four – communicate using remote technologies Task Five – Knowledge Questions Task Six – Workplace Testimonial	35 - 45	Term 2 Week 7
BSBWOR203 Work effectively with others BSBINN201 Contribute to workplace innovation. BSBITU312 Create electronic presentations	Task One – Work effectively Task Two – Contribute to a team Task Three – Deal with issues, problems and conflict Task Four – Power Point Presentation Task Five - Implement changes Task Six - Knowledge Questions Task Seven - Workplace Testimonial	35 - 45	Term 3 Week 3
BSBWOR204 Use business technology	Task One – Select and use technology Task Two – Maintain technology Task Three - Process and organize data Task Four - Knowledge Questions Task Five - Workplace Testimonial	10 - 15	Term 3 Week 5
BSBSUS201 Participate in environmentally sustainable work practices	Task One - Investigate current resource use Task Two - Improve resource efficiency Task Three - Knowledge Questions Task Four - Workplace testimonial	20	Term 3 Week 8
BSBCUS201 Deliver a service to customers	Task One - Demonstration/ observation Task Two - Review of document Task Three - Knowledge Questions Task Four - Workplace testimonial	20	Term 4 Week 1

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COURSE OUTLINE 2019

CERTIFICATE II IN BUSINESS – BSB20115

Semester 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Introduction to course, outlines and assessments and VET student office. Electronic enrolment in the online course. Email protocols established. Scenario You have been assigned to the CEO's new taskforce to improve WHS in the office. Review the WHS practices, identifying and report hazards.	Task One: Week 1 Task Two: Week 2 Task Three/ Four: Week 2 Task Five: Week	Learning Guide and Assessment Guide work books. Online support.
4 - 9	Scenario In the workplace there are many circumstances that contribute to personal stress, such as managing workloads, meeting KPIs, dealing with conflict and other stressful situations. You will need to be able to apply and communicate stress management techniques and manage your time effectively.	Task One: Week 5 Task Two: Week 6 Task Three/ Four: Week 7 Task Five/ Six/ seven: Week 9	
10	Scenario: See term 2 weeks 1 – 6.		
Term 2			
1 - 7	Scenario In the workplace you will be required to communicate effectively in a number of different ways. You will also be required to produce common text documents that are used in the workplace.	Task One: Week 2 Task Two: Week 4 Task Three/ Four: Week 5 Task Five/ Six Term 2 Week 6	Learning Guide and Assessment Guide work books. Online support.
8 - 10	Scenario Innovation in a business is important to ensure that you maintain a competitive advantage. Working within groups you will be required to think outside the box to improve a process or implement a change within the VET student office, the school or your workplace.	Task One: Week 7 Task Two: Week 8 Task Three: Week 9 Task Four: Week 10	
Term 3			
1-3	See term 2, weeks 7-10	Task Five: Week 1 Task six/ seven: Week 2	Learning Guide and Assessment Guide work books. Online support.
4-5	Scenario You will be required to demonstrate how you can use and maintain technology in the VET Student Office.	Task One/ Two: Week 3 Task Three/ Four/ Five: Week 4	
6-8	Scenario Review your current use of resources to minimise waste and to create environmentally sustainable practices.	Task One: Week 5 Task Two: Week 6 Task Three/ Four: Week 7	
9-10	Scenario Roleplay the needs of your customers and review your Complaint's Department	Task One: Week 9 Task Two: Week 10	
Term 4			
1	Scenario See term 3, week 8-10	Task Three/ Four: Week 1	Learning Guide and Assessment Guide work books. Online support.
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

CERTIFICATE II IN TOURISM

Unit of Competency Unit Code & Name	Semester 1 & 2 Assessments	Nominal Hours	Due Date
SITTIND001 Source & Use Information on the Tourism & Travel Industry	Task One- presentation on the Tourism & Travel industry Task Two- knowledge questions		all tasks by Term 1 Week 5
SITXCCS003 Interact with Customers	Task One- scenarios Task Two- demonstration Task Three- demonstration Task Four- knowledge questions		all tasks by Term 1 Week 7
SITXCOM002 Show Social & Cultural Diversity	Task One- research Task Two- demonstration Task Three- written responses Task Four- knowledge questions		all tasks by Term 1 Week 9
SITXWHS001 Participate in Safe Work Practices	Task One- poster Task Two- WHS inspection Task Three- scenario Task Four- knowledge questions		all tasks by Term 2 Week 2
SITXCCS001 Provide Customer Information & Assistance	Task One- research Task Two- brochure Task Three- role-play Task Four- knowledge questions		all tasks by Term 2 Week 6
HLTAID003 Provide First Aid	Pre-Quiz Simulated Scenario Role-play Knowledge questions/Evaluation		all tasks by Term 2 Week 10 CPRWeek1
SITXCCS002 Provide Visitor Information SITXCOM001 Source & Present Information	Task One- workplace documents Task Two- demonstration Task Three- knowledge questions		all tasks by Term 3 Week3
SITTGDE001 Interpret Aspects of local Australian Indigenous Culture	Presentation/ Story telling Gathering information Knowledge questions		all tasks by Term 3 Week 6
BSBWOR203 Work Effectively With Others	Task One- workplace documents Task Two- demonstration Task Three- knowledge questions		all tasks by Term 3 Week 8
BSBITU211 Produce Digital Texts	Task One- demonstration Task Two- create word documents Task Three- demonstration Task Four- knowledge questions		all tasks by Term 3 Week 10

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COURSE OUTLINE 2019

CERTIFICATE II IN TOURISM

Semester 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 5	Source & Use Information on the Tourism & Travel Industry Introduction to course, outlines and assessments, discussions and activities on various areas of the tourism industry (sectors, career pathways), accessing tourism industry information, industry sectors, roles and interrelationships, laws and ethical issues specifically relevant to the tourism industry, tourism industry technology	Task One: Week 4 Task Two: Week 5	computers, printers, communication technology, information programs used to source industry information
6 - 7	Interact with Customers Research organisational policies & procedures, customer service standards and respond to scenarios following organisational guidelines	Task One: Week 6 Task Two: Week 6 Task Three: Week 6 Task Four: Week 7	organisation policies & procedures
8 - 9	Show Social & Cultural Diversity Characteristics of social and cultural groups in Australia, key aspects of cultural & religious protocols, communicating with colleagues & customers from diverse social & cultural backgrounds with respect & sensitivity, verbal & non-verbal communication, workplace discrimination, resolving conflict	Task One: Week 8 Task Two: Week 8 Task Three: Week 9 Task Four: Week 9	EEO & anti-discrimination, communication styles, conflict resolution, cultural characteristics
10	Participate in Safe Work Practices Workplace health, safety and security procedures, identifying hazards, PPC&E, reporting hazards, OHS/WHS legislation, employer/employee responsibilities	Task One: Week 10	WHS codes of practice and standards, templates used for WHS practices
Term 2			
1 - 2	Participate in Safe Work Practices Workplace health, safety and security procedures, identifying hazards, PPC&E, reporting hazards, OHS/WHS legislation, employer/employee responsibilities	Task Two: Week 1 Task Three & Four: Week 2	WHS codes of practice and standards, templates used for WHS practices
3 - 6	Provide Customer Information & Assistance Responding to client requests, how to gain information on client requests, how to research to respond to client needs, how to access information on a range of services and facilities relevant to client needs, conducting research to respond to client needs, ways to deliver information to clients, researching and collating information on services and facilities for clients	Task One: Week 4 Task Two: Week 5 Task Three: Week 6 Task Four: Week 6	Current information on local area facilities and products, sources of product information, opportunities to demonstrate interpersonal skills
END OF SEMESTER 1			
7 - 9	Provide Customer Information & Assistance presenting information for easy client reading, modes of gaining client feedback, seeking client feedback and sharing with colleagues		
8 - 10	Provide First Aid Pre-quiz online, respond to an emergency situation Apply appropriate first aid procedures Communicate details of the incident Evaluate the incident and own performance	All tasks by Week 10	St Johns First Aid Course

