

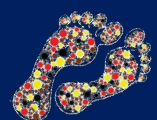


COWRA HIGH SCHOOL

YEAR 9 2021

ASSESSMENT BOOKLET

*Knowledge Is Power*



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## COWRA HIGH SCHOOL

### Cowra High School Policy for Assessment in Year 9

#### **Introduction.**

Dear Student,

Cowra High School is proud of its high academic achievement and we look forward to working with each of you to achieve your potential in Stage 5.

It is very important that you read this book carefully. It contains the guidelines and expectations for your school based assessment tasks. The tasks will help form your final assessment for your Record of School Achievement (RoSA).

The staff at Cowra High School are here to support you. Please seek assistance when you need it.

My best wishes for the coming year. Work hard and achieve your potential. Remember our school vision *"Through quality teaching, Cowra High School seeks to prepare students to fulfil their potential and pursue excellence in all fields of endeavour. We value culture and positive self-worth to empower students to lead purposeful lives, contributing to local and global communities to succeed in a dynamic world. We strive to provide a holistic and inclusive education for all learners, fostering resilience and creating curious, confident, respectful, responsible life-long learners"*.

Regards

Helene Hamilton

## What is ROSA?

The Record of Student Achievement (or RoSA) is the formal credential awarded to eligible students who choose to leave school prior to receiving their HSC. Students will also be able to view and download a transcript of their achievements when applying for jobs or further education or training. To be eligible for a RoSA, students will need to have completed the mandatory requirements for Stage 5 (Years 9 and 10)

### What is the Record of Student Achievement (or RoSA)

The RoSA is an electronic record of student achievements and includes:

- Grades for all the courses a student has completed up until the point they leave school – including those completed in Year 10, Year 11 or even Year 12
- Vocational courses and students' vocational experiences
- Citizenship and leadership achievements such as First Aid courses, community languages courses and Duke of Edinburgh awards
- Results from optional on-line literacy and numeracy tests, with particular emphasis on work readiness, that students will be able to undertake twice a year

There is no external examinations for the RoSA. All assessment is internal and based on work completed in Stage 5 (Years 9 and 10). Students will be required to submit assessment tasks as delivered by their schools. Teachers will then use marks from those assessments to allocate a grade for each student at the end of the course. Teachers will submit those grades to the NSW Educational Standards Authority (ESA) for inclusion on the RoSA.

Student grades are based on the assessment tasks outlined in this document. These grades are based on the A - E Grade Scale and Course Performance Descriptors developed by the ESA. Grades are given for individual achievement and are determined by the depth of knowledge and understanding and the range of skills that students demonstrate.

<b>A</b>	The student has an <b>extensive knowledge and understanding</b> of the content and can readily apply this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can apply these skills to new situations.
<b>B</b>	The student has a <b>thorough knowledge and understanding</b> of the content and a <b>high level of competence</b> in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
<b>C</b>	The student has a <b>sound knowledge and understanding</b> of the main areas of content and has achieved an <b>adequate level of competence</b> in the processes and skills.
<b>D</b>	The student has a <b>basic knowledge and understanding</b> of the content and has achieved a <b>limited level of competence</b> in the processes and skills.
<b>E</b>	The student has an <b>elementary knowledge and understanding</b> in few areas of the content and has achieved <b>very limited competence</b> in some of the processes and skills.

## What are the Requirements for the award of the RoSA?

To meet the requirements of the RoSA in Stage 5 (Years 9 and 10), students are required to study both core courses and elective courses

### Core Courses: All students must undertake

- English
- Mathematics
- Science
- Human Society and its Environment – History and Geography
- Personal Development, Health and Physical Education.

**Elective Courses:** All Students must undertake at least 400 hours of elective courses (studied in both Years 9 and 10).

### Work Requirements

A student will be considered to have satisfactorily completed a course if, in the **Principal's view**, there is sufficient evidence that the student has:

- (a) **followed** the course developed or endorsed by the Board; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

### In all courses, students are required to

- Submit all assessment tasks by the **due date**
- Make a genuine attempt to complete course work – **in class and homework activities;**
- **Attend** regularly (a minimum of 85% attendance is expected)

Where a student is not meeting these requirements in a particular course, a warning letter will be sent home informing parents that the student is at risk of receiving an N determination.

If the student has not met all mandatory requirements by the end of Year 10, they will not be eligible to receive a RoSA in that year and may not be able to progress to Year 11 and 1

## Cowra High School Assessment Program

The assessment requirements for each course are set out in the course syllabus. Cowra High School has developed an assessment program for each course offered, following these requirements. These programs are set out in this booklet and are designed to assist teachers to determine the final RoSA grade.

### Student Responsibilities

- Attempt **all work** and submit work to an **acceptable standard** and in an appropriate format
- Submit assessment tasks on the **due date**, directly to the teacher, and sign a sheet of receipt, both when the task is distributed and when it is submitted. Under no circumstances should an assessment task be left on a teacher's desk in their staffroom or classroom
- Be aware of the procedures to be followed if absent when a task is to be submitted, or completed in class, or when an extension is sought. (See Below)
- If absent from lesson(s) **actively pursue** whether an assessment task has been issued.
- Satisfactorily **explain** all full and partial **absences** from school and class.
- Present their **own work** – copying and pasting or writing someone else's work (without acknowledging the source) is plagiarism and will result in a zero mark
- Acknowledge all **sources** of information used, e.g. bibliographies

### (i) Illness / Misadventure and consideration of Absence Applications by Students

Students who feel that their performance on the task has been affected by factors outside their control may wish to apply for special consideration. Students must formally apply by completing the Illness/Misadventure and/or Extension Application Form. The application form is available from a Deputy Principal. In the case of illness, a Doctors Certificate must accompany the application for illness and/or extension.

**Misadventure** refers to any **valid** reason, other than illness, for not completing, submitting or being present for an assessment task. **Documentary evidence** should accompany the application for misadventure and/or extension.

**Consideration of absence** can be sought for legitimate absences e.g. school sporting events that clash with in-class tests, important events, such as funerals.

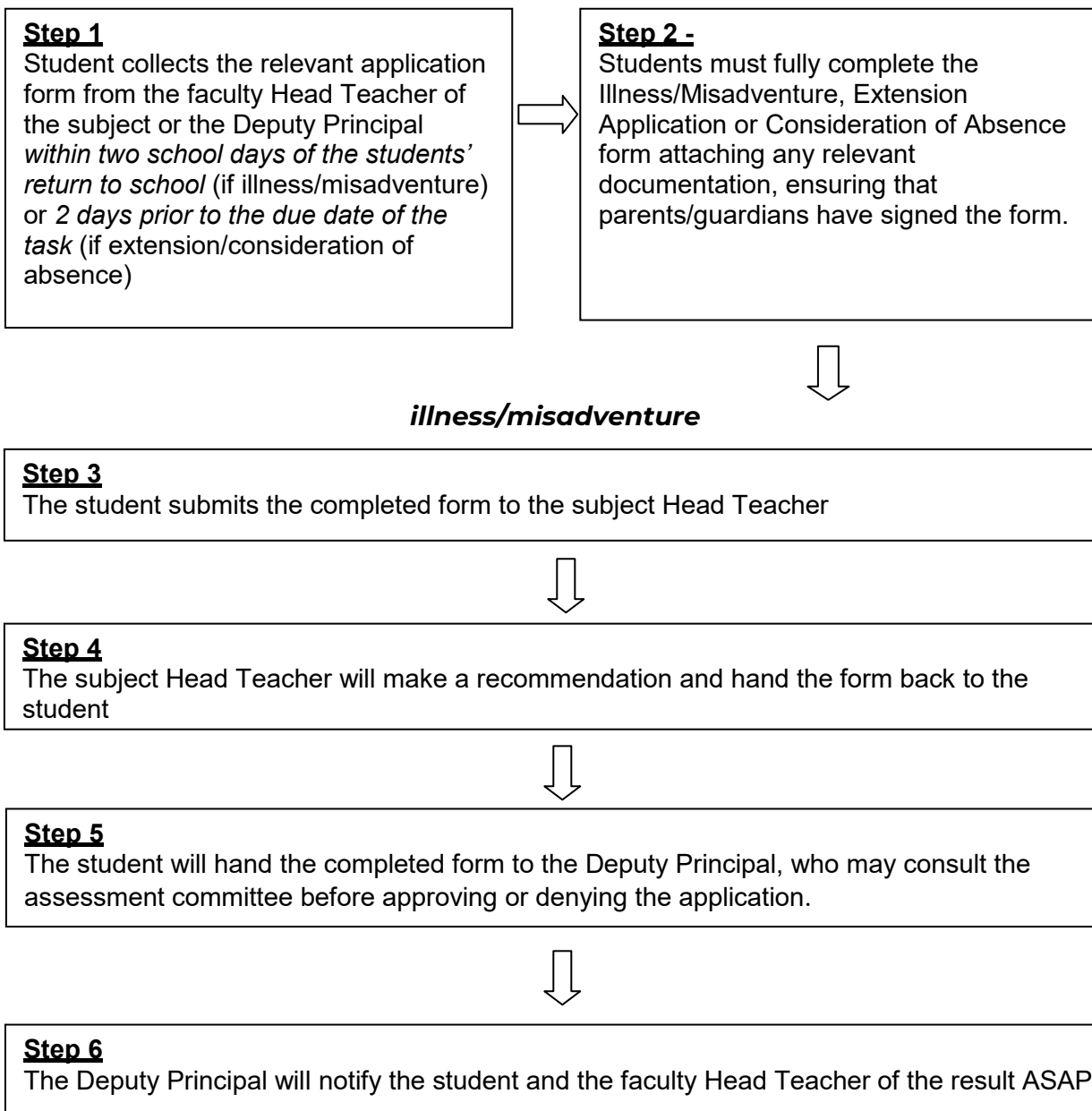
#### It is important to note that:

- Students must pursue the illness/misadventure process. There is no onus on the class teacher to instigate this process.
- Work submitted late **without** approval for illness/misadventure, extension of time, or consideration of absence will be marked, though a **10% deduction penalty** per day will apply for each day that the task is late. If, after 5 days (from the original due date), the task has still not been submitted, a mark of **zero** will be awarded, and
- A NES A **N determination warning letter** will be sent to the student's home address (See appendix D).

If the illness/misadventure application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day, or, in exceptional circumstances, an estimate will be used based on assessment evidence.



**Process for seeking extension, consideration of absence or**



If the illness/misadventure, consideration of absence or extension application is approved, the student will complete the set task or an alternate task as soon as can be arranged, preferably on the next school day, or, an estimate will be used based on assessment evidence, or the school will use a mark based on a substitute task. Any substitute task should:

- Be based on the same components or outcomes as the original task,
- Test or measure the same knowledge or skills as the original task,
- As far as possible, be of comparable standard to the original task,
- Be assessed in the same manner as the original task.

