

COWRA HIGH SCHOOL

YEAR 10 2022

ASSESSMENT BOOKLET





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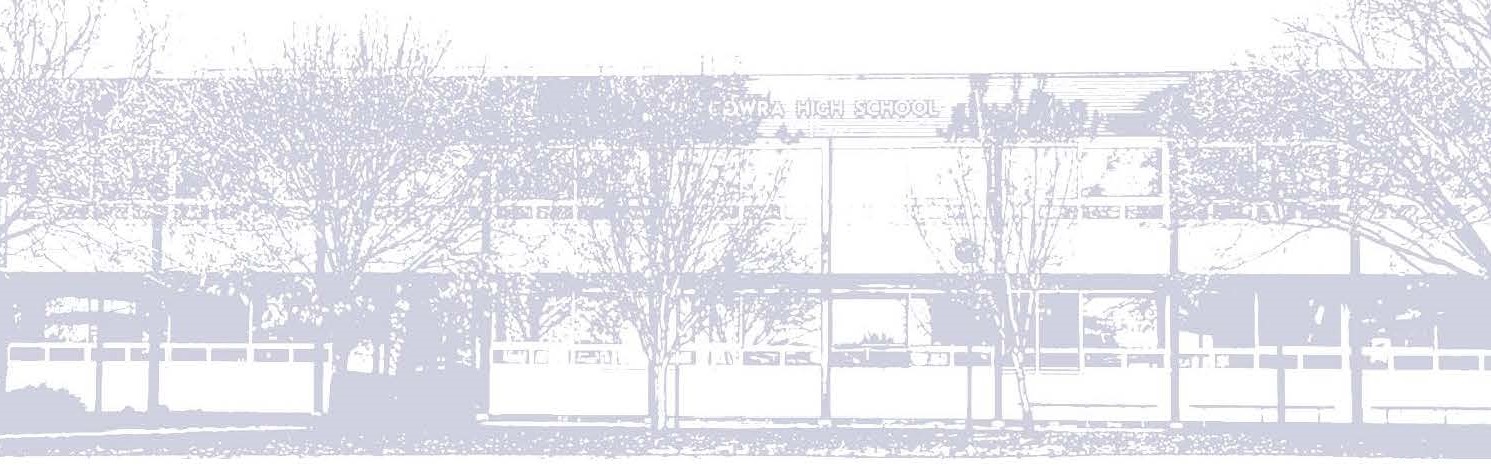
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# Introduction

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

Principal

# 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 (NESA) 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](http://www.boardofstudies.nsw.edu.au/schoolcertificate/sc_cpd.html) developed by NESA. Grades are given for individual achievement and are determined by the depth of knowledge and understanding and the range of skills that students demonstrate.

|  |  |
| --- | --- |
| **A** | The student has an **extensive knowledge and understanding** of the content and can readily apply this knowledge. In addition, the student has achieved a **very high level of competence** in the processes and skills and can apply these skills to new situations. |
| **B** | The student has a **thorough knowledge and understanding** of the content and a **high level of competence** in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations. |
| **C** | The student has a **sound knowledge and understanding** of the main areas of content and has achieved an **adequate level of competence** in the processes and skills. |
| **D** | The student has a **basic knowledge and understanding** of the content and has achieved a **limited level of competence** in the processes and skills. |
| **E** | The student has an **elementary knowledge and unders**tanding in few areas of the content and has achieved **very limited competence** 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 elective courses (studied in both Years 9 and 10).s

### 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:

1. **followed** the course developed or endorsed by the Board; and
2. **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. **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 12.

### 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 standardand 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 pursuewhether an assessment task has been issued.
  + Satisfactorily explainall full and partial absencesfrom 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 sourcesof information used, e.g. bibliographies

## 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 validreason, 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 withoutapproval for illness/misadventure, extension of time, or consideration of absence will be marked, though a 10% deduction penaltyper 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 zerowill be awarded, and
  + A NESA **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 illness/misadventure***

**Step 1**

Student collects the relevant application from from the Faculty Head Teacher of the subject of the Deputy Principal within two days of the students’ return to school (if illness/misadventure) or 2 days prior to the due date of the task (if extension/consideration of absence)

**Step 2**

Students must fully complete the Illness/Misadventure, Extension Application of Consideration of Absence form attaching any relevant documentation, ensuring that parents/guardians have signed the form

**Step 3** The student submits the completed form to the subject Head Teacher

**Step 4** The subject Head Teacher will make a recommendation and hand the form back to the student

**Step 5** The student will hand the completed form to the Deputy Principal who may consult the assessment committee before approving or denying the application

**Step 6** The Deputy Principal will notify the student and the faculty Head Teacher of the result ASAP

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.

## Extension of Time Requested by Students

Notice of foreseeable absencesmust 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 weekprior to the original due date on the Extension of Time (Appendix C) or Consideration of Absence form (Appendix A)

## Computer Failures

Technical failures related to computing equipment will notconstitute 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.