Week	Topics/Syllabus	Assessment	Resources
Term 3			
1	Provide First Aid Respond to an emergency situation Apply appropriate first aid procedures Communicate details of the incident Evaluate the incident and own performance	Week 1 CPR	St Johns First Aid Course
		All tasks by Week 10	
2 - 3	Provide Visitor Information Communicating information clearly in group situations, group presentation techniques; how to enhance and cater for diverse needs and different groups	Task One/Two/Three: Week 3	Real or simulated environment where visitor information is sourced, presentation equipment
4 - 5	Source & Present Information Communicating information clearly in group situations, group presentation techniques; how to enhance and cater for diverse needs and different groups	Task One: Week 5 Task Two: Week 6 Task Three: Week 6	Real or simulated environment where visitor information is sourced, presentation equipment
6 - 7	Interpret Aspects of local Australian Indigenous Culture Share information on aspects of local Australian Indigenous culture with customers on at least three different occasions and at three different sites. Culturally acceptable practices and protocols within a specific local Australian Indigenous community that address: Aspects of a specific local Australian Indigenous culture as appropriate to specific community: Art, Bush foods and medicine, Dance, Music, Storytelling, Tools and implements Copyright and intellectual property issues associated with providing information about local Australian Indigenous cultures	All tasks by Week 8	
8	Work Effectively With Others Develop effective workplace relationships, contribute to work group activities, deal effectively with issues, problems and conflict.	Task One &Two: Week 7 Task Three: Week 8 Task Four: 8 Task One &Two: Week 9 Task Three & Four: Week 10	examples of workplace written communication, relevant legislation
9 - 10	Produce Digital Texts workplace ergonomics (personal work environment, safe work practices), energy and resource conservation in the workplace, software functions, features and formats		
Term 4			
1 - 2	Guest speakers from Travel & Tourism industry		
3 - 5	Select, research and present the preparation required to travel to selected travel destination for a range of travel needs		previous task work & industry knowledge gained from the course
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR BIOLOGY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 15%	Task 2: Classification practical In-class practical and validation.	10%	Term 1 Week 5
	Task 4: Habitat investigation Student designed experiment and in-class validation.	5%	Term 2 Week 3
Extended Response 5%	Task 1: Biodiversity Research Research questions and an in class validation.	5%	Term 1 Week 3
Test 10%	Task 3: Biodiversity and classification Classification, biodiversity, abiotic/ biotic factors and ecosystems test.	5%	Term 1 Week 9
	Task 5: Ecosystem and conservation Ecosystem dynamics, population dynamics and change in ecosystems test	5%	Term 2 Week 5
Exam 15%	Task 6: Semester One Exam Unit 1 exam	15%	Term 2 Week 7

Semester 2 – UNIT 2

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 15%	Task 7: Cell membrane practical In-class practical and validation.	10%	Term 3 Week 4
	Task 9: Photosynthesis & respiration investigation Student designed experiment and in-class validation.	5%	Term 3 Week 10
Extended Response 5%	Task 10: Transport systems Research questions and an in class validation.	5%	Term 4 Week 3
Test 10%	Task 8: Cells, enzymes, photosynthesis & respiration test Cell organelles, cell membrane, respiration, photosynthesis and enzyme test.	5%	Term 3 Week 8
	Task 11: Multicellular organisms test. Multicellular organisms, gas exchange, nutrient acquisition and plant adaptations test.	5%	Term 4 Week 4
Exam 25%	Task 12: Semester Two Exam Unit 1 and 2 exam	25%	Term 4 Week 6

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Describing biodiversity & Science Inquiry Skills <ul style="list-style-type: none"> Australia's Biodiversity Conservation Strategy 2010 – 2030, the actions that need to be implemented to conserve biodiversity. A 100-year Biodiversity Strategy for WA Biodiversity includes the diversity of genes, species and ecosystems; measures of biodiversity rely on classification and are used to make comparisons across spatial and temporal scales 		Page 1-10, 39-42
3 - 4	Classification <ul style="list-style-type: none"> Biological classification is hierarchical and based on molecular sequences, different levels of similarity of physical features and methods of reproduction. Biological classification systems reflect evolutionary relatedness between groups of organisms Most common definition of species relies on morphological or genetic similarity or the ability to interbreed to produce fertile offspring- in all cases exceptions can be found. Purpose – why classify organisms Taxonomy – naming organisms Major groups – five kingdoms Using dichotomous keys Classification systems are based on international conventions and are subject to change. 	Task 1: Week 3	Page 14-20
5 - 6	Ecosystems <ul style="list-style-type: none"> Ecosystems are diverse, composed of varied habitats and consist of a range of biotic and abiotic factors Ecosystems can be described in terms of their component species, species interactions and the abiotic factors that make up the environment Biotic and abiotic factors can be used to describe and classify environments Naming ecosystems Types of ecosystems 	Task 2: Week 5	Page 20-29
7 - 8	Interactions in ecosystems <ul style="list-style-type: none"> Relationships and interactions Food chains and food webs 		Page 43-52, 101-114, 56-61, 77-83
9 - 10	Ecosystem dynamics <ul style="list-style-type: none"> Flow of Energy Cycling of matter – carbon and nitrogen Interactions can be shown using biomass pyramids and food webs Keystone species –role & conservation strategies Populations – definition, ecological niches Size, density, composition and distribution Ecosystems have carrying capacities that limit the number of organisms they can support The impact of changes to abiotic and biotic factors, including climatic events on carrying capacity. The impact of changes to abiotic and biotic factors, including climatic events on carrying capacity. Species or populations fill specific ecological niches Competitive exclusion principle 	Task 3: Week 9	Page 69-77, 86-92

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1	Monitoring populations: surveying techniques including satellite sensing and remote monitoring.		
2 - 3	Change in ecosystems: <ul style="list-style-type: none"> • Dynamic nature of populations- size, density, composition, distribution • Natural changes – daily, seasonal (migration routes) succession • Fire is a dynamic factor in Australian ecosystems • Ecological succession • Impact of human activity – human activities can affect biodiversity include examples of: • Modelling the impact of change & reliability 	Task 4: Week3	Page 53-56, 61-68, 125-134, 137-149
4 - 6	Conservation: <ul style="list-style-type: none"> • Conservation strategies used to maintain biodiversity are: genetic strategies, environmental strategies, management strategies • Sustainability (conservation strategies) • Identification and classification of an ecological area as a conservation reserve also requires consideration of the commercial and recreational uses of the area, as well as Indigenous peoples' usage rights • Strategies used to maintain biodiversity • Monitoring and managing ecosystems <ul style="list-style-type: none"> ◦ Contemporary technologies • International agreements about biodiversity encourage cooperation in the protection of unique locations, including: World Heritage sites, biodiversity hotspots and international migration routes & areas used for breeding 	Task 5: Week 5	Page 134-137, 93-100
7	Revision: Preparation for exam and exam	Task 6: Exam	
END OF SEMESTER 1			
8	Cells as the basis of life: <ul style="list-style-type: none"> • Cell requirements for survival • Composition of organisms • Metabolism 		
9 - 10	Cell structure and function: <ul style="list-style-type: none"> • Cell theory • Prokaryotic and eukaryotes – features shared and how they are reflected in their common evolutionary past • Specialised structures and organelles in eukaryotic cells 		Chp 9: p226-230 – Set 9.3
Term 3			
1	Microscopy techniques: <ul style="list-style-type: none"> • Development of microscopes & Use of microscopes • Preparation of slides • Interpreting images • Developments in microscopy & cell understanding 		Chp 9: p231-236 – Set 9.4
2	Cell membrane: <ul style="list-style-type: none"> • Fluid mosaic model/ function of the membrane • Movement across membranes including diffusion, osmosis, facilitated diffusion, active transport, endocytosis, exocytosis. • Factors affecting the exchange of materials • Cell membrane model has been continually revised over time to the currently accepted model 		Chp 10: p242-261 – Set 10.1-10.3 Chp 11: p275-278 – Set 11.3