Practical tasks cannot usually be made up due to the nature of the tasks except in exceptional circumstances.

Invalid reasons for illness/ misadventure will result in a mark of zero '0' for that task.

## **(ii) Extension of Time Requested by Students**

Notice of **foreseeable absences** must be brought to the attention of the class teacher and subject Head Teacher so that negotiations can be made to set alternate dates/tasks.

Students are permitted to submit tasks prior to the due date in these situations where this has been negotiated with the class teacher and Head Teacher. It is the student's responsibility to plan around foreseeable absences.

Students who cannot submit a task on or by the due date, for reasons beyond their control, can make a written application at least **one week** prior to the original due date on the Extension of Time (Appendix C) or Consideration of Absence form (Appendix A)

## **(iii) Computer Failures**

Technical failures related to computing equipment **will not** constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable and up to date back up copies, allowing sufficient time to deal with potential technical failures and the retention of printed back-up copies. Where a computer/printer malfunction occurs the backup copy can be submitted. Preparation notes may be submitted to demonstrate student achievements, in the event of computer failure/malfunction.

## **(iv) Submission of non-written tasks**

Students must ensure that any disks, films or tapes are operable on standard school equipment. This must be checked **before** submission.

## **(v) Plagiarism and Internet Cheating**

Where there is clear evidence of plagiarism in assessment tasks, students will receive a zero (0) for that task. Where direct quotes are used, these must be acknowledged by the appropriate use of quotation marks.

Students who simply copy material from the Internet and present material as their own will receive zero (0) for that task.

If a student fails to complete assessment tasks which contribute more than (in excess of) 50% of the available mark in any Board determined course, he/she will not have satisfactorily studied the course. In such circumstances an 'N' determination may be submitted for the course.

## Teacher Responsibilities

### Teachers must:

- Follow the Assessment Schedule for their subject
- Provide a sheet of receipt for the student to sign both when the task is distributed and when it is submitted.
- Give students **at least TWO WEEKS** written notice for each assessment task
- Ensure that absent students receive the information the next time the student attends the class.
- Negotiate the necessary changes with the class when an assessment task must be rescheduled due to unforeseen circumstances. The class will be informed in writing of any change. A minimum of two weeks' notice will be given in writing if the date of a task is to be varied.
- Ensure that the task is published on the school website for students and parents to access.

### Every assessment task distributed to students will include the following information:

- Specific Question/s to answer
- Marking Criteria
- Outcomes being assessed
- Weighting of the task
- Date Due
- Date Distributed

## Assessment, School Reviews and Appeals to the Board

There is no provision for a review of marks awarded for assessment tasks. Reviews are limited to the assessment process.

In the event of an appeal or review, the only matters which the NESAs will consider are whether or not:

- a) The school's assessment program conforms to the NESAs requirements.

AND/OR

- b) The procedures used by the school for determining the final assessment mark conform to its stated assessment program.

AND/OR

- c) There are computational or other clerical errors in the determination of the assessment mark.

## SCHOOL TERM DATES - 2021

<b>Term 1, 2021</b>	29 January 2021 – 1 April 2021 (10 weeks)
<b>Term 2 - 2021</b>	20 April 2021 – 25 June 2021 (10 weeks)
<b>Term 3 - 2021</b>	13 July 2021 – 17 September 2021 (10 weeks)
<b>Term 4 - 2021</b>	5 October 2021 - 16 December 2021 (11 Weeks)

## ASSESSMENT CALENDAR

<b>Year 9 ASSESSMENT CALENDAR TERM 1, 2021</b>			
<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			29 January
2			5 February
3			12 February
4			19 February
5			26 February
6			5 March
7	Industrial Technology - Timber	Joinery Project/Practical Examination	12 March
8	Food Technology Geography History Japanese (LOTE)  PASS Science	Native Foods Task Sustainable Biomes Task Industrial Revolution Task Busy Life (writing and Speaking) Event Management Body Systems Task	19 March
9	Child Studies Commerce Marine Studies Mathematics 5.1 Mathematics 5.2 Music	In-Class Task Assignment Safety and DMC Task In-Class Test In-Class Test Performance: Australian Music	26 March
10	Aboriginal Studies Agriculture Dance Elective History Engineering (STEM) English Industrial Technology - Construction Industrial Technology - Metal International Studies	Research Task Research Task Appreciation Research Task Project 1 Creative Writing and Reflection Practical Project and Folio  Practical Project and Folio Report and Reflection	2 April

<b>Year 9 ASSESSMENT CALENDAR TERM 2, 2021</b>			
<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			23 April
2			30 April
3	Photography	Photo Series and Digital Portfolio	7 May
4	Dance Marine Studies Music	Practical Assessment (Wks 4-6) Water Examination Aural Assessment	14 May
5	Commerce Food Technology Geography History International Studies PASS PDHPE Visual Arts	Assignment Research Task Changing Places Task WW1 Essay Research Methodology Practical Assessment (Wks 5-6) Practical Assessment (Wks 5-6) Artemaking	21 May
6	Agriculture Industrial Technology - Metal Industrial Technology - Timber Mathematics 5.1 Mathematics 5.2 PDHPE Science	Half Yearly Examination Research Task Practical Project and Folio In-Class Test In-Class Test In-Class Test In-Class Test	28 May
7	Child Studies	Take Home Research	4 June
8	Elective History Japanese (LOTE)	Research Task Topic Test (Reading, Speaking and Listening)	11 June
9	PASS	Coaching Assessment	18 June
10	Aboriginal Studies Engineering (STEM) English	Research Task Project 2 Multimodal Task	25 June

## Year 9 ASSESSMENT CALENDAR TERM 3, 2021

WEEK	SUBJECT	ASSESSMENT	DATE
1			16 July
2			23 July
3	Photography	Photo making and Digital Portfolio	30 July
4			6 August
5			13 August
6	International Studies Visual Arts	Mini PIP Oral Examination Critical and Historical Study	20 August
7	Industrial Technology - Construction Marine Studies Music	Community Project Navigation Task Composition	27 August
8	Aboriginal Studies Elective History Food Technology Geography History Industrial Technology - Timber Japanese (LOTE)  PASS	Research Task Research Task Practical and Folio Sustainable Biomes Task Industrial Revolution Task Timber Anatomy Task Topic Test (Speaking and Listening) Olympic Games	3 September
9	Agriculture Child Studies Commerce Mathematics 5.1  Mathematics 5.2	Research Task Take Home Assessment Assignment Assignment/Investigation Task Task Assignment/Investigation Task	10 September
10	Dance Engineering (STEM) English Industrial Technology - Construction Industrial Technology - Metal  PDHPE Science	Composition Project 3 Essay Research Task Tool Box Runner Tray and Folio In-Class Task Natural Events Task	17 September

<b>Year 9 ASSESSMENT CALENDAR TERM 4, 2021</b>			
<b>WEEK</b>	<b>SUBJECT</b>	<b>ASSESSMENT</b>	<b>DATE</b>
1			8 October
2	International Studies Music	Mini PIP In Class and Take Home Performance	15 October
3			22 October
4	Dance Dance Food Technology History Elective Photography  Visual Arts	Practical Assessment (Wks 4-6) Appreciation Menu Planning Task Yearly Examination Written Reflection: Published Works Artmaking	29 October
5	Aboriginal Studies Agriculture Child Studies Commerce Engineering (STEM) English Geography History Industrial Technology - Construction Industrial Technology - Metal Japanese (LOTE) Mathematics 5.1 Mathematics 5.2 Music PASS PASS PDHPE PDHPE Science Visual Arts	Yearly Examination Yearly Examination Yearly Examination Assignment Project 4 Speech Changing Places Task WWI Essay Yearly Examination  Yearly Examination Yearly Examination In-Class Test In-Class Test Yearly Examination Yearly Examination Practical Assessment (Wks 5-6) Yearly Examination Practical Assessment (Wks 5-6) Yearly Examination Yearly Examination	5 November
6	Industrial Technology - Timber	Joinery Project/Practical Examination	12 November
7	Marine Studies	Open Water Task	19 November
8			26 November
9			3 December
10			10 December
11			17 December



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## ASSESSMENT OVERVIEW

### Aboriginal Studies Assessment Schedule

<b>Course Description</b>					
Stage 5 Aboriginal Studies provides students with the opportunity to gain knowledge and understanding of Aboriginal Peoples of Australia, their cultures and lifestyles. It is designed to be inclusive of all students in NSW schools and is of value to both Aboriginal and non-Aboriginal students. This will enable students to be active and informed advocates for a just and inclusive society.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Research Task</b>	<b>Research Task</b>	<b>Written Report</b>	<b>Final Examination</b>	
	Core 1 Aboriginal Identities	Aboriginal Performing Arts	Aboriginal Literature		
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8	Term 4, Week 5	
	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	<b>Outcomes assessed</b> 5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>Outcomes</b>	
A student:	
5.1	describes the factors that contribute to an Aboriginal person's identity
5.2	explains ways in which Aboriginal Peoples maintain their identity
5.3	describes the dynamic nature of Aboriginal cultures
5.4	explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
5.5	explains the importance of families and communities to Aboriginal Peoples
5.6	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally
5.7	assesses the significance of contributions of Aboriginal Peoples to Australian society
5.8	analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
5.9	analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
5.10	independently identifies and applies appropriate community consultation protocols and ethical research practices to gather and interpret data
5.11	independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings.

## Aboriginal Studies Scope and Sequence

The following scope and sequence covers the following content:

- Core 1: Aboriginal Identities – 30 hours
  - Aboriginal Peoples and Sport – 20 hours
  - Aboriginal Film and Television – 20 hours
  - Aboriginal Visual and Performing Arts – 20 hours
  - Introduction to Core 2: Aboriginal Autonomy – 10 hours
- The Historical concepts and skills content are integrated throughout the course.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Core 1: Aboriginal Identities									
	Assessment Task 1: Research Task, 25%. Due: Week 10									
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Core 1: Aboriginal Identities		Aboriginal Performing Arts							
			Assessment Task 2: Research Task, 25%. Due Week 10							
			5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11							

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Aboriginal Literature								Aboriginal Technologies	
	Assessment Task 3: Written Report, 25%. Due: Week 8									
	5.4, 5.6, 5.7, 5.8, 5.10, 5.11								5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
<b>Term 4</b>							Introduction to Core 2: Aboriginal Autonomy			
	Assessment Task 4: Final Examination, 25%. Week 5									
	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11						5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11			

## Agriculture Assessment Schedule

The aim of the *Agricultural Technology* is to develop students' knowledge and understanding of agricultural enterprises and the practices and skills required to produce plant and animal products. Students develop skills in the effective management of sustainable production and marketing practices that are environmentally and socially responsible.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Plant Production <b>Research</b>	Semester 1 <b>Exam</b>	Animal Production <b>Research</b>	<b>End of Course Exam</b>	
	Term 1, Week 10	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
	<b>Outcomes assessed</b> 5.1; 5.4; 5.5; 5.6; 5.12; 5.13.	<b>Outcomes assessed</b> 5.2; 5.3; 5.6; 5.8.	<b>Outcomes assessed</b> 5.1; 5.4; 5.5; 5.7; 5.9; 5.10; 5.11; 5.12; 5.14.	<b>Outcomes assessed</b> 5.1; 5.2; 5.3; 5.6; 5.7; 5.8; 5.9.	
Knowledge & Understanding	5	20	5	20	<b>50</b>
Skills	15	10	15	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

**AG5-1** -- explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets.

**AG5-2** -- explains the interactions within and between agricultural enterprises and systems.

**AG5-3** -- explains the interactions within and between the agricultural sector and Australia's economy, culture and society.