## Submission of Non-Written Tasks

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

## 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 NESA will consider are whether or not:

1. The school’s assessment program conforms to the NESA requirements

AND/OR

1. The procedure used by the school for determining the final assessment mark conform to its stated assessment program

AND/OR

1. There are computational or other clerical errors in the determination of the assessment mark

# SCHOOL TERM DATES – 2022

|  |  |
| --- | --- |
| Term 1 – 2022 | 28 January 2022 – 8 April 2022 (11 weeks) |
| Term 2 – 2022 | 26 April 2022 – 1 July 2022 (10 weeks) |
| Term 3 – 2022 | 18 July 2022 – 23 September 2022 (10 weeks) |
| Term 4 – 2022 | 10 October 2022 – 19 December 2022 (11 weeks) |

# ASSESSMENT CALENDARS

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| --- | --- | --- | --- |
| **YEAR 10 ASSESSMENT CALENDAR**  **TERM 1, 2022** | | | |
| **WEEK** | **SUBJECT** | **ASSESSMENT** | **DATE** |
| 1 |  |  | 28 January |
| 2 |  |  | 31 January |
| 3 |  |  | 7 February |
| 4 |  |  | 14 February |
| 5 |  |  | 21 February |
| 6 |  |  | 28 February |
| 7 |  |  | 7 March |
| 8 | History/Geography  Photography, Video & Digital Media | Cowra POW Research Task/Changing Places Task  Research Task | 14 March |
| 9 | Child Studies  Commerce  Food Technology  Industrial Technology Timber  Japanese  Mathematics  Science | Research Task  Consumer & Financial Decisions  Practical Task  Introduction Joinery Project/Practical  Topic Test – Learning a Language  In-Class Test  Chemistry Task Assessment | 21 March |
| 10 | Aboriginal Studies  Agriculture  Dance  Drama  Elective History  Engineering (STEM)  Industrial Technology Metals  International Studies  Music  PASS  PDHPE | Research Task  Production Research  Research & Practical Oral Presentation  Playbuilding Group Performance  Research Task  Project 1  Practical Project Folio  Report and Reflection  Australian Music: Performance of Own Choice  Practical Demonstration and Reflection  Research Task | 28 March |
| 11 | English | Essay | 4 April |

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| **YEAR 10 ASSESSMENT CALENDAR**  **TERM 2, 2022** | | | |
| **Week** | **Subject** | **Assessment** | **Date** |
| 1 |  |  | 26 April |
| 2 |  |  | 2 May |
| 3 |  |  | 9 May |
| 4 | Science | Test - Genetics | 16 May |
| 5 | Aboriginal Studies  Commerce  Dance  History/Geography  International Studies  Music  PASS  PDHPE  Visual Arts | Research Task-Enterprise and Organisations  Economic & Business Environment  Practical Demonstration  Rights & Freedoms Source Task/Human Wellbeing Task  Research Methodology  Aural Assignment  Movement Skill and Performance In-Class Task  Practical Demonstration and Self-Evaluation  Painting and VAPD | 23 May |
| 6 | Agriculture  Child Studies  Drama  Elective History  Food Technology  Industrial Technology Metals  Mathematics  Photography, Video & Digital Media | Semester 1 Examination  Case Study Task  Duologues Scripted Performance  Research Task Presentation  Research Task  Industry Research  Assignment/Investigation Task  Digital Tradition-Portfolio of Work and Digitally developed Weebly website | 30 May |
| 7 | Industrial Technology Timber | Jewellery Box Project/Complete Folio | 6 June |
| 8 | Japanese | Topic Test Role-Play - Shopping | 13 June |
| 9 |  |  | 20 June |
| 10 | Engineering (STEM)  English | Project 2  Feature Article | 27 June |

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| **YEAR 10 ASSESSMENT CALENDAR**  **TERM 3, 2022** | | | |
| **Week** | **Subject** | **Assessment** | **Date** |
| 1 |  |  | 18 July |
| 2 |  |  | 25 July |
| 3 |  |  | 1 August |
| 4 |  |  | 8 August |
| 5 | Drama  Music | Drama and Theatre Performance Essay  Composition | 15 August |
| 6 | Visual Arts | Ceramic Pot, VAPD and Written Analysis | 22 August |
| 7 | Science | Independent Research Project | 29 August |
| 8 | Aboriginal Studies  Child Studies  Dance  Elective History  History/Geography  Industrial Technology Timber  International Studies  Japanese | Written Report-People and the Media  Take-home Task  Research/Written In-class Task  Research Task Essay  Changing Places Task/POW Research Task  Timber Conversion/Timber Sheet Technology Task  Mini PIP Oral Examination  Topic Test Speech – City and Country | 5 September |
| 9 | Agriculture  Commerce  Food Technology  Mathematics | Plant Production Research  Law in Action  Practical Task  In-Class Test | 12 September |
| 10 | Engineering (STEM)  English  Industrial Technology Metals  PASS  PDHPE | Project 3  Speech Character Presentation  Practical Project and Theory Component  Practical Demonstration and In-Class Task  Practical Demonstration and Peer Evaluation | 19 September |