Week	Topics/Syllabus	Assessment	Resources
3 - 4	Enzymes: <ul style="list-style-type: none"> Biological molecules of carbohydrates, proteins and lipids Biochemical processes in the cell are controlled by factors including: nature and arrangement of internal membranes and the presence of specific enzymes. Models of enzyme activity – lock and key and induced fit Factors affecting enzyme activity including temperature, pH, inhibitors and concentration of reactants and products. Using probe technology and computer analysis has further advanced the understandings of vital chemical processes in cells 	Task 7: Week 4	Chp 11: p278-291 – Set 11.4-11.5
5 - 6	Photosynthesis: <ul style="list-style-type: none"> Light – dependent & light – independent reactions Factors affecting rate of photosynthesis including: nature and arrangement of internal membranes, enzymes (temp and pH) and availability of light, water and carbon dioxide. 		Chp 12: p298-317 – Set 12.1-12.4
7 - 8	Cellular respiration: <ul style="list-style-type: none"> Aerobic respiration Anaerobic respiration – products varies between organisms (plants, yeast, bacteria and animals) Factors affecting rate of respiration including: nature and arrangement of internal membranes, enzymes (temp and pH) and availability of oxygen and glucose. Current research involving the control of cellular respiration and photosynthesis 	Task 8: Week 8	
9 - 10	Multicellular organisms: <ul style="list-style-type: none"> Hierarchical structural organisation Three strategies of ethical treatment of animals Gas exchange: <ul style="list-style-type: none"> Exchanging gases with the environment Gas exchange in animals <ul style="list-style-type: none"> spiracles, gills, alveoli and skin 	Task 9: Week 10	Chp 13: p322-337
Term 4			
1	Nutrient acquisition: <ul style="list-style-type: none"> Nutritional requirements of animals & Digestion Features of digestive systems in herbivores and carnivores Specialisation related to diet 		Chp 7: p152-177 – Set 7.1-7.5
2 - 3	Transport systems: <ul style="list-style-type: none"> Features of transport systems & Types of transport systems in animals Transport systems in plants 	Task 10: Week 3	Chp 8: p184-207 – Set 8.1-8.4 9: p212-225 – Set 9.1-9.2
4	Plant adaptations to minimise water loss: <ul style="list-style-type: none"> Adaptations of terrestrial Australian plants to minimise water loss in an arid environment 	Task 11: Week 6	
5 - 6	Revision week & Exam week:	Task 12: Exam	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR CHEMISTRY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 12.5%	Task 4: Investigation 1 –Solubility	8%	Term 2 Week 5
	Task 5: Lab Book Semester One – Practical Inquiry Skills	4.5%	Term 2 Week 5
Extended Response 5%	Task 3: Extended Response 1 – Development of atomic structure model and Nanomaterials	5%	Term 2 Week 3
Test 7.5%	Task 1: Test 1- Atomic structure, chemical reactions and aqueous solutions	3.5%	Term 1 Week 4
	Task 2: Test 2- Intramolecular bonding and separation techniques	4%	Term 1 Week 10
Exam 20%	Task 6: Semester One Exam	20%	Term 2 Week 7/8

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 12.5%	Task 8: Investigation 2 – Potable Drinking water	8%	Term 3 Week 10
	Task 10: Lab Book Semester Two – Practical Inquiry Skills	4.5%	Term 4 Week 3
Extended Response 5%	Task 11: Extended Response 2 - Fossil Fuels and Catalytic Converters	5%	Term 4 Week 4
Test 7.5%	Task 7: Test 3- Intermolecular bonding and Ideal gas laws	4.5%	Term 3 Week 8
	Task 9: Test 4- Acids & Bases, Collision theory and Rates of Reaction	3%	Term 4 Week 3
Exam 30%	Task 12: Semester Two Exam	30%	Term 4 Week 6

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Student Signature: _____ Parent/Guardian Signature: _____

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Atomic Structure <ul style="list-style-type: none"> Elements, atoms, molecules, ions and isotopes <ul style="list-style-type: none"> Subatomic particles Electron configuration Relative atomic mass Mass Spectroscopy AAS Flame tests 		Chemistry data sheet Course reader p 3-7
2	Chemical Reactions <ul style="list-style-type: none"> General equations Molecular equations Observations and Inferences Bond breaking and bond forming 		Course reader pg 7 Appendix 2
3	Aqueous solutions <ul style="list-style-type: none"> Solutes and solvents Saturated, unsaturated and supersaturated Properties of mixture and pure substances 		Course reader pg 10
4	Revision	Task 1: Test 1	
5	Periodic table <ul style="list-style-type: none"> Metallic Character Electronegativity 1st Ionisation energy Valence electrons Intramolecular Bonding: Metallic <ul style="list-style-type: none"> Model of Metallic Bonding Properties of metals 		Course reader pg 11
6	Intramolecular Bonding: Covalent <ul style="list-style-type: none"> Model of Covalent Bonding Electron Dot Diagrams Lewis Structure Diagrams Properties of Covalent Molecular Substances Properties of Covalent Network Substances Allotropes of Carbon 		Course reader pg 12
7	Intramolecular Bonding: Ionic <ul style="list-style-type: none"> Model of Ionic bonding Chemical formulae of ionic compounds Properties of solids, aqueous and Molten Solubility 		Course reader pg 12
8	Separation Techniques		Course reader pg 20-21
9	Intramolecular Bonding <ul style="list-style-type: none"> Nanomaterials 		
10	Revision: Intramolecular Bonding	Task 2: Test 2	Course reader pg 11-21

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1-2	Chemical Equations part 2 <ul style="list-style-type: none">Ionic equationsStoichiometric ratio Law of conservation of Mass		Course reader pg 22
3-4	Stoichiometry <ul style="list-style-type: none">Using $n = \frac{m}{M}$Predicting the Mass of Products<ul style="list-style-type: none">Determining the Limiting Reagent	Task 3: Week 3	Course reader pg 26-28 Validation Test
5	Investigation 1	Task 4 & 5 Week 5	
6	Exam Revision		
7-8		Task 6: Exam	
END OF SEMESTER 2			
9	Ideal Gases <ul style="list-style-type: none">Qualitative relationships between pressure, temperature and volume using kinetic theory		Course reader pg 29-30
10	Ideal gases <ul style="list-style-type: none">Behaviours of Ideal GasesUsing $PV = nRT$$n = \frac{v}{22.71}$		
Term 3			
1	Intermolecular Forces <ul style="list-style-type: none">Polarity<ul style="list-style-type: none">Relate to electronegativityPredicting polarityDispersion<ul style="list-style-type: none">Atomic radiusDipole-Dipole		Course reader pg
2	Intermolecular forces <ul style="list-style-type: none">H-bondingVSEPR theory<ul style="list-style-type: none">Molecular shape		Course reader pg 31
3	Intermolecular forces <ul style="list-style-type: none">Vapour pressureMelting pointBoiling point	<ul style="list-style-type: none">Solubility and temperature<ul style="list-style-type: none">Ion-dipole	Course reader pg 32
4	Properties of water <ul style="list-style-type: none">MP, BP, Density and surface tension		Course reader pg 33
5	Chromatography <ul style="list-style-type: none">Thin Layer ChromatographyGas ChromatographyHigh Performance Liquid Chromatography		Course reader pg 33
6	Organic Chemistry <ul style="list-style-type: none">Alkanes<ul style="list-style-type: none">PropertiesIUPAC NomenclatureIsomersAlkenes Properties<ul style="list-style-type: none">IUPAC NomenclatureIsomersReactions<ul style="list-style-type: none">Addition and substitution		Course reader pg 36-40

Week	Topics/Syllabus	Assessment	Resources
7	Organic Chemistry <ul style="list-style-type: none">• Benzene<ul style="list-style-type: none">○ Properties○ Reactions• Percentage composition		Course reader pg 41-48
8	Ideal gas, intermolecular forces and organic chemistry revision	Task 7: Week 8	
9	Acids and Bases <ul style="list-style-type: none">• Arrhenius model<ul style="list-style-type: none">○ Strong acids and Strong Bases• Strength vs Concentration• Indicators• pH		Course reader pg 49-52
10	Acids and Bases <ul style="list-style-type: none">• Using $c = \frac{n}{V}$• Using $c = \frac{m}{V}$• Using $ppm = \frac{\text{mass of solute (mg)}}{\text{mass of solution}}$• Using $pH = -\log[H^+]$	Task 8: Week 10	
Term 4			
1	Collision Theory <ul style="list-style-type: none">• Principles of Collision theory Enthalpy changes <ul style="list-style-type: none">• Law of conservation of Energy• Types of energy: potential, kinetic and activation		Course reader pg 53-55
2	Enthalpy Changes <ul style="list-style-type: none">• Endothermic and exothermic reactions• Energy profile diagrams• Maxwell-Boltzmann graph• Measuring rates of reactions• Predicting the effects of concentration, temperature, pressure, surface area and catalysts		Course reader pg 55
3	Revision	Task 9 & 10: Week 3	
4	Exam Revision	Task 11: Week 4	Practice Exams
5	Exam Revision		Practice Exams
6		Task 12: Exam	

ASSESSMENT OUTLINE 2019

ATAR HUMAN BIOLOGY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 10%	Task 1: Enzyme Action Investigation Factors of enzyme action	5%	Term 1 Week 4
	Task 4: Bone practical Factors that affect urine	5%	Term 2 Week 3
Extended Response 10%	Task 2: Factors that affect the functioning of the human body. Research and validation test on – Understanding, diagnosis, treatment of factor affecting functioning	10%	Term 1 Week 7/8
Test 15%	Task 3: Metabolism, Circulatory and Respiratory Topic test - multi-choice, short answer and one long answer	7.5%	Term 1 Week 9
	Task 5: Digestion, Excretion and Musculoskeletal systems Topic test	7.5%	Term 2 Week 5
Exam 15%	Task 6: Semester One Exam Unit 1 Exam	15%	Term 2 Week 7