**AG5-4** -- investigates and implements responsible production systems for plant and animal enterprises.

**AG5-5** -- investigates and applies responsible marketing principles and processes.

**AG5-6** -- explains and evaluates the impact of management decisions on plant production enterprises.

**AG5-7** -- explains and evaluates the impact of management decisions on animal production enterprises.

**AG5-8** -- evaluates the impact of past and current agricultural practices on agricultural sustainability.

**AG5-9** -- evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics.

**AG5-10** -- implements and justifies the application of animal welfare guidelines to agricultural practices.

**AG5-11** -- designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts.

**AG5-12** -- collects and analyses agricultural data and communicates results using a range of technologies.

**AG5-13** -- applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery.

**AG5-14** -- demonstrates plant and/or animal management practices safely and in collaboration with others.

## Agricultural Scope and Sequence

The following scope and sequence will cover the topics.

Introduction to Agriculture; Agricultural Systems and Management; Plant Production; Animal Production.

Week:	1	2	3	4	5	6	7	8	9	10
Term 1	Introduction to Agriculture AG5-1; AG5-2; AG5-3; AG 5-4; AG5-13; AG5-14;						Plant Production 1 AG5-5; AG5-6; AG5-8; AG5-9; AG5-11; AG5-12; AG5-13; AG5-14;			
	AGLS-1; AGLS-2; AGLS-3; AGLS-4; AGLS-5; AGLS-11; AGLS-12; AGLS-13; AGLS-14									
	Assessment Task:									<b>Research 20% - Week 10</b>

Week:	1	2	3	4	5	6	7	8	9	10
Term 2	Plant Production 1 AG5-5; AG5-6; AG5-8; AG5-9; AG5-11; AG5-12; AG5-13; AG5-14					Animal Production 1 AG5-5; AG5-7; AG5-8; AG5-9; AG5-10; AG5-12; AG5-13; AG5-14				
	AGLS-5; AGLS-6; AGLS-7; AGLS-8; AGLS-9; AGLS-10; AGLS-11; AGLS-12; AGLS-13; AGLS-14									
	Assessment Task:					<b>Week 6 - 30% Exam</b>				

Week:	1	2	3	4	5	6	7	8	9	10
Term 3	Animal Production 1 AG5-5; AG5-7; AG5-8; AG5-9; AG5-10; AG5-12; AG5-13; AG5-14					Agricultural Systems and Management AG5-1; AG5-2; AG5-3; AG 5-4; AG5-5; AG5-11; AG5-13; AG5-14;				
	AGLS-5; AGLS-6; AGLS-7; AGLS-8; AGLS-9; AGLS-10; AGLS-11; AGLS-12; AGLS-13; AGLS-14									
	Assessment Task:					<b>Research 20% - Week 9</b>				

Week:	1	2	3	4	5	6	7	8	9	10	11
Term 4	Plant Production 2 AG5-5; AG5-8; AG5-9; AG5-12; AG5-13; AG5-14				Animal Production 2 AG5-7; AG5-8; AG5-9; AG5-10; AG5-12; AG5-13; AG5-14						
	AGLS-5; AGLS-6; AGLS-7; AGLS-8; AGLS-9; AGLS-10; AGLS-11; AGLS-12; AGLS-13; AGLS-14										
	Assessment Task:				<b>Week 5 - 30% Exam</b>						

## Child Studies Assessment Schedule

### Course Overview:

The aim of the Child Studies Content Endorsed Course Years 7–10 Syllabus is to develop in students the knowledge, understanding and skills to positively influence the wellbeing and development of children in the critical early years (0–8 years) in a range of settings and contexts.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Class Test	Research Task	Take Home Task	Yearly Examination	
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9	Term 4, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12	CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-12	
<b>Knowledge, understanding and skills</b>	15	10	15	10	<b>50</b>
<b>Values and attitudes</b>	10	15	10	15	<b>50</b>
<b>Total %</b>	25	25	25	25	<b>100</b>

### Assessment Syllabus Outcomes

**CS5-1** identifies the characteristics of a child at each stage of growth and development

**CS5-2** describes the factors that affect the health and wellbeing of the child

**CS5-3** analyses the evolution of childhood experiences and parenting roles over time

**CS5-4** plans and implements engaging activities when educating and caring for young children within a safe environment

**CS5-5** evaluates strategies that promote the growth and development of children

**CS5-6** describes a range of parenting practices for optimal growth and development

**CS5-7** discusses the importance of positive relationships for the growth and development of children

**CS5-8** evaluates the role of community resources that promote and support the wellbeing of children and families

**CS5-9** analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing

**CS5-10** demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts

**CS5-11** analyses and compares information from a variety of sources to develop an understanding of child growth and development

**CS5-12** applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Child Studies Scope and Sequence

The following scope and sequence includes:

**Module 1: Preparing for Parenthood:** Planning to have a family, Physical, social and emotional changes during pregnancy, Parenting styles.

**Module 5: Growth and Development:** Child growth and development, Influences on child growth and development.

**Module 8: Food and Nutrition in Childhood:** Nutrition needs through the early years, Issues in food and nutrition, Food for special occasions.

**Module 3: Family Interactions:** Family roles and responsibilities, Relationships in families.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 1	Introduction	Module 1: Preparing for Parenthood								
	Assessment Task 1: Class test, 25%, Week 9									
		CS5-5, CS5-7, CS5-8, CS5-9, CS5-11, CS5-12								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 2	Module 5: Growth and Development									
	Assessment Task 2: Research Task 25% Week 7									
	CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3	Module 8: Food and Nutrition in Childhood									
	Assessment Task 3: Take Home 25% Week 9									
	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T e r m 4	Module 3: Family Interactions										
	Assessment Task 4: Yearly Examination 25% Week 5										
	CS5-2, CS5-5, CS5-6, CS5-7, CS5-8, CS5-9, CS5-12										

## Commerce Assessment Schedule

### Course Overview:

Commerce provides the knowledge, understanding, skills and values that form the foundation on which young people make sound decisions about consumer, financial, economic, business, legal, political and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal consumer and financial management. Through the study of Commerce students develop consumer and financial literacy which enables them to participate in the financial system in an informed way.

	1 <sup>st</sup> Task	2 <sup>nd</sup> Task	3 <sup>rd</sup> Task	4 <sup>th</sup> Task	Weighting %
	Law, Society and Political Involvement Assignment	Purchasing a Car Assignment	Travel Assignment	Employment and Work Futures Assignment	
	1 <sup>st</sup> Term, Week 9	2 <sup>nd</sup> Term, Week 5	3 <sup>rd</sup> Term, Week 9	4 <sup>th</sup> Term, Week 5	
	<b>Outcomes assessed COM5- 1,2,3,4,5,6,7,8,9</b>	<b>Outcomes assessed COM5- 1,2,3,4,5,6,7,8,9</b>	<b>Outcomes assessed COM5- 1,2,3,4,5,6,7,8,9</b>	<b>Outcomes assessed COM5- 1,2,3,4,5,6,7,8,9</b>	
<b>Total %</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

### Commerce Syllabus Outcomes:

- applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts COM5-1
- analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts COM5-2
- examines the role of law in society COM5-3
- analyses key factors affecting decisions COM5-4
- evaluates options for solving problems and issues COM5-5
- develops and implements plans designed to achieve goals COM5-6
- researches and assesses information using a variety of sources COM5-7
- explains information using a variety of forms COM5-8
- works independently and collaboratively to meet individual and collective goals within specified timeframes COM5-9



## Commerce Scope and Sequence

Both core topics must be studied. Between two and four option topics must be studied.

- Employment and Work Futures – Core Topic – 20-25 indicative hours
- Law, Society and Political Involvement – Core Topic – 20-25 indicative hours
- Purchasing a Car (School Developed Option) – Option Topic – 15-25 indicative hours
- Travel – Option Topic – 15-25 indicative hours
- Towards Independence – Option Topic – 15-25 indicative hours
- Investing – Option Topic – 15-25 indicative hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Law, Society and Political Involvement									
	Assessment Task 1: Assignment, 25%, Due Week 9									
	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 2	Purchasing a Car							Travel			
	Assessment Task 2: Assignment, 25%, Due Week 5							Assessment Task 3: Assignment, 25%, Due Week 9 Term 3			
	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9							COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Travel				Employment and Work Futures					
	Assessment Task 3: Assignment, 25%, Due Week 9				Assessment Task 4: Assignment, 25%, Due Week 5 Term 4					
	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9				COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
Term 4	Employment and Work Futures				Towards Independence or Investing					
	Assessment Task 4: Assignment, 25%, Due Week 5									
	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9				COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9					

## Dance Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
Performing 40%	Appreciation Take Home <b><i>Dance Through the Ages</i></b>	Ongoing Practical Assessment	Composition Assessment	Appreciation Assessment <b><i>Musical Theatre</i></b>	
Composition 30%	Term 1 Week 10	Term 2, Week 4-6 Term 4, Week 4-6	Term 3, Week 10	Term 4, Week 4	
Appreciation 30%	<b>Outcomes assessed</b> 5.3.1, 5.3.2, 5.3.3	<b>Outcomes assessed</b> 5.1.1, 5.1.2, 5.1.3	<b>Outcomes assessed</b> 5.2.1, 5.2.2, 5.4.1	<b>Outcomes assessed</b> 5.3.1, 5.3.2, 5.3.3	
Performing 40%		40			
Composition 30%			30		<b>30</b>
Appreciation 30%	15			15	<b>30</b>
<b>Total %</b>	<b>15</b>	<b>40</b>	<b>30</b>	<b>15</b>	<b>100</b>

### Assessment Syllabus Outcomes

- 5.1.1 demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances
- 5.1.2 demonstrates enhanced dance technique by manipulating aspects of the elements of dance
- 5.1.3 demonstrates an understanding and application of aspects of performance quality and interpretation through performance
- 5.2.1 explores the elements of dance as the basis of the communication of ideas
- 5.2.2 composes and structures dance movement that communicates an idea
- 5.3.1 describes and analyses dance as the communication of ideas within a context
- 5.3.2 identifies and analyses the link between their performances and compositions and dance works of art
- 5.3.3 applies understandings and experiences drawn from their own work and dance works of art
- 5.4.1 values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning

## Dance Scope and Sequence

The following scope and sequence covers the following content:

The Dance Syllabus is for students to experience, understand, value and enjoy dance as an artform through the interrelated study of the performance, composition and appreciation of dance.