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| **YEAR 10 ASSESSMENT CALENDAR**  **TERM 4, 2022** | | | |
| **Week** | **Subject** | **Assessment** | **Date** |
| 1 |  |  | 10 October |
| 2 |  |  | 17 October |
| 3 | Drama | Monologue Individual Performance | 24 October |
| 4 | Photography, Video & Digital Media  Visual Arts | Written Reflection & Collection of Works  2D Collection of Works | 31 October |
| 5 | Aboriginal Studies  Agriculture  Child Studies  Commerce  Dance  Elective History  Engineering (STEM)  English  History/Geography  Industrial Technology Metals  International Studies  Japanese  Mathematics  Music  PASS  PDHPE  Science  Visual Arts | Final Examination-Political and Legal Systems  End of course Examination  Yearly Examination  Promoting & Selling  Practical Demonstration  Final Examination  Project 4  Examination Short Answers & Essay on Poetry  Rights & Freedoms Source Task/Human Wellbeing Task  Yearly Examination  Mini PIP In-class and Take-home  Yearly Examination – all skills  Final Examination  Yearly Performance and Examination  Yearly Examination  Practical Demonstration and Self-Evaluation and Yearly Examination  Yearly Examination  Yearly Examination | 7 November |
| 6 | Food Technology  Industrial Technology Timber | Examination  Lathe Project/Practical Joinery Examination | 14 November |
| 7 |  |  | 21 November |
| 8 |  |  | 28 November |
| 9 |  |  | 5 December |
| 10 |  |  | 12 December |
| 11 |  |  | 19 December |

# Assessment Overview

## Aboriginal Studies Assessment Schedule

**Assessment Syllabus Outcomes**

A student

5.1 describes the factors that contribute to an Aboriginal person’s identity

5.2 explains ways in which Aboriginal People 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

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Research Task-Aboriginal Sports Identities (Core 2) | Research Task-Aboriginal Enterprise and Organisations | Written Report-Aboriginal People and the Media | Final Examination-Political and Legal Systems |
| **Term 1 Week 10** | **Term 2 Week 5** | **Term 3 Week 8** | **Term 4 Week 5** |
| **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 | **Outcomes assessed**  5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 |
| Total % | 25 | 25 | 25 | 25 | 100 |

## Aboriginal Studies Scope and Sequence

The scope and sequence covers the following content:

* Core 2: Aboriginal Sports Identities – 30 hours
* Aboriginal Enterprise and Organisations – 20 hours
* Aboriginal People and the Media – 20 hours
* Aboriginal Political and Legal Systems Arts – 20 hours
* Introduction to Aboriginal Autonomy – 10 hours

The Historical concepts and skills content are integrated throughout the course

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| Core 2: Aboriginal Sports Identities | | | | | | | | | | | |
| Assessment Task 1: Research Task, 25% Due: Week 10 | | | | | | | | | | | |
| 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 | | | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Core 2: Aboriginal Sports Identities | | Aboriginal Enterprise and Organisations | | | | | | | |
|  | | Assessment Task 2: Research Task, 25% Due: Week 5 | | | | | | | |
|  | | 5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11 | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Aboriginal People and the Media | | | | | | | | Aboriginal Political and Legal Systems | | |
| 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 | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Political and Legal cont. | | | | | | Introduction to 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 | | | |

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| 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 %** |
|  | Animal Production Research | Semester 1 Examination | Plant Production  Research | End of Course Examination |  |
|  | **Term 1 Week 10** | **Term 2 Week 6** | **Term 3 Week 9** | **Term 4 Week 5** |  |
| **Outcomes assessed**  5.1; 5.4; 5.5; 5.6; 5.12; 5.13 | **Outcomes assessed**  5.2; 5.3; 5.6; 5.8. | **Outcomes assessed**  5.1; 5.4; 5.5; 5.7; 5.9; 5.10; 5.11; 5.12; 5.14. | **Outcomes assessed**  5.1; 5.2; 5.3; 5.6; 5.7; 5.8; 5.9 |
| **Knowledge & Understanding** | 5 | 20 | 5 | 20 | 50 |
| **Skills** | 15 | 10 | 15 | 10 | 50 |
| **Total %** | 20 | 30 | 20 | 30 | 100 |

## Agriculture Technology Assessment Schedule

**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

## Agriculture Technology Scope and Sequence

The scope and sequence covers the following content:

* Introduction to Agriculture
* Animal Production 1
* Plant Production 2
* Agricultural Systems and Management
* Plant Production 2
* Animal Production 2

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | Unit 1: Introduction to Agriculture | | | | | Unit 2: Animal Production | | | | |
| Assessment Task 1: Animal Production Report 20% Due: Term 1, Week 10 | | | | | | | | | |
| AG5-1. AG5-2, AG5-3, AG5-4, AG5-13, AG5-14 | | | | | AG5-5, AG5-6, AG5-8, AG5-9, AG5-1, AG5-12, AG5-13, AG5-14 | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Unit 2: Animal Production 1 continued | | | | | Unit 3: Plant Production 1 | | | | |
| Assessment Task 2: Exam 30% Due: Term 2, Week 6 | | | | | | | | | |
| AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14 | | | | | AG5-5, AG5-7, AG5-8, AG5-9, AG5-10, 1AG5-11, AG5-12, AG5-13, AG5- 14 | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Unit 3: Plant Production 1 continued | | | | | Unit 4: Agricultural Systems and Management | | | | | |
| Assessment Task 3: Research Task 20% Due: Term 3, Week 9 | | | | | | | | | | |
| AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14 | | | | | AG5-1, AG5-2, AG5-3, AG5-4, AG5-5, AG5-11, AG5-13, AG5-14 | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Unit 5: Plant Production 2 | | | | | Unit 6: Animal Production 2 | | | | | | |
| Assessment Task 4: Yearly Exam 30% Due: Term 4, Week 5 | | | | | | | | | | | |
| AG5-5, AG5-8, AG5-9, AG5-12, AG5-13, AG5-14 | | | | | | | AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14 | | | | |