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 10%	Task 7: Science Inquiry DNA	5%	Term 3 Week 2
	Task 10: Science Inquiry Inheritance	5%	Term 4 Week 2
Extended Response 5%	Task 9: Effect of Lifestyle Choices Research and validation test on reproduction	5%	Term 3 Week 8/9
Test 10%	Task 8: DNA, Cell & Human Reproductive Systems Also including protein synthesis, stem cells, mutations	5%	Term 3 Week 6
	Task 11: Reproduction and Inheritance Also include ART, contraception, STI's, genetic profiling	5%	Term 4 Week 4
Exam 25%	Task 12: Semester Two Exam Unit 1 and 2 Exam	25%	Term 4 Week 6

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COURSE OUTLINE 2019

ATAR HUMAN BIOLOGY YEAR 11

Semester 1 & 2 – UNIT 3 & 4

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Science Inquiry Skills: Scientific method, identify patterns, variables and interpret data		Chapter 2
2 - 3	Cells and Tissues: <ul style="list-style-type: none"> Cell organelles structure and function Cell membrane structure and function Exchange of materials & factors affecting exchange Structure and function of various tissues in the body Use of microscopes 		Chapter 3, 4 & 5
4 - 5	Metabolism: <ul style="list-style-type: none"> Control of biochemical processes aerobic and anaerobic cellular respiration requirements for efficient metabolism enzymes, factors effecting enzymes how drugs can compromise body function Propose hypothesis, collect data and represent in meaningful ways, evaluate data and make conclusions. 	Task 1: Week 4	Chapter 6
6	Circulatory System: <ul style="list-style-type: none"> Structure and function – cell/tissue/organ level Transport of materials in internal environment Components of blood and their roles in transportation, clotting and protection Role of lymphatic system in returning fluid to the circulatory system and protection from disease Blood groups & transfusions Effects of lifestyle choices on function of system Heart transplants/valve replacements, cardiovascular disease and blood thinning drugs 		Chapter 7
7 - 8	Respiratory System: <ul style="list-style-type: none"> Structure and function and interaction with circulatory system Efficient exchange of gases Breathing Effects of lifestyle choices and treatments 	Task 2: Week 7/8	Chapter 8
9 - 10	Digestive System: <ul style="list-style-type: none"> How structure and function facilitates the supply of nutrients to cells Mechanical and chemical digestion, secretions, digestion, absorption and elimination How diet/lifestyle choices affects body functioning (long & short term) and treatments 	Task 3: Week 9	Chapter 9
Term 2			
1 - 2	Excretory System: <ul style="list-style-type: none"> Deamination of amino acids, Kidney, basic processes within the nephron, Role of liver, lungs, skin and kidney in the regulation of body fluids, removing waste and balancing nutrients Effects of lifestyle choices and treatments (kidney failure) 		Chapter 10

Week	Topics/Syllabus	Assessment	Resources
3 - 4	Musculoskeletal System: <ul style="list-style-type: none"> Structure and function of bones (support, protection, movement, posture) at cell and tissue level Role of cartilage in providing support, protection, movement Types of joints and range of movement & structure of a synovial joint Joint replacement, osteoporosis/osteoarthritis – understanding, management and prevention, lifestyle choices Interpret a range of scientific text, consider quality and use evidence to construct arguments. 	Task 4: Week 3	Chapter 12
5	Musculoskeletal System: <ul style="list-style-type: none"> Structure and function of muscles Sliding filament theory and contraction Movement through paired muscles and stabilisers Types of muscle Posture Rat dissection for all systems. 	Task 5: Week 5	Chapter 11
6	Revision: In-class revision		
7	Semester Examination	Task 6: Exam	
END OF SEMESTER 1			
8	DNA: <ul style="list-style-type: none"> Structure of DNA in nucleus & mitochondria Properties of the DNA molecule and function Model DNA replication 		Chapter 13
9	DNA: <ul style="list-style-type: none"> Protein synthesis – transcription and translation (gene expression). How modern biotechnological techniques have increased understanding of DNA and gene expression. 		Chapter 14
10	DNA: <ul style="list-style-type: none"> Epigenetics- methylation, acetylation and histone modification Gene expression depends on factors controlling protein synthesis, the production of other genes and the environment 		Chapter 13 Chapter 24 – epigenetics
Term 3			
1 - 3	Cell Reproduction: Mitosis <ul style="list-style-type: none"> Mitosis & the cell cycle, its purpose and how it produces identical daughter cells. Types of stem cells and their ability to divide rapidly and differentiate How uncontrolled division can lead to tumours/cancers Phases of meiosis to produce gametes (all terminology) How meiosis and fertilisation can cause variation Comparison of mitosis to meiosis Mutations 	Task 7: Week 2	Chapter 14 & 15 Chapter 24 - Variation
4 - 7	Human Reproduction: <ul style="list-style-type: none"> How the structure and function of the reproductive systems facilitate the production, delivery of gametes and production of offspring. Production of gametes by oogenesis and spermatogenesis Regulation of male and female reproductive systems by hormones including menstrual and ovarian cycles Timing of intercourse for conception Fertilisation and implantation processes Development of embryo after implantation including development of germ layers – systems of the body and placenta Lifestyle choices, including diet, illicit drugs, alcohol and nicotine and how they could affect foetal development Stages of labour and changes to circulation 	Task 8: Week 6	Chapter 15-19

Week	Topics/Syllabus	Assessment	Resources
8 - 9	Human Reproduction: <ul style="list-style-type: none"> New technologies have made early detection of cancers possible, including Pap smear, breast screening and blood tests for prostate cancer, Assisted reproductive technologies – ethics/modern advancements, limitations, risks, benefits Genetic profiling and screening in adults and embryos, ethical considerations include blood tests, amniocentesis and chorionic villi sampling 	Task 9: Week 8/9	Chapter 18
10	Human Reproduction: <ul style="list-style-type: none"> Contraceptive methods limitations, risks, benefits and ethical considerations (steroid hormones, physical barriers, IUD's, chemical spermicides, sterilisation, morning after pill) STI's – transmission, prevention, detection, treatment and health consequences 		Chapter 20 & 21
Term 4			
1 - 2	Types of Inheritance: <ul style="list-style-type: none"> Genotype and phenotype, relationship between allele, gene and chromosome, dominance, co-dominance, autosomal and sex-linked mode of inheritance, multiple alleles – Huntington's, PKU, colour-blindness, haemophilia, blood groups 	Task 10: Week 2	http://learn.genetics.utah.edu/ Chapter 22
3	<ul style="list-style-type: none"> Punnett squares – predicting phenotype/genotype frequency Pedigree chart for families with genetic disorders - patterns Karyotypes DNA profiling to determine parentage 		Chapter 22 - 23
4 - 5	Revision: Exam revision in-class	Task 11: Week4	
6	Semester Two Examination	Task 12: Exam	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR INTEGRATED SCIENCE YEAR 11

Semester 1 – UNIT 1

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 20%	Task 2 Practical: Newton's laws of motion. In-class practical and validation test	10%	Term 1 Week 7
	Task 3 Investigation: Vehicle Safety Design and analysis of road statistics Design experiment, collect, process & analyse data	10%	Term 1 Week 8/ 9
Extended Response 5%	Task 5 Extended response: Hearing aids and cochlear implants Research questions and in class validation.	5%	Term 2 Week 4/ 5
Test 10%	Task 1 Test: Nervous system, Driver reaction times, factors that affect the driver.	5%	Term 1 Week 5
	Task 4 Test: Sound production and transfer and hearing	5%	Term 2 Week 3
Exam 15%	Task 6: Semester 1 Examination Covering all content from unit 1	15%	Term 2 Week 7

Semester 2 – UNIT 2:

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 15%	Task 9 Investigation: Ecological monitoring at Karlkurla park. Design experiment, collect, process and analyse data.	5%	Term 3 Week 9/ 10
	Task 10 Practical: Testing and analysing a local soil and water sample	10%	Term 4 Week 1/2
Extended Response 5%	Task 7 Extended Response: Human impact on biodiversity. Research questions and an in class validation	5%	Term 3 Week 4/ 5
Test 10%	Task 8: Biodiversity and threats to biodiversity test.	5%	Term 3 Week 7
	Task 11: Ecosystem interactions and ecosystem monitoring test.	5%	Term 4 Week 4
Exam 20%	Task 12: Semester 2 Examination Covering content from unit 1 and unit 2	20%	Term 4 Week 6