Students will develop knowledge, understanding and skills about dance as an artform through:

\* Dance performance as a means of developing dance technique and performance quality to communicate ideas

\* Dance composition as a means of creating and structuring movement to express and communicate ideas

\* Dance appreciation as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Appreciation	Dance Through The Ages									
Performance	Dance Technique and Safe Dance Practice									
	Assessment Task 1: Appreciation								Due Week 10	
	5.3.1, 5.3.2, 5.3.3 – 5.1.1, 5.1.2, 5.1.3									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Theory	Composition									
Performance	Dance Technique and Safe Dance Practice									
	Assessment Task 2: Practical Assessment					Due: Weeks 4-6				
	5.2.1, 5.2.2, 5.4.1									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Theory	Composition									
Performance	Dance Technique and Safe Dance Practice									
	Assessment Task 3: Composition								Due: Week 9/10	
	5.2.1, 5.2.2, 5.4.1									

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Theory	Musical Theatre										
Performance	Dance Technique and Safe Dance Practice										
	Assessment Task 4: Musical Theatre Appreciation					Due: Week 4					
	Assessment Task 5: Practical Assessment					Due: Week 4-6					
	5.3.1, 5.3.2, 5.3.3 – 5.1.1, 5.1.2, 5.1.3										

## Elective History Assessment Schedule

### Course Description

The study of History Elective enables students to investigate the actions, motives and lifestyles of people over time, from individuals and family members, to local communities, expanding to national and world history contexts. It introduces the idea that the past contains many stories and that there is never only one uncontested version. There are many differing perspectives within a nation's history, and historians may interpret events differently depending on their point of view and the sources they have used. The study of History develops an appreciation for and an understanding of civics and citizenship. It also provides broader insights into the historical experiences of different cultural groups within our society – for example, Aboriginal and Torres Strait Islander Peoples, migrants and women. History encourages students to develop an understanding of significant historical concepts such as continuity and change, cause and effect, significance and contestability.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Research Task</b> Ancient Rome	<b>Research Task: Presentation</b>	<b>Research Task: Essay</b>	<b>Final Examination</b>	
	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8	Term 4, Week 4	
	<b>Outcomes assessed</b> HTE5-1 HTE-2 HTE-6 HTE-8 HTE-10	<b>Outcomes assessed</b> HTE5-1 HTE5-3 HTE-6 HTE-8 HTE-9 HTE-10	<b>Outcomes assessed</b> HTE5-1 HTE-3 HTE-4 HTE-8 HTE5-9 HTE-10	<b>Outcomes assessed</b> HTE5-4 HTE5-7 HTE5-5 HTE5-9	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### St Stage 5 Outcomes:

HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry.

HTE5-2 examines the ways in which historical meanings can be constructed through a range of media.

HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation.

HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities.

HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage.

HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process.

HTE5-7 explains different contexts, perspectives and interpretations of the past.

HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry.

HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past.

HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different

## Elective History Scope and Sequence

The following scope and sequence covers the following content:

- History, Heritage and Archaeology: Troy (12.5 hours); The Seven Wonders (12.5 hours)
- Ancient, Medieval and Modern Societies: Rome (25 hours); Greece (25 hours); The Vikings (12.5 hours)
- Thematic Study: War and Peace – The War on Terror (12.5 hours)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Ancient Societies: Rome									
	Assessment Task 1. Due Week 10: 25%									
	HTE5-1 HTE5-2 HTE5-3 HTE5-6 HTE5-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	History, Heritage and Archaeology: Archaeological Sites: Troy					Medieval Societies: The Vikings				
	Assessment Task 2: Research Task: Presentation. Due Week 8. Weight: 25%									
	HTE5-1 HTE5-6 HTE5-8 HTE5-9 HTE5-10					HTE5-1 HTE5-2 HTE5-4 HTE5-7				
<b>Term 3</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Ancient Societies: Ancient Greece									
	Assessment Task 3: Essay. Due Week 8. Weight: 25%									
HTE5-1 HTE5-3 HTE5-4 HTE5-8 HTE5-9 HTE5-10										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
<b>Term 4</b>	Thematic Study: War and Peace - The War on Terror					History, Heritage and Archaeology: The Seven Wonders of the Ancient World				
	Assessment Task 4: In-class exam. Week 4. Weighting 25%					No assessment				
	HTE5-1 HTE5-6 HTE5-8 HTE5-9 HTE5-10					HTE5-1 HTE5-2 HTE5-6 HTE5-8				

## Engineering (STEM) Assessment Schedule

<b>Course Overview:</b> Students will cover content in the following topics; STEM fundamentals, CAD and CAM, renewable energy and aeronautics.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Project 1</b>	<b>Project 2</b>	<b>Project 3</b>	<b>Project 4</b>	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 5	
	<b>Outcomes assessed</b> 5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1, 5.8.1	<b>Outcomes assessed</b> 5.1.1, 5.1.2 5.2.1, 5.3.1, 5.4.1, 5.6.1, 5.6.2, 5.8.1	<b>Outcomes assessed</b> 5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.5.2 5.6.1, 5.7.1, 5.8.1	<b>Outcomes assessed</b> 5.1.1, 5.1.2, 5.2.1, 5.4.1, 5.4.2, 5.6.1, 5.8.1	
<b>Skills</b>	10	10	10	10	<b>40</b>
<b>Problem Solving</b>	10	10	10	10	<b>40</b>
<b>Knowledge and Understanding</b>	5	5	5	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcome

**5.1.1** develops ideas and explores solutions to STEM based problems

**5.1.2** demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities

**5.2.1** describe how scientific and mechanical concepts relate to technological and engineering practice

**5.2.2** applies cognitive processes to address real world STEM based problems in a variety of contexts

**5.3.1** applies a knowledge and understanding of STEM principles and processes

**5.3.2** identifies and uses a range of technologies in the development of solutions to STEM based problems

**5.4.1** plans and manages projects using an iterative and collaborative design process

**5.4.2** develops skills in using mathematical, scientific and graphical methods whilst working as a team

**5.5.1** applies a range of communication techniques in the presentation of research and design solutions

**5.5.2** critically evaluates innovative, enterprising and creative solutions

**5.6.1** selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts

**5.6.2** will work individually or in teams to solve problems in STEM contexts

**5.7.1** demonstrates an appreciation of the value of STEM in the world in which they live

**5.8.1** understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

## Engineering (STEM) Scope and Sequence

The following scope and sequence covers the following content:

- STEM Fundamentals
- CAD/CAM
- Renewable energy and off the grid houses
- Aeronautics

T e r m 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	CAD/CAM									
	Assessment Task 1: Project 1, 25%, Week 10									
	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1, 5.8.1									

T e r m 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	STEM Fundamentals									
	Assessment Task 2: Project 2, 25%, Week 10									
	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.4.1, 5.6.1, 5.6.2, 5.8.1									

T e r m 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Major Project Renewable Energy									
	Assessment Task 3: Project 3, 25%, Week 10									
	5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.5.1, 5.5.2, 5.6.1, 5.7.1, 5.8.1									

T e r m 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Aeronautics										
	Assessment Task 4: Project 4, 25%, Week 5										
	5.1.1, 5.1.2, 5.2.1, 5.4.1, 5.4.2, 5.6.1, 5.8.1										

## English Assessment Schedule

<b>Course Overview:</b>					
<ul style="list-style-type: none"> <li>• <b>Imagined Worlds</b></li> <li>• <b>Culturally Connected</b></li> <li>• <b>Textual Revolution</b></li> <li>• <b>Telling the Truth</b></li> </ul>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Composition</b>  Creative Writing and Reflection Statement	<b>Multimodal Task</b>  Website – Humans of Cowra	<b>Essay</b>  Extended Response	<b>Speech</b>  Multimodal presentation	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 5	
	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	<b>Outcomes assessed</b>	
	EN5-1A, EN5-3B, EN5-4B, EN5-5C & EN5-9E	EN5-2A, EN5-3B, EN5-4B, EN5-6C, EN5-7D & EN5-8D	EN5-1A, EN5-3B, EN5-6C & EN5-8D	EN5-1A, EN5-2, EN5-3B, EN5-4B, EN5-5C, EN5-7D & EN5-9E	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes;

<b>EN5-1A</b>	responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EN5-2A</b>	effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
<b>EN5-3B</b>	selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
<b>EN5-4B</b>	effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
<b>EN5-5C</b>	thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
<b>EN5-6C</b>	investigates the relationships between and among texts
<b>EN5-7D</b>	understands and evaluates the diverse ways texts can represent personal and public worlds
<b>EN5-8D</b>	questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
<b>EN5-9E</b>	purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness



## English Scope and Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 1</b>	Imagined Worlds										
	Assessment Task 1: Creative Task and Reflection Due: Week 10										
	EN5-1A, EN5-3B, EN5-4B, EN5-5C & EN5-9E										
<b>T e r m 2</b>	Culturally Connected										
	Assessment Task 2: Multimodal Website Task Due: Week 10										
	EN5-2A, EN5-3B, EN5-4B, EN5-6C, EN5-7D & EN5-8D										
<b>T e r m 3</b>	Textual Revolution										
	Assessment Task 3: Essay Due: Week 10										
	EN5-1A, EN5-3B, EN5-6C & EN5-8D										
<b>T e r m 4</b>	Truth in Texts										
	Assessment Task 4: Speech Due: Week 5										
	EN5-1A, EN5-2, EN5-3B, EN5-4B, EN5-5C, EN5-7D & EN5-9E										

## Food Technology Assessment Schedule

**Course Overview:** Through the study of Food Technology, students are aware of the development of technology and its impact on the individual, society, the environment and the food industry. Students have understanding, knowledge and skills of a range of processes, resources and technologies, including computer software, appropriate to the planning, preparation, manufacture, experimentation and plating of food. Students have a body of knowledge, skills, values and attitudes and apply these in a practical manner. Students express ideas and opinions, experiment and test ideas and demonstrate responsibility in decision-making in a safe learning environment. Students reflect on and evaluate decisions made in relation to solutions for specific purposes with regard to food at a personal level, and also consider the social implications of these in a variety of settings.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Native Food Design Task	Research Task	Design project, portfolio and practical	Menu Planning Task	
	Term 1, Week 8	Term 2, Week 5	Term 3, Week 8	Term 4, Week 4	
	<b>Outcomes assessed</b> FT5-1, FT5-2, FT5-5, FT5-10,	<b>Outcomes assessed</b> FT5-6, FT5-7, FT5-12, FT5-13	<b>Outcomes assessed</b> FT5-3, FT5-4, FT5-8, FT5-9,	<b>Outcomes assessed</b> FT5-11, FT5-12, FT5-13	
Understanding, knowledge and skills	25	25	25	25	<b>100</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Syllabus Outcomes