## Child Studies Assessment Schedule

**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

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| **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 %** |
| Research Task | Case Study Task | Take Home Task | Yearly Examination |
| **Term 1 Week 9** | **Term 2 Week 6** | **Term 3 Week 8** | **Term 4 Week 5** |
| **Outcomes assessed**  CS5-2, CS5-4, CS5-5, CS5-8, CS5-9, CS5-11 | **Outcomes assessed**  CS5-2, CS5-5, CS5-8, CS5-9, CS5-11, CS5-12 | **Outcomes assessed**  CS5-3, CS5-4, CS5-5, CS5-8, CS5-9 | **Outcomes assessed**  CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10 |
| Knowledge, understanding and skills | 15 | 10 | 15 | 10 | 50 |
| Values and attitudes | 10 | 15 | 10 | 15 | 50 |
| **Total %** | **25** | **25** | **25** | **25** | **100** |

## Child Studies Scope and Sequence

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| **Title and Description** | **Discovering self through play-based learning (25 hours)** Students develop an understanding of play-based learning and its benefits to the child. They examine play-based learning environments and activities and describe how childcare services can play an active role in increasing the knowledge and appreciation of cultural diversity. Students explore how childcare services can engage with Aboriginal and/or Torres Strait Islander communities to improve cultural understanding and appreciation and provide enrichment activities for all children. | | | | | | | | | | | | |
| **Module** | Play and the developing child; and Aboriginal cultures and childhood | | | | | | | | | | | | |
| **Syllabus Outcomes** | CS5-2, CS5-4, CS5-5, CS5-8, CS5-9, CS5-11 | | | | | **Life Skills Outcomes** | | CSLS-2, CSLS-3, CSLS-4, CSLS-5, CSLS-8, CSLS-9 | | | | | |
| **Assessment** | Research Task, Due: Week 9 | | | | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10** |
| **Title and Description** | **Feeding young bodies and minds (25 hours)** Students develop an understanding of the nutritional needs of children throughout the early years, including individual needs related to special dietary needs and social-cultural factors influencing food choices. They will consider nutritional models and current dietary guidelines in relation to the growth and development of children. | | | | | | | | | | | |
| **Module** | Food and nutrition in childhood; and Health and safety in childhood | | | | | | | | | | | |
| **Syllabus Outcomes** | CS5-2, CS5-5, CS5-8, CS5-9, CS5-11, CS5-12 | | | | | Life Skills Outcomes | | | CSLS-2, CSLS-3, CSLS-4, CSLS-5, CSLS-9 | | | |
| **Assessment** | Case Study, Due: Week 6 | | | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Title and Description** | **How is technology transforming learning and education for children?** (25 hours) Students assess the impact of technology on the lifestyle and learning of children and explore how technology can enrich and support learning in different settings | | | | | | | | | | | |
| **Module(s)** | Media and technology in childhood; and The diverse needs of the child | | | | | | | | | | | |
| **Syllabus Outcomes** | CS5-3, CS5-4, CS5-5, CS5-8, CS5-9 | | | | **Life Skills Outcomes** | | | CSLS-2, CSLS-3, CSLS-4, CSLS-5, CSLS-9 | | | | |
| **Assessment** | Take-home Task, Due: Week 8 | | | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10** |
| **Title and Description** | **Catering for the individual needs of children (25 hours)** Students examine childcare and government and non-government early intervention services that are available in the community to cater for the diverse range of children and their needs. They explore career opportunities which involve working with children and recognise the qualities required to be successful in this industry | | | | | | | | | | | |
| **Module** | Childcare services and career opportunities; and The diverse needs of children | | | | | | | | | | | |
| **Syllabus Outcomes** | CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10 | | | | | **Life Skills outcomes** | | | CSLS-2, CSLS-5, CSLS-7, CSLS-8, CSLS-9, CSLS-10 | | | |
| **Assessment** | Yearly Examination, Week 5 | | | | | | | | | | | |

## Commerce Assessment Schedule

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Consumer and Financial Decisions | The Economic and Business Environment | Law in Action | Promoting and Selling |
| **Term 1 Week 9** | **Term 2 Week 5** | **Term 3 Week 9** | **Term 4 Week 5** |
| **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9 |
| **Total %** | **25** | **25** | **25** | **25** | **100** |

**Assessment Syllabus Outcomes:**

**COM 5-1** applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

**COM 5-2** analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

**COM 5-3** examines the role of law in society

**COM 5-4** analyses key factors affecting decisions

**COM 5-5** evaluates options for solving problems and issues

**COM 5-6** develops and implements plans designed to achieve goals

**COM 5-7** researches and assesses information using a variety of sources

**COM 5-8** explains information using a variety of forms

**COM 5-9** 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.

• Consumer and Final Decisions – Core Topic – 20-25 indicative hours

• The Economic and Business Environment – Core Topic – 20-25 indicative hours

• Law in Action (School Developed Option) – Option Topic – 15-25 indicative hours

• Promoting and Selling Topic – 15-25 indicative hours

• Towards Independence or Investing – Option Topic – 15-25 indicative hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| Consumer and Financial Decisions | | | | | | | | | |
| 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 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Law in Action | | | | Promoting and Selling | | | | | |
| Assessment Task 3: Assignment 25% Due: Week 9 | | | | Assessment Task 4: Assessment 25% Due Term 4, Week 5 | | | | | |
| COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | | | | COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9 | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10** |
| The Economic and Business Environment | | | | | | | Law in Action | | | |
| Assessment Task 2: Assignment 25% Due: Week 5 | | | | | | | Assessment Task 3: Assignment 25% Due Term 3, Week 9 | | | |
| 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 | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Promoting and Selling | | | | 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