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COURSE OUTLINE 2019

ATAR INTEGRATED SCIENCE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Science inquiry skills. <ul style="list-style-type: none"> • Aim, Hypothesis, Variables • Materials, • Method, including risk assessment and ethics • Tabulating Data, Select, use & interpret data – Graphing, algebraic relationships for elements of motion • Drawing conclusions from data, report on findings • Analysing the accuracy and reliability of data obtained 		Course reader: page 2- 15
2	The driver <ul style="list-style-type: none"> • The nervous system • Pathways of nerve impulses • Reflexes and reflex pathways 		Course reader: Page 16- 27
3	Driver reaction time Factors that affect driver reaction time including: <ul style="list-style-type: none"> • Anticipation, Fatigue, Age, Eyesight, Hearing, Environmental distractions, Drugs. 		Course reader: Page 27- 34
4 - 5	Factors that affect <ul style="list-style-type: none"> • Blood alcohol concentration including amount consumed, rate of consumption, body size and fat, liver function. • Stopping distance including reaction and braking distance • Reaction distance including speed of vehicle and reaction time. • Braking distance including road and weather conditions, condition of brakes/ABS, condition of tyres, speed and mass, calculation using mass, speed, force, acceleration. • Detecting drivers under the influence of alcohol and drugs, methods used Calculating breaking distance	Task 1: Week 5	Course reader: Page 34- 47
6	Newtons laws of motion <ul style="list-style-type: none"> • Newton's Laws of Motion assist in the explanation of the resultant motion of occupants during collisions • Calculating change in momentum and the implications of unrestrained people and objects in vehicles involved in collisions • Vehicle safety devices and features – airbags, seatbelts, crumple zones, anti-lock braking systems and electronic stability control – use the application of Newton's laws and conservation of momentum in their design. 		Course reader: Page 47- 54
7- 8	<ul style="list-style-type: none"> • How advancements in scientific knowledge, application of Newtons laws and improved technology have enhanced the safety features in vehicles protecting both occupants and pedestrians. • Analysis and interpretation of accident statistics can be used to identify major trends to support the development of legislation regarding speed zones, blood alcohol limits and vehicle safety • Scientific knowledge is used to develop educational campaigns to reduce the over-representation of young drivers involved in road accidents. 	Task 2: Week 7	Course reader: Page 54- 57
9	Sound production and transfer <ul style="list-style-type: none"> • Sound waves (type of wave, how produce sound) • Properties of the wave - wave model • Calculating velocity, frequency and wavelength. 	Task 3: Week 8/9	Course reader: Page 56- 62

Week	Topics/Syllabus	Assessment	Resources
10	Behaviour of sound waves. <ul style="list-style-type: none"> • Reflection, refraction, diffraction and interference. Understanding echoes and application to design spaces. Acoustic properties of materials that can be used to produce specific audio effects.		Course reader: Page 63- 69
Term 2			
1	Hearing <ul style="list-style-type: none"> • Structure of the ear • How sounds are heard 		Course reader: Page 70- 74
2	Detecting frequency and pitch and effect of age		Course reader: Page 75
3- 5	Causes of hearing loss <ul style="list-style-type: none"> • Conductive • Nerve Preventing hearing loss caused by excessive loud noise Workings of hearing aids and cochlear implants. <ul style="list-style-type: none"> • Hearing aids and cochlear implants are devices developed from an improved understanding of the mechanisms of hearing; these devices have improved lifestyles of people suffering from hearing impairment • Developments in technology and physiological testing of hearing have enabled early diagnosis of loss, and the implementation of strategies for protection • Use of personal music devices has resulted in increased incidence of noise-induced hearing loss. 	Task 4: Week 3 Task 5: Week 4/5	Course reader: Page 75- 86
6	Revision for exam		
7	Semester Examination	Task 6 Exam	
END OF SEMESTER 1			
8 - 9	Biodiversity <ul style="list-style-type: none"> • genetic, species and ecosystem Factors that affect Biodiversity Natural Changes to biodiversity over time.		Course reader: Page 87- 92
10	Human population growth is the main driver of the pressures on biodiversity, with increased demand on resources to meet requirements for survival		
Term 3			
1 - 3	Biodiversity is threatened through deterioration of habitat quality by: <ul style="list-style-type: none"> • clearing of land for agriculture, industry and urbanisation • fragmentation of native ecosystems • extraction of natural resources • altered fire regimes The decline in reproduction and survival of plant and animal species is affected by: <ul style="list-style-type: none"> • invasive species and pathogens • pressures from stock animals • pollution by chemical and/or solid waste • changed hydrology caused by over-extraction, nutrient • loading and changes to local climate 		Course reader: Page 93- 107
4- 5	Environmental impact statements Importance of biodiversity The interrelationship between the ecosystem services and human needs, including food, shelter, security, health and social activities	Task 7: Week 4/5	Course reader: Page 107- 110

Week	Topics/Syllabus	Assessment	Resources
6- 7	Models of ecosystem interactions <ul style="list-style-type: none"> • Food chains and webs • Successional models Using the models to predict the impact of change	Task 8: Week 7	Course reader: Page 111-117
8- 10	Ecological monitoring , including satellite imagery and photography, needs to occur in areas undisturbed and disturbed by human activity so that the effects on communities can be compared Distribution and abundance Ecological monitoring <ul style="list-style-type: none"> ○ Satellite imagery and photography ○ Capture- mark- recapture, Quadrat surveys, Line transects, Radio and video tracking, Scats and tracks 	Task 9 Week 9/10	Course reader: Page 118-123
Term 4			
1	Analysis of ecological monitoring methods recognising patterns and trends in ecosystem changes relies on interpretation of data and the reliability of the surveying techniques used Scientists use data from a variety of sources to offer valid explanations, make predictions, and evaluate actions and impacts of human activity on biodiversity and the implementation of conservation strategies Sustainable management of overexploited terrestrial and marine resources is attempting to stop decline of biodiversity	Task 10: Week 1/2	
2 - 4	Monitoring soil and water quality <ul style="list-style-type: none"> ○ pH, salt, sulphate, nitrate, solid wastes 	Task 11: Week 4	Course reader: Page 124-130
5	Revision for exam		
6	Semester Examination – Unit 1 & 2	Task 12: Exam	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

ATAR PHYSICS YEAR 11

Semester 1 – UNIT 1

Assessment Type SCASA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 15%	Task 1: Specific Heat Capacity Determination of Specific Heat Capacity of water	4%	Term 1 Week 4
	Task 3: Decay With Dice Simulating nuclear decay with dice	2.5%	Term 1 Week 7
	Task 5: Ohm's Law Validation of Ohm's law experiment	2.5%	Term 2 Week 2
	Task 6: Resistivity of Wire Investigating-Identify a wire using resistivity	6%	Term 2 Week 4
Tests 15%	Task 7: Electricity Test Comprehensive test based on electricity	5%	Term 2 Week 6
	Task 2: Thermal Physics Test End of unit test on Thermal Physics	5%	Term 1 Week 5
	Task 4: Nuclear Physics Test End of unit test on Nuclear	5%	Term 1 Week 10
Exam 15%	Task 8: Semester One Examination Comprehensive examination for the semester	15%	Term 2 Week 7

Semester 1 – UNIT

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 15%	Task 9: Simple Pendulum	6%	Term 3 Week 3
	Task 12: Tsunami Waves Topic Evaluation and Analysis	3%	Term 3 Week 9
	Task 13: Speed of sound Exp. to determine the speed of sound	6%	Term 4 Week 3
Tests 15%	Task 10: Motion Test 1 Motion, Graphs, forces	5%	Term 3 Week 5
	TASK 11: Motion Test 2 Momentum, Impulse, Energy	5%	Term 3 Week 7
	Task 14: Waves test Comprehensive test based on waves	5%	Term 4 Week 4
Examination 25%	Task 15: Semester Two Exam Examination based on 30% units 1 and 70% unit 2	25%	Term 4 Week 6