- › demonstrates hygienic handling of food to ensure a safe and appealing product FT5-1
- › identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-2
- › describes the physical and chemical properties of a variety of foods FT5-3
- › applies appropriate methods of food processing, preparation and storage FT5-5
- › describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities FT5-6
- › justifies food choices by analysing the factors that influence eating habits FT5-7
- › collects, evaluates and applies information from a variety of sources FT5-8
- › communicates ideas and information using a range of media and appropriate terminology FT5-9
- › selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-10
- › plans, prepares, presents and evaluates food solutions for specific purposes FT5-11
- › examines the relationship between food, technology and society FT5-12
- › evaluates the impact of activities related to food on the individual, society and the environment FT5-13

## Food Technology Scope and Sequence

The following scope and sequence covers the following content:

- Food in Australia, Food Selection and Health, Food Product Development, Food Service and Catering

T e r m  1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Food In Australia: History of food in Australia, including bush tucker. Variety of cultures. Develop knowledge of cultural protocols associated with food and its preparation.									
	Assessment Task 1 Native Food Design Practical Task								Due: Week 8	
	Outcomes: FT5-1, FT5-2, FT5-5, FT5-10,									

T e r m  2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Food Selection and Health: Explore the nutritional needs of individuals and groups, and explain the effects of poor nutrition. Select, plan and prepare safe and nutritious foods to reflect national food guides.									
	Assessment Task 2: Nutritional Menu Design and Research Task					Due: Week 5				
	Outcomes: FT5-6, FT5-7, FT5-12, FT5-13									

T e r m  3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Food Product Development: Reasons for developing food products and the impact of past and present food product innovations on society									
	Assessment Task 3: Design Project, Portfolio and Practical Task								Due: Week 8	
	Outcomes: FT5-3, FT5-4, FT5-8, FT5-9,									

T e r m  4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	Food Service and Catering: Food service industry.									
	Assessment Task 4: Menu Planning Task				Due: Week 4					
	Outcomes: FT5-11, FT5-12, FT5-13									

## History and Geography Assessment Schedule

### Course Overview:

#### History:

The Year 9 course provides a study of the history of the making of the modern world from 1750 to 1945. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I (1914–1918) and World War II (1939–1945).

#### Geography

Students in Year 9 Geography examine the physical characteristics and productivity of biomes. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Then, students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries.

	1 <sup>st</sup> Task	2 <sup>nd</sup> Task	1 <sup>st</sup> Task	2 <sup>nd</sup> Task	Weighting %
	Industrial Revolution Task	WWI Essay	Sustainable Biomes Task	Changing Places Task	
	1 <sup>st</sup> Term, Week 8 3 <sup>rd</sup> Term Week 8	2 <sup>nd</sup> Term, Week 5 4 <sup>th</sup> Term Week 5	1 <sup>st</sup> Term, Week 8 3 <sup>rd</sup> Term Week 8	2 <sup>nd</sup> Term, Week 5 4 <sup>th</sup> Term Week 5	
	<b>Outcomes assessed</b> 5.3, 5.4, 5.5, 5.9, 5.10	<b>Outcomes assessed</b> 5.1, 5.7, 5.8, 5.9, 5.10	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.5, 5.7, 5.8	<b>Outcomes assessed</b> 5.2, 5.3, 5.5, 5.7, 5.8	
<b>Total %</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	<b>200% (100% History 100% Geography)</b>

### History Syllabus Outcomes:

- HT5-1** explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
- HT5-4** explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5** identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7** explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
- HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
- HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

### Geography Syllabus Outcomes:

- GE5-1** explains the diverse features and characteristics of a range of places and environments
- GE5-2** explains processes and influences that form and transform places and environments
- GE5-3** analyses the effect of interactions and connections between people, places and environments
- GE5-4** accounts for perspectives of people and organisations on a range of geographical issues
- GE5-5** assesses management strategies for places and environments for their sustainability
- GE5-6** analyses differences in human wellbeing and ways to improve human wellbeing
- GE5-7** acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
- GE5-8** communicates geographical information to a range of audiences using a variety of strategies

## History and Geography Scope and Sequence

The following scope and sequence covers the following History content:

- Overview – 5 hours
- Industrial Revolution – 15 hours
- Australians at War – 30 hours

The following scope and sequence covers the following Geography content:

- Sustainable Biomes – 25 hours
- Environmental Change and Management – 25 hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
1 <sup>st</sup> Term	Overview		The Industrial Revolution						Australians at War		
			Assessment Task 1: Research Task 50% Due Week 8								
			HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10						HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
2 <sup>nd</sup> Term	Australians at War									
	Assessment Task 2: Essay, 50%, Due Week 4									
	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
1 <sup>st</sup> Term	Sustainable Biomes									
	Assessment Task 1: 50% Due Week 8									
	GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
2 <sup>nd</sup> Term	Changing Places									
	Assessment Task 1: 50% Due Week 8									
	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8									

## Industrial Technology Construction Assessment Schedule

### Course Overview:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies. The knowledge, understanding, skills and attitudes developed through the study of Industrial Technology provides opportunities for students to make positive contributions to Australian industry and society, to express valued opinions and to make considered judgements as contributing members of society

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Practical Project and Folio	Class Community Practical Project	Research Task Industry Study	Yearly Examination	
	Term 1, Week 10	Term 3, Week 7	Term 3, Week 10	Term 4, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	IND5-1, IND5-3, IND5-5, IND5-6, IND5-8	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8,	IND5-9, IND5-10	IND5-1, IND5-3, IND5-7, IND5-9, IND5-10	
WHS and risk management Tools, equipment and techniques	10	10	5	10	<b>35</b>
Workplace communication skills Links to industry Societal and environmental impact	10	10	15	10	<b>45</b>
Design, Materials	5	10	0	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>30</b>	<b>20</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## Industrial Technology Construction Scope and Sequence

The following scope and sequence covers the following content:

Core Metal 1 100 Hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Topic: WHS and Risk Management									
	Assessment Task 1: Practical Project and Theory component					Due: Week 10				
	IND5-1, IND5-3, IND5-5, IND5-6, IND5-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Topic: Tools, Equipment and Techniques Workplace Communication Skills, Links to Industry									
	Assessment Task 2: Group Practical Project and Theory component started									
	IND5-1, IND5-2, IND5-3, IND5-4, IND5-6, IND5-7, IND5-8,									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Topic: Tools, Equipment and Techniques -									
	Assessment Task 2: Group Practical Project and Theory component					Due: Week 7				
	Assessment Task 3: Industry Study					Due: Week 10				
IND5-9, IND5-10										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
<b>Term 4</b>	Topic: Links to Industry									
	Assessment Task 4: Yearly Examination					Due: Week 5				
	IND5-1, IND5-3, IND5-7, IND5-9, IND5-10									

## Industrial Technology Metal Assessment Schedule

**Course Overview:** The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings.

Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies. The knowledge, understanding, skills and attitudes developed through the study of Industrial Technology provides opportunities for students to make positive contributions to Australian industry and society, to express valued opinions and to make considered judgements as contributing members of society

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Tool Box Project/Folio	Research Task	Tool Box Runner Tray Project/Folio	Yearly Examination	
	Term 1, Week 10	Term 2, Week 6	Term 3, Week10	Term 4, Week 5	
	<b>Outcomes assessed</b> IND5-1,IND5-2 IND5-3, IND5-7 IND5-8	<b>Outcomes assessed</b> IND5-10, IND5-9	<b>Outcomes assessed</b> IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-10	<b>Outcomes assessed</b> IND5-1, IND5-3, IND5-7, IND5-9,	
WHS and risk management Tools, equipment and techniques	10	5	10	10	<b>35</b>
Workplace communication skills. Links to industry Societal and environmental impact	10	15	10	10	<b>45</b>
Design, Materials	5	0	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>

### Syllabus Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects  
IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices

in the learning environment  
IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction  
IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally



## Industrial Technology Metal Scope and Sequence

The following scope and sequence covers the following content: Core Metal 1 100 Hours

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Topic: Fabrication - WHS and Risk Management, Design									
	Assessment Task 1: Tool Box Project/Folio Due: Term 1 Week 10									
	IND5-1, IND5-2, IND5-3, IND5-7, IND5-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 2</b>	Topic: Fabrication & Machining - Materials, Tools, Equipment and Techniques									
	Assessment Task 2: Research Task Due: Term 2 Week 6									
	IND5-9, IND5-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	Topic: Fabrication - Workplace Communication Skills, Societal and Environmental Impact									
	Assessment Task 3: Tool Box Runner Tray Project/Folio Due: Term 3 Week 10									
	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
<b>Term 4</b>	Topic: Fabrication - Links to Industry									
	Assessment Task 4: Yearly Examination Due: Term 4 Week 5									
	IND5-1, IND5-3, IND5-7, IND5-9									

## Industrial Technology Timber Assessment Schedule

### Course Overview:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. Industrial Technology develops knowledge and understanding of materials and processes. Related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities. The study of Industrial Technology develops in students an understanding of related work environments and Work Health and Safety (WHS) matters, while developing a range of skills that equip them for future learning, potential vocational pathways and leisure and lifestyle activities involving technologies. The knowledge, understanding, skills and attitudes developed through the study of Industrial Technology provides opportunities for students to make positive contributions to Australian industry and society, to express valued opinions and to make considered judgements as contributing members of society

Component	Task 1	Task 2	Task 3	Task 4	Weighting %	
	Introduction Joinery Project/Practical Joinery Exam	Storage Box Project/Complete Folio	Timber Anatomy /Timber TechnologyTask	Lathe Project/Practical Joinery Exam		
	Term 1, Week7	Term 2, Week 6	Term 3, Week 8	Term 4, Week 6		
	<b>Outcomes assessed</b> IND5-1, IND5-2, IND5-3, IND5-7, IND5-8	<b>Outcomes assessed</b> IND5-1, IND5-2, IND5-3, IND5-5, IND5-8	<b>Outcomes assessed</b> IND5-5, IND5-6, IND5-9, IND5-10	<b>Outcomes assessed</b> IND5-1, IND5-3, IND5-4, IND5-7		
WHS and risk management Tools, equipment and techniques	10	10	10	5	<b>35</b>	
Workplace communication skills Links to industry Societal and environmental impact	10	10	10	15	<b>45</b>	
Design, Materials	5		10	5	<b>15</b>	
<b>Total %</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>25</b>	<b>100</b>	

### Assessment Syllabus Outcomes

IND5-1 identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies.

IND5-2 applies design principles in the modification, development and production of projects

IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications

IND5-5 selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

IND5-6 identifies and participates in collaborative work practices in the learning environment

IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects

IND5-8 evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications

IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.