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Research and Practical/Oral Presentation  **Composition** | Practical Demonstration  **Performance** | Research/Written In-Class Task  **Appreciation** | Practical Demonstration  **Performance** |
| **Term 1 Week 10** | **Term 2 Week 5** | **Term 3 Week 8** | **Term 4 Week 5** |
| **Outcomes assessed**  5.2.1, 5.2.2, 5.4.1 | **Outcomes assessed**  5.1.1, 5.1.2, 5.1.3 | **Outcomes assessed**  5.3.1, 5.3.2, 5.3.3 | **Outcomes assessed**  5.1.1, 5.1.2, 5.1.3 |
| **Performing 40%** |  | **20** |  | **20** | **40** |
| **Composition 30%** | **30** |  |  |  | **30** |
| **Appreciation 30%** |  |  | **30** |  |  |
| **Total %** | **30** | **20** | **30** | **20** | **100** |

**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 understanding 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 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.

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| **Appreciation** |  | Composition (Exploring Improvisation & Constructing a Composition Work) | | | | | | | | |
| **Performance** |  | Dance Technique and Safe Dance Practice | | | | | | | | |
|  | Assessment Task 1: Research and Practical/Oral Presentation Due: Week 10 | | | | | | | | |
| **Outcomes** |  | 5.2.1, 5.2.2, 5.4.1 | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Theory** | Composition (Manipulating the Elements of Dance) | | | | | | | | | |
| **Performance** | Dance Technique and Safe Dance Practice | | | | | | | | | |
| Assessment Task 2: Practical Demonstration Due: Week 4 | | | | | | | | | |
| **Outcomes** | 5.2.1, 5.2.2, 5.4.1 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Theory** | Appreciation (Pioneers of Modern Dance) | | | | | | | | | |
| **Performance** | Dance Technique and Safe Dance Practice | | | | | | | | | |
| Assessment Task 3: Research/Written in Class Task Due: Week 10 | | | | | | | | | |
| **Outcomes** | 5.3.1, 5.3.2, 5.3.3-5.1.1, 5.1.2, 5.1.3 | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Theory** | Appreciation (Aboriginal Dance in Australia) | | | | | | | | | |
| **Performance** | Dance Technique and Safe Dance Practice | | | | | | | | | |
| Assessment Task 4: Practical Demonstration Due: Week 4 | | | | | | | | | |
| **Outcomes** | 5.3.1, 5.3.2, 5.3.3-5.1.1, 5.1.2, 5.1.3 | | | | | | | | | |

## Drama Assessment Schedule

**Assessment Syllabus Outcomes**

**5.1.1** manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action

**5.1.2** contributes, selects, develops and structures ideas in improvisation and playbuilding

**5.1.3** devises, interprets and enacts drama using scripted and unscripted material or text

**5.1.4** explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies

**5.2.1** applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning

**5.2.2** selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience

**5.2.3** employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning

**5.3.1** responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions

**5.3.2** analyses the contemporary and historical contexts of drama

**5.3.3** analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant concepts and terminology

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| **Course Overview:**   * Playbuilding * Duologues * Drama and Theatre * Greek Theatre * Monologues | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Playbuilding  Group Performance | Duologues  Scripted Performance | Drama and Theatre  Performance Essay | Monologue  Individual Performance |
| **Term 1 Week 10** | **Term 2 Week 6** | **Term 3 Week 5** | **Term 4 Week 3** |
| **Outcomes assessed**  5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3 | **Outcomes assessed**  5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3 | **Outcomes assessed**  5.3.1, 5.3.2, 5.3.3 | **Outcomes assessed**  5.1.1, 5.1.3, 5.1.4, 5.2.3 |
| Making | 10 | 10 | 10 | 10 | 40 |
| Performing | 10 | 10 |  | 10 | 30 |
| Critically Studying | 10 |  | 20 |  | 30 |
| **Total %** | **30** | **20** | **30** | **20** | **100** |

## Drama Scope and Sequence

The scope and sequence covers the following content:

* Playbuilding
* Duologues and Monologues
* Drama and Theatre
* Contiki Tour of Theatre

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | We’re All in This Together – Playbuilding Unit | | | | | | | | | |
| Assessment Task 1: Group Performance 30% Due: Week 10 | | | | | | | | | |
| 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Two is > Than One – Duologues | | | | | | Drama and Theatre-Close Study of a Play | | | |
| Assessment Task 2: Duologue Performance 20% Due: Week 6 | | | | | |  | | | |
| 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.2.3 | | | | | |  | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Drama and Theatre-Close Study of Play | | | | | | | On My Own - Monologues | | |
| Assessment Task 3: Performance Essay 30% Due: Week 5 | | | | | | |  | | |
| 5.3.1, 5.3.2, 5.3.3 | | | | | | | 5.1.1, 5.1.3, 5.1.4, 5.2.3 | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| On My Own – Monologues | | | In the Beginning – Contiki Tour of Theatre | | | | | | |
| Assessment Task 4: Monologue 20  Due: Week 3 | | |  | | | | | | |
| 5.1.1, 5.1.3, 5.1.4, 5.2.3 | | |  | | | | | | |