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Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1	Heating Processes: Kinetic particle model. Temperature and internal energy. Errors, accuracy, precision.		Pearson p4-10
2 - 3	Energy added to or removed from the substance. Specific heat capacity $Q = m c \Delta T$ Significant figures, prefixes, scientific notation.		Pearson p11-14
4	Change of state, latent heat $Q = m L$ Latent heat of fusion and vaporization. Development of the refrigerator	Task 1: Week 4	P15-18
5	Heat transfer: conduction, convection, radiation. Engine cooling systems and other applications and other applications. Thermal equilibrium, conservation of energy. Efficiency. efficiency $\eta = \frac{\text{energy output}}{\text{energy input}} \times \frac{100}{1} \%$	Task 2: Week 5	P19-43
6	NUCLEAR PHYSICS Ionising radiation and nuclear reactions: Nuclear model of an atom. Alpha, Beta and gamma decay.		P45-49 P55-67
7	Half-life. Each species of radionuclide has a half-life which indicates the rate of decay. $N = N_0 \left(\frac{1}{2}\right)^n$	Task 3: Week 7	P68-71
8	Ionising radiation and nuclear reactions: Applications of radioisotopes. Effect of radiation. Mass-energy. The measurement of absorbed dose and dose equivalence enables the analysis of health and environmental risks. absorbed dose $= \frac{E}{m}$, dose equivalent = absorbed dose \times quality factor		P75-85
9	Einstein's mass/energy relationship relates the binding energy of a nucleus to its mass defect $\Delta E = \Delta m c^2$		P88-94
10	Ionising radiation and nuclear reactions: Nuclear fission, fusion and power stations. Nuclear power station. Nuclear waste.	Task 4: Week 10	P96-111
Term 2			
1	Electrical circuits: The supply of electricity to homes, impact on society and the environment. Design of effective safety devices for the safe operation of: <ul style="list-style-type: none"> Lighting, power points, stoves, other household electrical devices. there are two types of charge that exert forces on each other. electric current is carried by discrete charge carriers; charge is conserved at all points in an electrical circuit $I = \frac{q}{t}$		P115-117 P126
2	Electrical circuits: Ohm's law. Ohmic and non ohmic conductors $R = \frac{V}{I}$,	Task 5: Week 2	
3 - 4	Electrical circuits: Series and parallel circuits, circuit analysis and design Series: $I = \text{constant}$, $V_t = V_1 + V_2 + V_3 + \dots$, $R_t = R_1 + R_2 + R_3 + \dots$. Parallel: $V = \text{constant}$, $I_t = I_1 + I_2 + I_3 + \dots$ $\frac{1}{R_t} = \frac{1}{R_1} + \frac{1}{R_2} + \frac{1}{R_3}$	Task 6: Week 4	P124 P132-141 142-151

Week	Topics/Syllabus	Assessment	Resources
5	Energy transformation (Electrical, thermal, light, kinetic) and conservation in a circuit.		P119-121 P128
6	Electric potential difference -change in potential energy per unit charge between two defined points in the circuits $V = \frac{W}{Q}$, Power is the rate at which energy is transformed $P = IV = W/t$. Dangers of electricity, safety devices including fuses, residual current devices (RCD), circuit breakers, earth wires and double insulation	Task 7: Week 6	P129 P157 P159-162
7	Electrical circuits: Revision and exam preparation	No assessments	
8	Examinations	Semester 1 Exam	P164-165 P167-169
END OF SEMESTER 1			
9	Linear motion and force Distinguish between vector and scalar quantities, and add and subtract vectors in two dimensions		P174-196
10	Uniformly accelerated motion is described in terms of displacement, speed, velocity and acceleration $v_{av} = \frac{s}{t}$, $a = \frac{v-u}{t}$,		
Term 3			
1	Uniformly accelerated motion is described in terms of displacement, speed, velocity and acceleration $v_{av} = \frac{s}{t}$, $a = \frac{v-u}{t}$, $v = u + at$, $s = ut + \frac{1}{2}at^2$, $v^2 = u^2 + 2as$		P198-212
2	Graphs, vectors, and equations of motion, can be used qualitatively and quantitatively to describe and predict linear motion. Vertical motion		P213-229 p232
3	Newton's three Laws of Motion. Including $F = ma$, $W = mg$	Task 9: Week 3	P254-275 P287-291
4 - 5	Momentum conservation, transfer, impulse. $p = mv$, $\sum mv_{before} = \sum mv_{after}$, $mv - mu = \Delta p = F \Delta t$ Safety for motorists and other road users. Safety devices, including: helmets, seatbelts, crumple zones, airbags, safety barriers	Task 10: Week 5	P244-245 P247-253 P277-286
6 - 7	Energy transfer, conservation $E_k = \frac{1}{2}mv^2$, $E_p = mgh$, $W = Fs$, $W = \Delta E$ Elastic and inelastic collisions; kinetic energy is conserved in elastic collisions $\sum \frac{1}{2}mv_{before}^2 = \sum \frac{1}{2}mv_{after}^2$ power is the rate of doing work or transferring energy $P = \frac{W}{t} = \frac{\Delta E}{t} = F v_{av}$ Use of newton's laws to increase the safety for motorists and other road users.	Task 11: Week 7	P246 Chapter 9
8	Waves: Waves and energy. Longitudinal, transverse, mechanical, period, amplitude, frequency, velocity $v = f\lambda$, $T = \frac{1}{f}$		Chapter 10
9 - 10	Waves: Reflection, refraction, interference, echoes, seismic waves	Task12: Week 9	P355-365

Week	Topics/Syllabus	Assessment	Resources
Term 4			
1	Waves: Free, damped and forced oscillations. Resonance. Progressive and stationary waves in strings.		
2 - 3	Waves: Stationary waves, interference in open and closed pipes Strings attached at both ends and pipes open at both ends $\lambda = \frac{2l}{n}$. Pipes closed at one end: $\lambda = \frac{4l}{(2n-1)}$	Task 13: Week 3	P367-379
4	Intensity decreases in an inverse square law with distance from a point $I \propto \frac{1}{r^2}$	Task 14: Week 4	P380-386
5	Examination preparation		
6	Semester Two Examination Comprehensive Unit 1 & 2 examination	Task 15: Exam	
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL HUMAN BIOLOGY YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 20%	Task 1: Microscope slides and uses practical Human body at the cellular level and microscope technique	10%	Term 1 Week 4
	Task 2: Effect of exercise investigation Effect of exercise on breathing and pulse rate	10%	Term 1 Week 6
Extended Response 10%	Task 4: Digestive disorders Research about human digestive issues extended response & validation test	10%	Term 2 Week 3
Test 20%	Task 3: Respiratory & circulatory systems Respiratory & circulatory systems test	10%	Term 1 Week 10
	Task 5: Digestive & urinary systems Digestive & urinary systems test	10%	Term 2 Week 7

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 20%	Task 6: DNA Investigation DNA model and analysis	10%	Term 3 Week 2
	Task 8: Rat reproductive system practical report Rat dissection & scientific report	10%	Term 3 Week 7
Extended Response 10%	Task 9: Alcohol & smoking during pregnancy Effects of alcohol & smoking on pregnancy	5%	Term 3 Week 10
	Task 11: Lifestyle choices Lifestyle choices and their effect on both short term and long term body functioning	5%	Term 4 Week 4
Test 20%	Task 7: DNA & reproductive system DNA, cells & reproductive systems test	10%	Term 3 Week 5
	Task 10: Pregnancy & birth Pregnancy & birth test	10%	Term 4 Week 2

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL HUMAN BIOLOGY YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 3	Science inquiry skills: <ul style="list-style-type: none"> Investigation/experimental techniques Characteristics of life: <ul style="list-style-type: none"> Life processes Cell theory Cell membrane (active and passive processes) Structure and function of cell components, including nucleus, mitochondria, ribosomes, lysosomes and cytoplasm Aerobic and anaerobic respiration Advances due to development of the microscope 		Human Perspectives 1AB Ch1 Human Biological Science Ch2 Life processes Ch3 Cells Respiration practical
4 - 6	Body organisation: <ul style="list-style-type: none"> Hierarchical structural organization – cells, tissues, organs and systems Respiratory system: <ul style="list-style-type: none"> Structure and function of the respiratory system Characteristics for efficient gas exchange Mechanics of breathing Diseases and conditions of the respiratory system that reduce efficiency Diagnosis, treatment (including replacement of parts) of conditions due to system failure 	Task 1: Week 4 Task 2: Week 6	Human Perspectives 1AB Ch4 Body Organisation Ch5 Input & output systems Ch7 Supplying oxygen
7 - 10	Circulatory system: <ul style="list-style-type: none"> How structure of circulatory system enables efficient transport of materials to and from exchange surfaces Structure of the heart and blood vessels to enable efficient blood flow Science inquiry skills: heart dissection Components of blood and their function Diseases and conditions of the circulatory system Diagnosis, treatment (including replacement of parts) of conditions due to system failure 	Task 3: Week 10	Human Perspectives 1AB Ch6 Circulatory system & the heart Ch7 Supplying oxygen Heart Dissection practical
Term 2			
1 - 3	Digestive system: <ul style="list-style-type: none"> Structure of the digestive system facilitates the breakdown of food Mechanical and chemical digestion Elimination of wastes Diseases and conditions of the digestive system Diagnosis, treatment (including replacement of parts) of conditions due to system failure 	Task 4: Week 3	Human Perspectives 1AB Ch5 Input & output systems
4 - 5	Nutrition and diet: <ul style="list-style-type: none"> Healthy diet Malnutrition/unbalanced diet Nutrient groups and their uses in the body Food testing 		Exploring HBS Stage 1: Looking Good – Act 18 Food: What, why & how much