## Industrial Technology Timber Scope and Sequence

The following scope and sequence covers the following content:

Core unit Timber 1 100 Hours

T e r m  1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Topic: WHS and Risk Management, Design										
	Assessment Task 1: Introduction Joinery Project/Term Recap Test					Due: Term 1 Week 7					
	IND5-1, IND5-2, IND5-3, IND5-7, IND5-8										

T e r m  2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Topic: Materials, Tools, equipment and techniques										
	Assessment Task 2: Storage Box Project/Folio/Term Recap Test					Due: Term 2 Week 6					
	IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-8										

T e r m  3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Topic: Workplace Communication Skills										
	Assessment Task 3: Timber Anatomy/Timber Technology Task					Due: Term 3 Week 8					
	IND5-5, IND5-6, IND5-9, IND5-10										

T e r m  4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11	
	Topic: Societal and Environmental impact, Links to Industry										
	Assessment Task 4: Lathe Project/Practical Joinery Examination					Due: Term 4 Week 6					
	IND5-1, IND5-3, IND5-4, IND5-7										

## International Studies Assessment Schedule

<b>Course Overview:</b>					
The study of International Studies provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding. The course provides students with the opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. International Studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to building a cohesive and just world.					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting %</b>
	<b>Report and Reflection</b> Culture and Family	<b>Research Methodology</b>	<b>Mini-PIP Oral Examination</b>	<b>Mini-PIP In class and take home</b> Culture and Sport	
	Term 1, Week 10	Term 2, Week 5	Term 3, Week 6	Term 4, Week 2	
	<b>Outcomes assessed</b> IS-4, IS-6, IS-7, IS-11	<b>Outcomes assessed</b> IS-7, IS-9, IS-10, IS-12	<b>Outcomes assessed</b> IS-1, IS-2, IS-3, IS-5, IS-8, IS-12	<b>Outcomes assessed</b> IS-1, IS-2, IS-3, IS-5, IS-8, IS-12	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes

1. analyses a variety of definitions of culture
2. describes characteristics of culture
3. examines cultural similarities and differences
4. examines cultural diversity
5. accounts for the dynamic nature of culture
6. identifies influences on cultures and their interconnectedness
7. recognises bias and stereotypes
8. analyses different contexts, perspectives and interpretations of cultural beliefs and practices
9. evaluates culturally significant issues, events and scenarios from a variety of perspectives
10. applies understanding of cultural differences when communicating across cultures
11. applies strategies to challenge stereotypes
12. selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## International Studies Scope and Sequence

The following scope and sequence covers the following content:

- Core: Understanding Culture and Diversity in Today's World. (50 hours)
- Options 1-12.

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<b>Term 1</b>	Culture and Family									
	Assessment Task 1: Report and Reflection 25%									
	IS-4, IS-6, IS-7, IS-11									

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<b>Term 2</b>	Culture and Gender									
	Assessment Task 2: Research Methodology 25%									
	IS-7, IS-9, IS-10, IS-12									

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<b>Term 3</b>	Culture and Beliefs									
	Assessment Task 3: Mini-PIP Oral Examination, 20%									
	nIS-1, IS-2, IS-3, IS-5, IS-8, IS-12									

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10/11</b>
<b>Term 4</b>	Culture and Food									
	Assessment Task 4: Mini-Pip 30%									
	IS-1, IS-2, IS-3, IS-5, IS-7, IS-12									

## Japanese Assessment Schedule

### Course Overview:

Through learning languages, students develop an intercultural capability and an understanding of the role of language and culture in communication, and become more accepting of difference and diversity. They develop understanding of global citizenship, and reflect on their own heritage, values, culture and identity.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Busy Life</b>	<b>School Events</b>	<b>Money and Part Time Jobs</b>	<b>Yearly Exam</b>	
	Topic Test Writing and Speaking skills	Topic Test Role-play Reading, Speaking and Listening skills	Topic Test Speech Speaking and Listening	All skills	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	Term 4, Week 5	
LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U	LJA5-1C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U	LJA5-1C, LJA5-5U, LJA5-7U, LJA5-8U	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U		
Communicating	10%	10%	15%	15%	<b>50%</b>
Understanding	10%	10%	10%	20	<b>50%</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>25</b>	<b>35</b>	<b>100</b>

### Assessment Syllabus Outcomes;

- LJA5-1C** manipulates Japanese in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
- LJA5-2C** identifies and interprets information in a range of texts
- LJA5-3C** evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
- LJA5-4C** experiments with linguistic patterns and structures to compose texts in Japanese, using a range of formats for a variety of contexts, purposes and audiences
- LJA5-5U** demonstrates how Japanese pronunciation and intonation are used to convey meaning
- LJA5-6U** demonstrates understanding of how Japanese writing conventions are used to convey meaning
- LJA5-7U** analyses the function of complex Japanese grammatical structures to extend meaning'
- LJA5-8U** analyses linguistic, structural and cultural features in a range of texts
- LJA5-9U** explains and reflects on the interrelationship between language, culture and identity

## Japanese Scope and Sequence

The scope and sequence covers the following content:

- Reintroduction for Japanese
- Busy Life
- Life at School and School Events
- Shopping and Part time Jobs
- Future jobs and careers
- Homestay in Japan
- Festivals

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 1</b>	<b>Reintroduction to Japanese</b> Hiragana/Katakana Self-Introduction/ Extended Self Introduction					<b>Learning a Language and Busy Life</b>					
						Assessment Task 1: Topic Test Week 8					
	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U					LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 2</b>	Going to School					School Events				
						Assessment Task 3: School Events Topic Text Due: Week 8				
	LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U					LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 3</b>	Shopping					Part-Time Jobs				
						Assessment Task 3: Who is That? Topic Test Due: Week 8				
	LJA5-1C, LJA5-5U, LJA5-7U, LJA5-8U					LJA5-1C, LJA5-5U, LJA5-7U, LJA5-8U				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
<b>T e r m 4</b>	In the future					Homestay in Japan / Festivals				
	Assessment Task 4: Yearly Exam Due: Week 5									
	LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U					LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U				

## Marine Studies Assessment Schedule

### Course Overview:

Students will cover content in the following topics:

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Marine Safety and DMC's	Properties of Water Exam	Marine Navigation	Open Water Snorkelling	
	Term 1, Week 9	Term 2, Week 4	Term 3, Week 7	Term 4, Week 7	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	MAR5-1 MAR5-2 MAR5-3 MAR5-7 MAR5-14	MAR5-1 MAR5-3 MAR5-9 MAR5-13	MAR5-9 MAR5-10 MAR5-13 MAR5-14	MAR5-1 MAR5-3 MAR5-7 MAR5-10 MAR5-13 MAR5-14	
<b>Practical Skills</b>	10	5	20	15	<b>50</b>
<b>Knowledge and Understanding</b>	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcome

- MAR5-1 Identifies and describes a range of marine and aquatic ecosystems and investigates their complex interrelationships.
- MAR5-2 Identifies, describes and evaluates the social and economic importance of marine ecosystems.
- MAR5-3 Identifies, describes and evaluates the effects humans have had on the marine environment.
- MAR5-7 Identifies, describes and evaluates the ethical, social and sustainability issues related to the marine environment.
- MAR5-9 Selects and uses a broad range of contemporary materials, equipment and techniques with confidence in aquaculture and marine settings.
- MAR5-10 Demonstrates safe and responsible use of a range of materials, equipment and techniques in different aquaculture, marine and maritime situations.
- MAR5-13 Collects and organises data by experimenting and accurately reading instruments, signals and charts and communicates this information.
- MAR5-14 Recalls aspects of the marine environment using relevant conventions, terminology and symbols.



## Marine Studies Assessment Schedule

The following scope and sequence covers the following content:

- Core 1
- Dangerous Marine Creatures
- Basic Navigation
- Maritime Disasters
- Confined and Open water snorkelling
- Murray Darling Basin

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Core 1						Dangerous Marine Creatures			
	Assessment Task 1: Marine Dangers, 20%, Week 9									
	Syllabus outcomes MAR5.1, MAR5.2, MAR5.3, MAR5.7, MAR5.14									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	Dangerous Marine Creatures		Properties of Water			Basic Navigation					
	Assessment Task 2: Properties of Water Exam, 20%, Week 4										
	Syllabus Outcomes MAR5.1, MAR5.3, MAR5.9, MAR5.13										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Basic Navigation			Maritime Disasters				Confined Snorkelling		
	Assessment Task 3: Marine Navigation, 30%, Week 7									
	Syllabus outcomes MAR5.9, MAR5.10, MAR5.13, MAR5.14,									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Confined and Open Water Snorkelling						Murray Darling Basin				
	Assessment Task 4: Open Water Snorkelling Exam, 30%, Week 7										
	Syllabus outcomes MAR5.1, MAR5.3, MAR5.7, MAR5.10, MAR5.13, MAR5.14										

## Mathematics 5.1 Assessment Schedule

### Course Overview:

The study of Mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of Mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Test	In-Class Test	Assignment/ Investigation Task	In-Class Test	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
	<b>Outcomes assessed</b> MA4-4NA MA4-5NA MA4-8NA MA4-12MG	<b>Outcomes assessed</b> MA4-15MG MA4-20SP MA5.1-12SP MA4-10NA	<b>Outcomes assessed</b> MA4-7NA MA4-6NA MA5.1-4NA	<b>Outcomes assessed</b> MA4-16MG MA5.1-10MG MA4-13MG MA5.1-8MG	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

MA4-5NA operates with fractions, decimals and percentages

MA4-6NA solves financial problems involving purchasing goods

MA4-7NA operates with ratios and rates, and explores their graphical representation

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA4-11NA creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA4-12MG calculates the perimeters of plane shapes and the circumference of circles

MA4-13MG uses formulas to calculate the areas of quadrilaterals and circles, and converts between units of area

MA4-15MG performs calculations of time that involve mixed units, and interprets time zones

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA4-20SP analyses single sets of data using measures of location, and range

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

## Mathematics 5.1 Scope and Sequence

The following scope and sequence covers the following content:

- Number and Algebra – 70 hours
- Measurement and Geometry – 56 hours
- Statistics and Probability – 14 hours

T e r m  1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Number</b>				<b>Algebraic Techniques</b>			<b>Length, Perimeter and Time</b>			
	<b>AT1: In-Class Test, 25%, During Week 9</b>										
	MA4-4NA, MA4-5NA				MA4-8NA			MA4-12MG, MA4-15MG			

T e r m  2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Data Analysis I</b>				<b>Equations 1</b>			<b>Linear Relationships</b>			
	<b>AT2: In-Class Test, 25%, During Week 6</b>										
	MA4-20SP, MA5.1-12SP				MA4-10NA			MA4-11NA			

T e r m  3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Financial Mathematics I</b>				<b>Rates and Ratios</b>			<b>Pythagoras' Theorem</b>		<b>Trigonometry I</b>	
	<b>AT3: Assignment, 25%, Due Week 9</b>										
	MA4-6NA, MA5.1-4NA				MA4-7NA			MA4-16MG			