## Elective History Assessment Schedule

**Assessment Syllabus 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 audiences.

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Research Task | Research Task Presentation | Research Task Essay | Final Examination |
| **Term 1 Week 10** | **Term 2 Week 6** | **Term 3 Week 8** | **Term 4 Week 5** |
| **Outcomes assessed**  5.1, 5.2, 5.6, 5.8, 5.10 | **Outcomes assessed**  5.1, 5.3, 5.6, 5.8, 5.9, 5.10 | **Outcomes assessed**  5.1, 5.3, 5.4, 5.8, 5.9, 5.10 | **Outcomes assessed**  5.1, 5.4, 5.5, 5.7, 5.9 |
| Total % | 25 | 25 | 25 | 25 | 100 |

## Elective History Scope and Sequence

The scope and sequence cover the following subject areas

• History, Heritage and Archaeology 25 hours

• Thematic Study 25 hours

• Medieval and Modern Societies: 25 hours

• Thematic Study 2 25 hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| History, Heritage and Archaeology | | | | | | | | | | |
| Assessment Task 1. Due Week 10: 25% | | | | | | | | | | |
| HTE5-1 HTE5-2 HTE5-3 HTE5-6 HTE5-8-HTE5-10 | | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| History, Heritage and Archaeology | | | | | Thematic Study | | | | |
| Assessment Task 2: Research Task: Presentation. Due Week 6. Weight: 25% | | | | |  | | | | |
| HTE5-1 HTE5-6 HTE5-8 HTE5-9 HTE5-10 | | | | | HTE5-1 THE5-3 HTE5-2HTE5-6 HTE5-8 HTE5-9 HTE5-10 | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Thematic Study | | Medieval and Modern Societies | | | | | | | |
|  | | Assessment Task 3: Essay. Due Week 8. Weight:25% | | | | | | | |
|  | | HTE5-1 HTE5-3 HTE5-4 HTE5-8 HTE5-9 HTE5-10 | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Societies continued | | | | | Thematic Study: Family History | | | | | |
| Assessment Task 4: In-class exam. Week 5. Weighting 25% | | | | | No assessment | | | | | |
| HTE5-1 HTE5-4 HTE5-5 HTE5-7 HTE5-9 | | | | | HTE5-1 HTE5-4 HTE5-5 HTE5-7 HTE5-9 | | | | | |

## Engineering (STEM) Assessment Schedule

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

**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 scope and sequence covers the following content:

• STEM Fundamentals

• CAD/CAM • Motion

• Design for Space

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| STEM Fundamentals | | | | | | | | | |
| Assessment Task 1: Project 1, 25%, Week 10 | | | | | | | | | |
| 5.1.1, 5.1.2, 5.3.1, 5.4.1, 5.5.1, 5.5.2, 5.6.2, 5.8.1 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| CAD/CAM | | | | | | | | | |
| Assessment Task 2: Project 2, 25%, Week 10 | | | | | | | | | |
| 5.1.1, 5.1.2, 5.2.2, 5.3.2, 5.7.1 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Motion | | | | | | | | | | |
| Assessment Task 3: Project 3, 25%, Week 10 | | | | | | | | | | |
| 5.1.1, 5.1.2, 5.4.1, 5.4.2. 5.6.1, 5.6.2, 5.8.1 | | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Design for Space | | | | | | | | | | |
| Assessment Task 4: Project 4, 25%, Week 5 | | | | | | | | | | |
| 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.6.1, 5.7.1 | | | | | | | | | | |

## English Assessment Schedule

**Assessment Syllabus Outcomes**

**EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-2A** effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing range of texts in different media and technologies

**EN5-3B** 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

**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-5C** 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

**EN5-6C** investigates the relationships between and among texts

**EN5-7D** understands and evaluates the diverse way texts can represent personal and public worlds

**EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

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| --- | --- | --- | --- | --- | --- |
| **Course Overview:**   * Power Play or Love Game (Shakespeare) * Walking in Someone Else’s Shoes * Close Study of Text * Poetry Play | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Extended Response**  Essay | **Feature Article**  Article for Publication in a Journal | **Speech**  Character Presentation | **Exam**  Short answers & Essay on Poetry |
| **Term 1 Week 11** | **Term 2 Week 10** | **Term 3 Week 10** | **Term 4 Week 5** |
| **Outcomes assessed**  EN5-1A, EN5-3B, EN5-5C, EN5-7D | **Outcomes assessed**  EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D | **Outcomes assessed**  EN5-3B, EN5-4B, EN5-5C, EN5-8D, EN5-9E | **Outcomes assessed**  EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D |
| **Total %** | **25** | **25** | **25** | **25** | **100** |

## English Scope and Sequence

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Walking in Someone Else’s Shoes | | | | | | | | | |
| Assessment Task 2: Feature Article 25% Due: Week 10 | | | | | | | | | |
| EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D | | | | | | | | | |

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | Power Play and Love Game (Shakespeare) | | | | | | | | | |
| Assessment Task 1: Essay 25% Due: Week 11 | | | | | | | | | |
| EN5-1A, EN5-3B, EN5-5C, EN5-7D | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Close Study of Text | | | | | | | | | |
| Assessment Task 3: Speech 25% Due: Week 10 | | | | | | | | | |
| EN5-3B, EN5-4B, EN5-5C, EN5-8D, EN5-9E | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Poetry Play | | | | | | | | | |
| Assessment Task 4: Exam 25% Due: Week 5 | | | | | | | | | |
| EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D, EN5-8D | | | | | | | | | |