Week	Topics/Syllabus	Assessment	Resources
6 - 7	Urinary system: <ul style="list-style-type: none"> Structure and function of the urinary system Water balance (urinary system & other organs) Dysfunctions of the kidneys and diseases of the urinary system Diagnosis, treatment (including replacement of parts) of conditions due to system failure 	Task 5: Week 7	Human Perspectives 1AB Ch5 Input & output systems
END OF SEMESTER 1			
8 - 10	Genetic material: <ul style="list-style-type: none"> DNA structure and function Genes and alleles Use of models to communicate understanding DNA 		Human Perspectives 1AB Ch17 DNA & inheritance
Term 3			
1 - 2	Cell division: <ul style="list-style-type: none"> Mitosis (including sequence of events & characteristics of daughter cells) Meiosis (including sequence of events & characteristics of daughter cells) Difference between mitosis and meiosis 	Task 6: Week 2	Human Perspectives 1AB Ch13 Cell division & growth
3 - 5	Reproductive system: <ul style="list-style-type: none"> Structure & function of male & female reproductive systems including additional female structures to support unborn baby Spermatozoa formation in males Role of ovarian & menstrual cycle in development and delivery of ovum Hormones involved in menstrual and ovarian cycles, including FSH, LH, oestrogen and progesterone 	Task 7: Week 5	Human Perspectives 1AB Ch15 Reproduction & human life cycles Ch16 Male & female Rat dissection
6 - 10	Pregnancy: <ul style="list-style-type: none"> Purpose of fertilization Implantation and placenta formation Sequence of zygote, embryonic & foetal development Monitoring foetal development using ultrasound and other technologies and mother's health Effect of environmental factors & lifestyle choices on mother and baby – diet, smoking, alcohol and drugs Educational campaigns to highlight awareness Sequence of events involved during birth for mother and baby Complications during birth, processes to help Infant development – milestones to monitor health 	Task 8: Week 6 Task 9: Week 10	Human Perspectives 2AB Ch12 Pregnancy Exploring HBS Stage 2: Body works – Act 51 Maternal & foetal observations
Term 4			
1 - 2	Reproductive technologies: <ul style="list-style-type: none"> Contraceptive methods Infertility treatments – IVF, GIFT, ZIFT and FET Parental, foetal and embryonic testing for disorders 	Task 10: Week 2	Human Perspectives 2AB Ch20 Contraception
3 - 4	Sexually transmitted infections: <ul style="list-style-type: none"> Transmission Causes Symptoms Treatment Educational campaigns aimed mainly at adolescents 	Task 11: Week 4	Human Perspectives 2AB Ch17 Sexually transmitted infections
5	Life Skills and Knowledge: <ul style="list-style-type: none"> St. John's Ambulance School visit Consent Teenage Parents 		SBS Insight program
END OF SEMESTER 2			

ASSESSMENT OUTLINE 2019

GENERAL INTEGRATED SCIENCE YEAR 11

Semester 1 – UNIT 1

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 25%	Task 2: Cell Membrane Practical Conduct and analyse experiment on the effect of temperature on cell membranes	8%	Term 1 Week 5
	Task 3: Factor Affecting a Body System Investigation Design and conduct investigation into factor affecting a body system	9%	Term 1 Week 8
	Task 5: Impact of Abiotic Factors on Organism Growth Practical Conduct and analyse experiment on the effect of an abiotic factor on organism growth	8%	Term 2 Week 5
Extended Response 15%	Task 1: Scientific Method Extended Response Research and presentation on the scientific method	7.5%	Term 1 Week 4
	Task 7: Human Impact on Environment Extended Response Research & Presentation on human environmental impacts	7.5%	Term 2 Week 6
Tests 10%	Task 4: Reproduction Test Test covering species continuity and change	5%	Term 1 Week 10
	Task 6: Ecology & Nature's Cycles Test Test covering earth cycles and ecosystems relationships	5%	Term 2 Week 4

Semester 2 – UNIT 2

Assessment Type SCaSA Weighting	Task Description	EGC Weighting	Due Date
Science Inquiry 25%	Task 8: Separation Techniques Practical Conduct and analyse experiment to separate mixtures	7%	Term 2 Week 10
	Task 11: Crime Scene Practical Collect and analyse evidence from a crime scene	8%	Term 3 Week 7
	Task 14: Water Rocket Investigation Plan, conduct and analyse experiment on rocket flight	10%	Term 4 Week 4
Extended Response 15%	Task 10: Forensic Ethics Extended Response Research and Presentation on criminal investigations	7.5%	Term 3 Week 4
	Task 13: Rocket Design Extended Response Research and presentation on ideal rocket features	7.5%	Term 4 Week 3
Tests 10%	Task 9: Atoms, Mixtures and Reactions Test Test covering atoms, elements and compounds, mixtures and chemical reactions	5%	Term 3, Week 2
	Task 12: Motion and Energy Test covering all concepts in the Unit	5%	Term 4 Week 2

It is expected that all assessments will be completed to the best of your ability and be submitted by the deadlines set. Please make yourself aware of the Assessment Policy as failure to meet deadlines has severe consequences.

Student Signature: _____ Parent/Guardian Signature: _____

COURSE OUTLINE 2019

GENERAL INTEGRATED SCIENCE YEAR 11

Semester 1 & 2 – UNIT 1 & 2

Week	Topics/Syllabus	Assessment	Resources
Term 1			
1 - 2	Topic 1: Science inquiry skills <ul style="list-style-type: none"> • Introduction to the inquiry process; constructing questions and hypotheses, planning reliable and valid experiments, and assessing risk and ethical issues. • How to conduct investigations safely and methodically to collect valid and reliable data • Representing data to identify trends, describe sources of measurement error and justify conclusions • Communicate ideas for a particular purpose, using appropriate scientific conventions 		Connect Resources – Topic 1 – Science Inquiry Skills
3 - 4	Topic 2: Cells <ul style="list-style-type: none"> • Living things carry out particular functions • Living things are made up of cells, tissues, organs and body systems • Unicellular versus multicellular organisms • Structure of plant and animal cells • Transport across the cell membrane using diffusion and concentration gradients • Metabolism and the needs of a cell 	Task 1: Week 4	Connect Resources – Topic 2 - Cells
5 - 7	Topic 3: Body systems <ul style="list-style-type: none"> • Structure and function of digestive, circulatory and respiratory system (related to diffusion, cell energy and growth) • Lung capacity can change over a lifetime • The use of scientific knowledge is influenced by social, economic, cultural and ethical considerations; explains different countries approaches to circulation and respiratory related diseases • How to represent data in meaningful and useful ways; qualitatively describe sources of measurement error and use evidence to make and justify conclusions • The nervous system allows organisms to respond to changes in their external environment • Reflexes and their purpose • Reflexes can become impaired over a lifetime; Parkinson's Disease and Motor Neuron Disease 	Task 2: Week 5	Connect Resources – Topic 3 – Body Systems
8 - 10	Topic 4: Reproduction <ul style="list-style-type: none"> • Sources of variation include mutations, environmental factors, and sexual selection • The purpose of biodiversity, and links to natural selection • Key differences between asexual and sexual reproduction • DNA Structure; two copies of every gene • Children inherit traits from parents, and this can be predicted using scientific processes (Punnett squares) • The use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences (designer babies) 	Task 3: Week 8 Task 4: Week 10	Connect Resources – Topic 4 – Reproduction

Week	Topics/Syllabus	Assessment	Resources
Term 2			
1 - 2	Topic 5: Introduction to Ecology <ul style="list-style-type: none"> Abiotic and biotic factors interact in an ecosystem Abiotic factors include temperature, pH, salinity, and light, and impact on survival of organisms within an environment The feeding relationships in ecosystems can be depicted using food chains and food webs Biological communities have a variety of relationships, including mutualism, predator/prey, parasitism and competition. 	Task 5: Issued	Connect Resources – Topic 5 – Introduction to Ecology
3 - 4	Topic 6: Natures Cycles <ul style="list-style-type: none"> Natures cycles conserve matter; water cycle and carbon cycle Evidence for and against climate change (e.g. Bangladesh flooding) How to use representations to communicate understanding, solve problems and make predictions 	Task 6: Week 4	Connect Resources – Topic 6 – Natures Cycles
5 - 7	Topic 7: Ecosystems and Sustainability <ul style="list-style-type: none"> Natural resources are important for everyday life; mining, farming and water desalination. The impact of humans on natures cycles (i.e. pollution and enhanced greenhouse effect) How to interpret a range of scientific texts, and evaluate the conclusions by considering evidence Scientific knowledge can enable scientists to offer valid explanations and make reliable predictions; positive impact of humans including sustainability and rehabilitation products Scientific knowledge can be used to develop and evaluate projected economic, social and environmental impacts, and to design action for sustainability 	Task 5: Week 5 Task 7: Week 6	Connect Resources – Topic 7 Ecosystems & Sustainability
END OF SEMESTER 1			
8 - 9	Topic 1: Atoms and The Periodic Table <ul style="list-style-type: none"> Atoms and their structure The periodic table and how to use it to find information about elements (properties, size, reactivity) The difference between atoms, elements and compounds Elements, compounds and mixtures have different physical and chemical properties, which determine the uses of substances 		Connect Resources – Topic 1 – Atoms and the Periodic Table
10	Topic 2: Mixtures & Separation Techniques <ul style="list-style-type: none"> Mixtures contain a combination of pure substances Solutions and solubility Mixtures can be separated based on their physical and chemical properties using decantation, filtration, crystallisation, evaporation and chromatography 	Task 8: Week 10	Connect Resources – Topic 2 – Mixtures and Separation Techniques
Term 3			
1 - 2	Topic 3: Chemical Reactions <ul style="list-style-type: none"> Rearrangement of matter occurs during chemical reactions to form new substances How to tell chemical reactions have occurred Properties of reactants and products indicate that new substances have formed Chemical reactions involve energy; endothermic and exothermic reactions Different types of reactions are used to produce a variety of products The use of scientific knowledge may have beneficial and/or harmful and/or unintended consequences (bombs) How to conduct investigations safely, competently and methodically for the collection of valid and reliable data 	Task 9: Week 2	Connect Resources – Topic 3 – Chemical Reactions