T e r m  4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
	<b>Trigonometry I</b>			<b>Area and Surface Area</b>			<b>Similarity and Scale Drawings</b>			
	<b>AT4: In-Class Test, 25%, Week 5</b>									
	MA5.1-10MG			MA4-13MG, MA5.1-8MG, MA5.2-11MG			MA5.1-11MG			

## Mathematics 5.2 Assessment Schedule

### Course Overview:

The study of Mathematics provides opportunities for students to appreciate the elegance and power of mathematical reasoning and to apply mathematical understanding creatively and efficiently. The study of the subject enables students to develop a positive self-concept as learners of Mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	In-Class Test	In-Class Test	Assignment/ Investigation Task	In-Class Test	
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 9	Term 4, Week 5	
	<b>Outcomes assessed</b> MA4-4NA MA4-5NA MA4-8NA MA4-12MG MA4-13MG MA5.1-8MG	<b>Outcomes assessed</b> MA4-20SP MA5.1-12SP MA4-10NA	<b>Outcomes assessed</b> MA5.1-6NA MA4-6NA MA5.1-4NA	<b>Outcomes assessed</b> MA5.1-10MG MA5.1-5NA MA5.2-7NA MA5.1-9MG	
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcomes

MA4-4NA compares, orders and calculates with integers, applying a range of strategies to aid computation

MA4-5NA operates with fractions, decimals and percentages

MA4-6NA solves financial problems involving purchasing goods

MA4-8NA generalises number properties to operate with algebraic expressions

MA4-10NA uses algebraic techniques to solve simple linear and quadratic equations

MA5.1-4NA solves financial problems involving earning, spending and investing money

MA5.1-5NA operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5.1-6NA determines the midpoint, gradient and length of an interval, and graphs linear relationships

MA5.2-7NA applies index laws to operate with algebraic expressions involving integer indices

MA4-12MG calculates the perimeters of plane shapes and the circumference of circles

MA4-13MG uses formulae to calculate the areas of quadrilaterals and circles, and converts between units of area

MA5.1-8MG calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

MA5.1-9MG interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

MA5.1-10MG applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression

MA4-20SP analyses single sets of data using measures of location, and range

MA5.1-12SP uses statistical displays to compare sets of data, and evaluates statistical claims made in the media

## Mathematics 5.2 Scope and Sequence

The following scope and sequence covers the following content:

- Number and Algebra – 67 hours
- Measurement and Geometry – 56 hours
- Statistics and Probability – 14 hours

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Number</b>				<b>Algebraic Techniques</b>			<b>Perimeter and Area</b>			
	<b>AT1: In-Class Test, 25%, During Week 9</b>										
	MA4-4NA, MA4-5NA				MA4-8NA			MA4-12MG, MA4-13MG, MA5.1-8MG			

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Single Variable Data Analysis I</b>				<b>Equations I</b>			<b>Indices</b>			
	<b>AT2: In-Class Test, 25%, During Week 6</b>										
	MA4-20SP, MA5.1-12SP				MA4-10NA			MA5.1-5NA, MA5.2-7NA			

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Coordinate Geometry I</b>			<b>Financial Mathematics I</b>			<b>Trigonometry I</b>				
	<b>AT3: Assignment, 25%, Due Week 9</b>										
	MA5.1-6NA			MA4-6NA, MA5.1-4NA			MA5.1-10MG				

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11	
	<b>Numbers of Any Magnitude</b>			<b>Polygons</b>		<b>Similarity and Congruency</b>					
	<b>AT4: In-Class Test, 25%, Week 5</b>										
	MA5.1-9MG			MA5.2-14MG		MA5.1-11MG, MA5.2-14MG					

## Music Assessment Schedule

### Course Overview:

The aim of the *Music Years 7–10 Syllabus* is to provide students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening, and to allow a range of music to have a continuing role in their lives.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Australian Music: Performance of own choice	Aural Assignment	Composition	Yearly Performance and Examination	
	<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 7</b>	<b>Term 4 Part 1: Week 2 Part 2: Week 5</b>	
	5.1, 5.2 & 5.3	5.7, 5.8, 5.9 & 5.10	5.4, 5.5 & 5.6	5.1, 5.2, 5.3, 5.7, 5.8, 5.9 & 5.10	
<b>Performance</b>	25			25	<b>50</b>
<b>Listening</b>		15		15	<b>30</b>
<b>Composition</b>			20		<b>20</b>
<b>Total %</b>	<b>25</b>	<b>15</b>	<b>20</b>	<b>40</b>	<b>100</b>

### Assessment Syllabus Outcomes:

- 5.1** Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
- 5.2** Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3** Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4** Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5** Notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6** Uses different forms of technology in the composition process
- 5.7** Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8** Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9** Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
- 5.10** Demonstrates an understanding of the influence and impact of technology on music

## Music Scope and Sequence

The scope and sequence covers the following content:

- Australian Music
- Music of a Culture: South and Central America (Group 1)
- Music for Small Ensembles: Jazz and Rock (Group 2)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 1</b>	Australian Music									
	Assessment Task 1: Individual Performance Due: Week 9									
	5.1, 5.2 & 5.3									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 2</b>	Australian Music				Music of a Culture: South and Central America					
	Assessment Task 2: Aural Assignment Due: Week 4									
	5.7, 5.8, 5.9 & 5.10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 3</b>	Music of a Culture: South and Central America							Music for Small Ensembles: Jazz and Rock		
	Assessment Task 3: Composition Due: Week 7									
	5.4, 5.5 & 5.6									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
<b>T e r m 4</b>	Music for Small Ensembles Jazz and Rock									
	Assessment Task 4: Yearly Performance and Examination Due: Week 5									
	5.1, 5.2, 5.3, 5.7, 5.8, 5.9 & 5.10									

## Physical Activity and Sports Studies (PASS) Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Weighting %
	Practical Assessment – On-going	Event Management	Coaching	Olympic Games	Final exam	
	Term 2, Week 5-6 & Term 4, Week 5-6	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8	Term 4, Week 4	
	Outcomes assessed PASS5-7 PASS5-8 PASS5-9 PASS5-10	Outcomes assessed PASS5-1 PASS5-2 PASS5-9 PASS5-10	Outcomes assessed PASS5-5 PASS5-6 PASS5-7 PASS5-8	Outcomes assessed PASS5-3 PASS5-4 PASS5-10	Outcomes assessed PASS5-1 PASS5-3 PASS5-4 PASS5-5 PASS5-6 PASS5-8 PASS5-10	
Knowledge and understanding	5	15	10	15	15	<b>60</b>
Skills	15	5	10	5	5	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes

PASS5-1 discusses factors that limit and enhance the capacity to move and perform

PASS5-2 analyses the benefits of participation and performance in physical activity and sport

PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport

PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives

PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance

PASS5-6 evaluates the characteristics and quality performance in physical activity and sport

PASS5-7 works collaboratively with others to enhance participation, enjoyment and enjoyment

PASS5-8 displays management and planning skills to achieve personal and group goals

PASS5-9 performs movement skills with increasing proficiency

PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions



## Physical Activity and Sports Studies (PASS) Scope and Sequence

The following scope and sequence covers the following content:

- Foundations of physical activity
- Physical activity and sport in society
- Enhancing participation and performance.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Event Management									
	Assessment Task 1: Due: Week 8									
	PASS5-1, PASS5-2, PASS5-9, PASS5-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	Coaching									
	Assessment Task 2: Practical Assessment Due: Week 5-6 Assessment Task 3: Due: Week 9									
	PASS-5, PASS5-6, PASS5-7, PASS-8									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Olympic Games									
	Assessment Task 4: Due: Week 8									
	PASS-3, PASS-4, PASS-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Participating With Safety										
	Assessment Task 5: <b>Final exam</b> Due: Week 4 Assessment Task 6: Practical Assessment Due: Week 5-6										
	PASS5-1, PASS-3, PASS-5, PASS-6, PASS5-8, PASS5-10										

## PDHPE Assessment Schedule

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Ongoing Practical Assessment	In Class Test	Take Home Assessment	Yearly Exam	
	Term 2, Week 5-6 Term 4, Week 5-6	Term 2, Week 6	Term 3, Week 10	Term 4, Week 5	
	<b>Outcomes assessed</b> PD5-4, PD5-5, PD5-6, PD5-8, PD5-11	<b>Outcomes assessed</b> PD5-1, PD5-2, PD5-3, PD5-9, PD5-10	<b>Outcomes assessed</b> PD5-1, PD5-2, PD5-7, PD5-9	<b>Outcomes assessed</b> ALL	
<b>Knowledge and understanding of course content</b>	25	5	10	10	<b>50</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	25	10	5	10	<b>50</b>
<b>Total %</b>	<b>50</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100</b>

### Assessment Syllabus Outcomes

PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges

PD5-2 researches and appraises the effectiveness of health information and support services available in the community

PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships

PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts

PD5-5 appraises and justifies choices of actions when solving complex movement challenges

PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity

PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities

PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity

PD5-9 assesses and applies self-management skills to effectively manage complex situations

PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts

PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

## PDHPE Scope and Sequence

The following scope and sequence covers the following content:

Students evaluate a broad range of factors that shape identity and have an impact on young people's health decisions, behaviours and actions. They plan and evaluate strategies and interventions and advocate for their own and others' health, safety and wellbeing. Students investigate the impact of changes and transitions on relationships. They assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. Students reflect on emotional responses in a variety of situations and demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They design and implement actions to enhance and support their own and others' fitness levels and participation in a lifetime of physical activity.

Students use movement to satisfy personal needs and interests. They participate in movement experiences with persistence as they compose, perform and appraise movement in various contexts. Students refine and apply movement skills and movement concepts to compose and perform innovative sequences. In response to unpredictable situations they work alone and collaboratively to design and apply creative solutions to movement challenges. Students apply and transfer movement concepts, skills, strategies and tactics to new and challenging situations. They use criteria to make judgements about and refine their own and others' specialised movement skills and performances. Students describe the impact of biomechanical factors on skill development and performance.