## English 10P Assessment Schedule

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| --- | --- | --- | --- | --- | --- |
| **Course Overview:**   * **Power Play** * **Literature Study** * **All the World’s a Stage** * **Poetry Unit** | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Essay**  Extended Response | **Speech**  Character Bag | **Scriptwriting**  Podcast | **Examination**  End of Course Examination |
| **Term 1 Week 11** | **Term 2 Week 10** | **Term 3 Week 10** | **Term 4 Week 5** |
| **Outcomes assessed**  EN5-1A, EN5-3B, EN5-5C, EN5-6C6 & EN5-7D | **Outcomes assessed**  EN3-3B, EN5-4C, EN5-5C, EN5-8D & EN5-9E | **Outcomes assessed**  EN5-1A, EN5-2A, EN5-3B, EN5-4C, EN5-7D & EN5-8D | **Outcomes assessed**  EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D & EN5-8D |
| **Total %** | **25** | **25** | **25** | **25** | **100** |

**Assessment Syllabus Outcomes**:

**EN5-1A** responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

**EN5-2A** 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

**EN5-3B** 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

**EN5-4B** effectively transfers knowledge, skills and understanding of language concepts into new and different contexts

**EN5-5C** 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

**EN5-6C** investigates the relationships between and among texts

**EN5-7D** understands and evaluates the diverse ways texts can represent personal and public worlds

**EN5-8D** questions, challenges and evaluates cultural assumptions in texts and their effects on meaning

**EN5-9E** purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## English 10P Scope and Sequence

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Literature Study – *The Book Thief* | | | | | | | | | |
| Assessment Task 2: Speech 25% Due: Week 10 | | | | | | | | | |
| EN3-3B, EN5-4B, EN5-5C, EN5-8D & EN5-9E | | | | | | | | | |

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | Power Play - *Macbeth* | | | | | | | | | | |
| Assessment Task 1: Essay 25% Due: Week 11 | | | | | | | | | | |
| EN5-1A, EN5-3B, EN5-5C, EN5-6C & EN5-7D | | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| All the World’s a Stage – *The Glass Menagerie* | | | | | | | | | | |
| Assessment Task 3: Scriptwriting 25% Due: Week 10 | | | | | | | | | | |
| EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-7D & EN5-8D | | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Poetry Unit | | | | | | | | | |
| Assessment Task 4: End of Course Exam 25% Due: Week 5 | | | | | | | | | |
| EN5-1A, EN5-2A, EN5-3B, EN5-4B, EN5-5C, EN5-6C, EN5-7D & EN5-8D | | | | | | | | | |

## Food Technology Assessment Schedule

**Assessment Syllabus Outcomes**

**FT5-1** demonstrates hygienic handling of food to ensure a safe and appealing product

**FT5-2** identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food

**FT5-3** describes the physical and chemical properties of a variety of foods

**FT5-4** accounts for changes to the properties of food which occur during food processing, preparation and storage

**FT5-5** applies appropriate methods of food processing, preparation and storage

**FT5-6** describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities

**FT5-7** justifies food choices by analysing the factors that influence eating habits

**FT5-8** collects, evaluates and applies information from a variety of sources

**FT5-9** communicates ideas and information using a range of media and appropriate terminology

**FT5-10** selects and employs appropriate techniques and equipment for a variety of food-specific purposes

**FT5-11** plans, prepares, presents and evaluates food solutions for specific purposes

**FT5-12** examines the relationship between food, technology and society

**FT5-13** evaluates the impact of activities related to food on the individual, society and the environment

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| --- | --- | --- | --- | --- | --- | --- |
| **Course Overview**  By the end of Stage 5, students are able to make informed decisions based on knowledge and understanding of the impact of food on society, of food properties, preparation and processing, and the interrelationship of nutrition and health. This understanding enables them to design, manage and implement solutions, in a safe and hygienic manner, for specific purposes with regard to food. Students select, use and apply appropriate terminology, resources and a broad range of media to accurately communicate ideas, understanding and skills to a variety of audiences. Students demonstrate practical skills in preparing and presenting food that enable them to select and use appropriate ingredients, methods and equipment. Students apply skills and gain confidence in managing, realising and evaluating solutions for specific food purposes. | | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Practical Task | Research Task | Practical Task | Examination |
| **Term 1 Week 9** | **Term 2 Week 6** | **Term 3 Week 9** | **Term 4 Week 6** |
| **Outcomes assessed**  FT5-3, FT5-4, FT5-10, FT5-11 | **Outcomes assessed**  FT5-7, FT5-8, FT5-9, FT5-12, FT5-13 | **Outcomes assessed**  FT5-1, FT5-2, FT5-5, FT5-10 | **Outcomes assessed**  FT5-6, FT5-7, FT5-8, FT5-9 |
| Knowledge, Understanding and Skills | 25 | 25 | 25 | 25 | 100 |
| **Total %** | **25** | **25** | **25** | **25** | **100** |

## Food Technology Scope and Sequence

The scope and sequence covers the following content:

* Food Trend
* Foods for Special Occasions
* Food Equity
* Food for Specific Needs