Week	Topics/Syllabus	Assessment	Resources
3 - 7	Topic 4: Forensic Science <ul style="list-style-type: none"> • Application of chemical and physical properties of materials to solving crimes; white powder analysis, urine analysis, glass density, blood analysis, hair fibre analysis, and fingerprinting • Deductive reasoning is useful for solving crimes • The use of scientific knowledge is influenced by social, economic, cultural and ethical considerations • Scientific knowledge can enable scientists to offer valid explanations and make reliable predictions • How to represent data in meaningful and useful ways; organise and analyse data to identify trends, patterns and relationships; qualitatively describe sources of measurement error and use evidence to make and justify conclusions • How to interpret a range of scientific and media texts, and evaluate the conclusions by considering the quality of available evidence (fingerprints and DNA tests) 	Task 10: Week 4 Task 11: Week 7	Connect Resources – Topic 4 – Forensic Science
8 - 10	Topic 5: Energy and its transformation <ul style="list-style-type: none"> • Types of energy include kinetic, (thermal, electrical, mechanical) and potential (gravitational, chemical and nuclear). • The Law of Conservation of Energy • Energy transformations in different systems • Understand how both kinetic and potential energy play a role in rockets and the real world 		Connect Resources – Topic 5 – Energy and Its Transformations
Term 4			
1 - 2	Topic 6: Forces and motion <ul style="list-style-type: none"> • Linear motion includes distance, displacement, velocity, speed and acceleration. • Speed and distance can be calculated mathematically • Forces, either contact or at-a-distance, can act on an object; this includes gravitational force, lift, applied force (thrust), normal force, friction force, and air resistance (drag). • How to use appropriate representations to communicate conceptual understanding, solve problems and make predictions • Communicate scientific ideas and information for a particular purpose, using appropriate scientific language, conventions and representations • Scientific knowledge can be used to develop and evaluate projected economic, social and environmental impacts, and to design action for sustainability 	Task 12: Week 2	Connect Resources – Topic 6 – Forces and Motion
3 - 5	Topic 7: Newtons Laws <ul style="list-style-type: none"> • The laws of motion can assist in predicting the motion of an object and can be related to the flight of planes and rockets. • Use of laws of motion and forces in rocket design • How to construct questions for investigation; propose hypotheses; and predict possible outcomes • How to plan, select and use appropriate investigation methods, to collect reliable data; assess risk and address ethical issues associated with these methods 	Task 13: Week 3 Task 14: Week 4	Connect Resources – Topic 7 – Newton's Laws
END OF SEMESTER 2			

Program description

Workplace Learning is an Authority-developed endorsed program that is managed by individual schools. To complete this endorsed program, a student works in one or more paid or unpaid workplace/s to develop a set of transferable workplace skills. The student must record the number of hours completed and the tasks undertaken in the workplace in the Authority's *Workplace Learning Logbook*. The student must also provide evidence of his/her knowledge and understanding of the workplace skills by completing the Authority's *Workplace Learning Skills Journal* after each 55 hours completed in the workplace.

Unit equivalence

Unit equivalence is allocated on the basis of 1 unit equivalent for each 55 hours completed in the workplace, to a maximum of 4 units. That is:

Less than 55 hours = 0 unit equivalents

55 – 109 hours = 1 unit equivalent

110 – 164 hours = 2 unit equivalents

165 – 219 hours = 3 unit equivalents

220 + hours = 4 unit equivalents.

Completion requirements

For each 55 hours completed in the workplace, a student must complete the:

- *Workplace Learning Logbook*

This includes:

- an attendance record which must be completed progressively by the student
- a task schedule which must be completed progressively by the student
- a workplace supervisor's evaluation of student performance.

- *Workplace Learning Skills Journal* (10 questions)

- This provides a framework for the student to provide specific examples that demonstrate his/her application of work skills, knowledge and understandings.
- Completion of the logbook must be validated by the Workplace Learning Coordinator after every 55 hours in the workplace

Completion requirements after 4-unit equivalents

After a student has completed the requirements for four-unit equivalents (220 workplace hours and forty questions from the Skills Journal) he/she may continue to record the workplace hours completed using the Workplace Learning Logbook without the need to complete the Workplace Learning Skills Journal. The total number of workplace hours will be reported on a student's Western Australian Statement of Student Achievement (WASSA).

COURSE OUTLINE 2019

ADWPL WORKPLACE LEARNING

Semester 1 & 2

Week	Topics/Syllabus	Resources
Term 1		
1	Introduction to course- hours and unit equivalence, constructing a study timetable, using Connect	PP- intro to VET Planner templates Skills Journal
2	Career investigation	Myfuture.gov.au Joboutlook.gov.au Skill 1A Activity
3	Workplace rights, responsibilities and discrimination	Skill 1B Activity
4	Handout Logbooks and go through how to fill them in Communicating in the workplace	Logbooks Skill 2A Activity
5	Problem-solving in the workplace	Skill 2B Activity
Note: work placements start Week 5 (Wed or Thurs)		
6	Cooperation in the workplace	Skill 2C Activity, cooperation games
7	Workplace problem solving	Skill 3A Activity
8	Decision making processes	Skill 3B/C Activity
9	Decision making processes	Skill 3D Activity
10	Logbook hours submitted to Workplace Learning Officer Technology in the workplace	Skill 3E Activity
Term 2		
1	How to write paragraph responses following SAO structure	Skills Journals How to write SAO handouts
2	Draft responses and write good copy in Skills Journal	Skills Journals
NOTE: Some students may have completed 55 hours at work - Performance Evaluation to be completed		
3	Draft responses and write good copy in Skills Journal Skills Journal Due for Year 12s	Skills Journals
4	Draft responses and write good copy in Skills Journal *Journals due for Year 12s	Skills Journals
5	Draft responses and write good copy in Skills Journal Skills Journal Due for Year 11s	Skills Journals
End of Semester 1		
6		Skill Activity 1A
7	Workplace rights, responsibilities and discrimination	Skill Activity 1B
8	Communicating in the workplace	Skill Activity 2A
9	Logbook hours submitted to Workplace Learning Officer Problem-solving in the workplace	Skill Activity 2B
10		Skill Activity 2C

Week	Topics/Syllabus	Resources
Term 3		
1	Cooperation in the workplace	Skill Activity 3A & 3B
2	Workplace problem solving Decision making processes	Skill Activity 3C & 3D
3	Technology in the workplace	Skill Activity 3E
4	Draft responses and write good copy in Skills Journal	Skills Journal
5	Draft responses and write good copy in Skills Journal	Skills Journal
6	Draft responses and write good copy in Skills Journal	Skills Journal
7	Draft responses and write good copy in Skills Journal	Skills Journal
8	Draft responses and write good copy in Skills Journal	Skills Journal
9	Drafting and good copies of Skills Journal responses	Skills Journal
10	Drafting and good copies of Skills Journal responses Skills Journal Responses due for Year 11 & 12	Skills Journal
NOTE: Work placements cease at end of Term 3 – logbooks to be submitted (including Performance Evaluation)		
Term 4		
1	Transition Portfolios of what can be included in their portfolio Activity- Discovering Your Employability Skills Activity- Skills and interests	Discovering Your Employability Skills Skills and interests
2	What is a resume? Students draft and type up their resume	What is a resume?
3	What is a resume? Students draft and type up their resume	What is a resume?
4	Interview dos and don'ts	Interview dos and don'ts
5	Review of workplace, ADWPL course and skills learnt this year	
End of Semester 2		