Students demonstrate leadership, fair play and cooperation across a range of movement contexts. They adopt a variety of roles such as a leader, mentor, official, coach and team member to support and encourage the involvement of others.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Theory	Talking Sexual Health									
Practical	Dance						Athletics			
	PD5-1, PD5-2, PD5-3, PD5-9, PD5-10									

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Theory	Respectful Relationship										
Practical	Invasion Games (crossing the line): Touch / Oz Tag / Frisbee / Snatch / Flag							Invasion Games (large target): Soccer / European Handball / AFL / Hockey / Softcrosse			
	Assessment Task 1: Practical Assessment				Due: Weeks 5/6		Assessment Task 2: In Class Test				Due: Week 6
	PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-8, PD5-9, PD5-10										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Theory	The Mind Matters									
Practical	Invasion Games (large target): Soccer / European Handball / AFL / Hockey / Softcrosse					Invasion Games (small target): Netball / Basketball / Korfball				
	Assessment Task 3: Take Home Assessment								Due: Week 10	
	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9									

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11	
Theory	Looking Good Feeling Great										
Practical	Striking / Fielding Games: Cricket / Softball / T-Ball						Net / Court Sports: Table Tennis / Volleyball / Tennis				
	Assessment Task 4: Yearly Exam				Due: Week 5		Assessment Task 5: Practical Assessment				Due: Week 5/6
	PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD5-9										

## Photography, Video & Digital Media Assessment Schedule

<b>Course Overview:</b>				
The aim of the Photographic and Digital Media Years 7–10 Syllabus is to enable students to:				
<ul style="list-style-type: none"> <li>• develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works</li> <li>• understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media.</li> </ul>				
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	Photo Series 1 & Digital Portfolio	Photo/digital making Series 2 & Digital Portfolio	Photo/digital Making Series 3 & Written Reflection	
	<b>Term 2, Week 3</b>	<b>Term 3, Week 3</b>	<b>Term 4, Week 4</b>	
	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.9	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10	<b>Outcomes assessed</b> 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.8	
<b>Artmaking</b> 70%	30	20	20	<b>70</b>
<b>Art Criticism &amp; Art History</b> 30%	10	10	10	<b>30</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Table of Assessment Syllabus Outcomes

- 5.1** develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
- 5.2** makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
- 5.3** makes photographic and digital works informed by an understanding of how the frames affect meaning
- 5.4** investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
- 5.5** makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
- 5.6** selects appropriate procedures and techniques to make and refine photographic and digital works
- 5.7** applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
- 5.8** uses their understanding of the function of and relationships between the artist–artwork–world–audience in critical and historical interpretations of photographic and digital works
- 5.9** uses the frames to make different interpretations of photographic and digital works
- 5.10** constructs different critical and historical accounts of photographic and digital works

## Photography, Video & Digital Imaging Scope and Sequence

The scope and sequence covers the following content:

- Critical and Historical Studies
- Practise in Digital Photography

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m  1</b>	Critical and Historical Studies Traditions, Conventions, Styles and Genres (Photo Series 1)									
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m  2</b>	Critical and Historical Studies Traditions, Conventions, Styles and Genres (Photo Series 1)			Critical and Historical Studies Traditions, Conventions, Styles and Genres (Photo Series 2)						
	Assessment Task 1: Photo Series and Digital Portfolio Due: Week 3 40%									
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.9			5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 & 5.10						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m  3</b>	Critical and Historical Studies Traditions, Conventions, Styles and Genres (Photo Series 2)			Critical and Historical Studies Traditions, Conventions, Styles and Genres (Photo Series 3)						
	Assessment Task 2: Photo Series and Digital Portfolio Due: Week 3 30%									
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7 & 5.10			5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.8						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10/11
<b>T e r m  4</b>	Critical and Historical Studies Traditions, Conventions, Styles and Genres (Photo Series 3)									
	Assessment Task 3: Photo Series and Written Reflection Due: Week 4 30%									
	5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.8									

## Science Assessment Schedule

### Course Overview:

Students will cover content in the following topics; waves, the universe, body systems, atomic theory, natural events, electricity, science skills and ecology.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	Homeostasis Task	Semester 1 Test	Natural Disasters Assignment	Yearly Examination	
	Term 1, Week 8	Term 2, Week 6	Term 3, Week 10	Term 4, Week 5	
	Outcomes assessed	Outcomes assessed	Outcomes assessed	Outcomes assessed	
	SC5-9WS, SC5-14PW, SC5-15PW	SC5-7WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-14LW	SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES	SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-16CW	
<b>Working Scientifically</b>	15	10	15	10	<b>50</b>
<b>Knowledge and Understanding</b>	10	15	10	15	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

### Assessment Syllabus Outcome

**SC5-7WS** processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

**SC5-8WS** applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems

**SC5-9WS** presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations

**SC5-10PW** applies models, theories and laws to explain situations involving energy, force and motion

**SC5-11PW** explains how scientific understanding about energy conservation, transfers and transformations is applied in systems

**SC5-12ES** describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community

**SC5-14LW** analyses interactions between components and processes within biological systems

**SC5-16CW** explains how models, theories and laws about matter have been refined as new scientific evidence becomes available

## Science Scope and Sequence

The following scope and sequence covers the following content:

- Waves
- The Universe
- Body Systems
- Atomic Theory
- Electricity
- Natural Events
- Science Skills
- Ecosystems

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 1	Homeostasis (interpreting information from diagrams and graphs, flow charts, feedback loops)						Waves (wave formula calculations, conversion of units, period and frequency, sound and Doppler calculations, speed of light and scientific notation)			
	Assessment Task 1: Homeostasis Task 25%, Week 8									
	SC5-9WS, SC5-14LW, SC5-15LW						SC5-6WS, SC5-7WS, SC5-9WS, SC5-10PW, SC5-11PW			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	The Universe (scale of universe and comparing different measurement units, light year calculation, scientific notation)				Atomic Theory and the Mole Concept (calculating neutrons, units of measurement for size of electrons, isotopes calculations, radioactivity graphs)					
	Assessment Task 2: Semester 1 Test, 25% Week 6									
	SC5-1VA, SC5-9WS, SC5-12ES				SC5-9WS, SC5-16CW / SC5-6WS, SC5-9WS, SC5-10PW, SC5-11PW					

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Natural Events (inferences, calculating epicentre, log scales, converting units)					Electricity (units of measurement and converting, prefixes, calculating current, voltage and resistance, power)				
	Assessment Task 3: Natural Disasters Assignment, 25% Week 10									
	SC5-1VA, SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES					SC5-9WS, SC5-16CW / SC5-6WS, SC5-9WS, SC5-10PW, SC5-11PW				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Science Skills (measurement, presenting data, inferences)						Cycles and Ecosystems (extracting information from diagrams and graphs, inferences, measurement and scale for distribution, abundance calculations, estimations)				
	Assessment Task 4: Yearly Examination, 25%, Week 5										
	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS						SC5-7WS, SC5-9WS, SC5-13ES, SC5-15LW				

## Visual Arts Assessment Schedule

### Course Overview:

The aim of the Visual Arts Years 7–10 Syllabus is to enable students to:

- develop and enjoy practical and conceptual autonomy in their abilities to represent ideas in the visual arts
- understand and value the different beliefs that affect meaning and significance.

Component	Task 1	Task 2	Task 3	Task 4	Weighting %
	<b>Artmaking</b> 3D Collection of Works	<b>Critical and Historical</b> Written	<b>Critical &amp; Historical</b> Yearly Examination	<b>Artmaking</b> 2D Collection of Works	
	<b>Term 2</b> <b>Week 5</b>	<b>Term 3</b> <b>Week 6</b>	<b>Term 4</b> <b>Week 5</b>	<b>Term 4</b> <b>Week 4</b>	
	<b>5.1, 5.2, 5.4, 5.5, 5.6</b>	<b>5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.10</b>	<b>5.3, 5.4, 5.5, 5.6</b>	<b>5.7, 5.8, 5.9, 5.10</b>	
<b>Artmaking</b>	30			30	<b>60</b>
<b>Critical &amp; Historical Studies</b>		10	30		<b>40</b>
<b>Total %</b>	<b>30</b>	<b>10</b>	<b>30</b>	<b>30</b>	<b>100</b>

### Assessment Syllabus Outcomes:

- 5.1** develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
- 5.2** makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
- 5.3** makes artworks informed by an understanding of how the frames affect meaning
- 5.4** investigates the world as a source of ideas, concepts and subject matter in the visual arts
- 5.5** makes informed choices to develop and extend concepts and different meanings in their artworks
- 5.6** demonstrates developing technical accomplishment and refinement in making artworks
- 5.7** applies their understanding of aspects of practice to critical and historical interpretations of art
- 5.8** uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
- 5.9** demonstrates how the frames provide different interpretations of art
- 5.10** demonstrates how art criticism and art history construct meanings



## Visual Arts Scope and Sequence

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T E R M  1	<b>Artmaking</b>									
	<b>Sculpture and experimental drawing</b> – a collection of small sculptures formed by the students study of art movements such as art povera and artists working with non-precious materials The process, intention and title will be documented in their VAPD then presented with the resolved sculptures.									
	<b>Critical &amp; Historical Studies</b>									
	<b>Artist practice</b> - Study historical examples of sculpture with a focus on materials and methods. Study a range of approaches over time and places. Examples such as Prehistoric, Egyptian, Classical, Indian Shiva, Renaissance, Modern, Contemporary									
	<b>Outcomes: 5.1, 5.2, 5.4, 5.5, 5.6</b>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T E R M  2	<b>Artmaking</b>				<b>Assessment Task 1</b>	<b>Artmaking</b>					
	<b>Sculpture and experimental drawing continued</b> – the small sculptures are used to produce a collection of mark making concertina books.					Drawing - Students produce a realistic tonal portrait drawing taken from a photograph. The image will be a portrait in reverse. The subject can be himself or herself, a friend or family member.					
	<b>Critical &amp; Historical Studies</b> <b>Artist Practice</b> continued.					<b>Critical &amp; Historical Studies</b> <b>The Conceptual Framework</b> – The Archibald Prize & conventions in Art					
	<b>Assessment Task 1: 3D Sculpture, VAPD 20%</b>				<b>Due: Week 5</b>						
	<b>Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.10</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T E R M  3	<b>Artmaking – Drawing</b> continued					<b>Assessment Task 2</b>	<b>Artmaking - Design/Printmaking</b>				
	<b>Critical &amp; Historical Studies – The Conceptual Framework</b>						<b>Critical &amp; Historical Studies</b> – The Frames – study examples of representing people, Salvatore Zofre, Barbara Hanrahan				
	<b>Assessment Task 2: Drawing, VAPD, artist statement, title and class presentation. 20%</b> Written analysis of the Archibald Prize. 10%										
	<b>Outcomes: 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.10</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T E R M  4	<b>Artmaking - Design/Printmaking</b>			<b>Assessment Task 4</b>	<b>Assessment Task 3</b>	<b>Artmaking</b>				
	<b>Design</b> - Students will create a design and (linocut print) inspired by representing people					Continue working on printmaking The “Upstart” student exhibition. Requires a selection of the most successful Yr 10 students work Visit “Upstart”				
	<b>Critical &amp; Historical – The Frames, Subjective, Cultural</b>					<b>Due: Week 4</b>		<b>Due: Week 5</b>		
	<b>Assessment Task 3: 1 hour written exam – practice, conceptual framework, the frames 30%</b> <b>Assessment Task 4: 2D artmaking, VAPD 20%</b>									
	<b>Outcomes: 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</b>									