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| Food Trends: Trends over Time | | | | | | | | | | | |
| Assessment Task 1: Practical Task Due: Week 9 | | | | | | | | | | | |
| FT 5-3, 5-4, 5-10, 5-11 | | | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Food Equity | | | | | | | | | |
| Assessment Task 2: Research Task Due: Week 6 | | | | | | | | | |
| FT5-7, 5-8, 5-9, 5-12, 5-13 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Food for special occasions: research and menu planning for events | | | | | | | | | |
| Assessment Task 3: Event Planning Practical Task Due: Week 9 | | | | | | | | | |
| FT5-1, 5-2, 5-5, 5-10 | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Food for Specific Needs | | | | | | | | | |
| Assessment Task 4: Examination Due: Week 6 | | | | | | | | | |
| FT5-6, 5-7, 5-8, 5-9 | | | | | | | | | |

## History and Geography Assessment Schedule

**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 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

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| **Course Overview:**  **History:**  The year 10 course examines the history of the modern world and Australia from 1945 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.  **Geography**  The year 10 course examines the patterns and trends in population movements and the increasing urbanisation of countries. Students explore strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship. The, students study the nature of, and differences in, human wellbeing and development that exist within and between countries. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Cowra POW Research Task | Rights and Freedoms Source Task | Changing Places Task | Human Wellbeing Task |
| **Term 1 Week 8**  **Term 3 Week 8** | **Term 2 Week 5**  **Term 4 Week 5** | **Term 1 Week 8**  **Term 3 Week 8** | **Term 2 Week 5**  **Term 4 Week 5** |
| **Outcomes assessed**  5.1, 5.3, 5.4, 5.5, 5.7, 5.9, 5.10 | **Outcomes assessed**  5.2, 5.3, 5.6, 5.7, 5.8 | **Outcomes assessed**  5.2, 5.3, 5.5, 5.7, 5.8 | **Outcomes assessed**  5.1, 5.2, 5.6, 5.7, 5.8 |
| **Total %** | **50** | **50** | **50** | **50** | **200**  **(100% History, 100% Geography)** |

## History and Geography Scope and Sequence

The following scope and sequence covers the following **History** content:

* Overview – 5 hours
* School developed Option; The Holocaust – 13 hours
* School developed Option; The Cowra Breakout – 13 hours
* Rights and Freedoms – 20 hours

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| The Holocaust | | Rights and Freedoms | | | | | | | | |
|  | | Assessment Task 2: Test, 50%, Due Week 5 | | | | | | | | |
| HT5-2, HT5-3, HT5-4, HT5-6, HT5-9, HT5-10 | | HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10 | | | | | | | | |

The following scope and sequence covers the following **Geography** content:

* Changing Places – 25 hours
* Human Wellbeing – 25 hours

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| **Term 1** | **Week 1** | **Week 2** | | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| Overview | | The Cowra Breakout | | | | | | The Holocaust | | |
|  | | Assessment Task 1: Research Task 50% Due Week 8 | | | | | |  | | |
|  | | HT5-2, HT5-3, HT5-4, HT5-6, HT5-9, HT5-10 | | | | | | HT5-2, HT5-3, HT5-4, HT5-6, HT5-9, HT5-10 | | |

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Environmental Change and Management | | | | | | | | | | |
| Assessment Task 1: 50% Due Week 8 | | | | | | | | | | |
| GE5-2, GE5-3, GE5-5, GE5-7, GE5-8 | | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Human Wellbeing | | | | | | | | | | |
| Assessment Task 2: 50% Due Week 5 | | | | | | | | | | |
| GE5-1, GE5-2, GE5-6, GE5-7, GE5-8 | | | | | | | | | | |

## Industrial Technology Metals Assessment Schedule

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| **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/Folio | Industry Research | Practical Project and Theory Component | Yearly Examination |
| **Term 1 Week 10** | **Term 2 Week 6** | **Term 3 Week 10** | **Term 4 Week 5** |
| **Outcomes assessed**  IND5-1, IND5- 2 IND5-3, IND5-7 IND5- 8 | **Outcomes assessed**  IND5-10, IND5-9 | **Outcomes assessed**  IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-10 | **Outcomes assessed**  IND5-1, IND5-3, IND5-7, IND5-9 |
| WHS and risk management. Tools, equipment and techniques | 10 | 5 | 10 | 10 | 35 |
| Workplace communication skills. Links to industry societal and environmental impact | 10 | 15 | 10 | 10 | 45 |
| Design, Materials | 5 | 0 | 10 | 5 | 20 |
| **Total %** | **25** | **20** | **30** | **25** | **100** |

**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 Metals Scope and Sequence

The scope and sequence covers the following content:

Core Metal 1 – 100 hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| Fabrication – WHS and Risk Management, Design | | | | | | | | | | |
| Assessment Task 1: Practical Project/Folio Due: Week 10 | | | | | | | | | | |
| IND5-1,IND5-2, IND5-3, IND5-7 IND5-8 | | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Fabrication and Machining – Materials, Tools, Equipment & Techniques | | | | | | | | | |
| Assessment Task 2: Industry Research Due: Term 2 Week 6 | | | | | | | | | |
| IND5-9, IND5-10 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Fabrication – Workplace Communication Skills, Societal and Environmental Impact | | | | | | | | | |
| Assessment Task 3: Practical Project and Theory component Due: Term 3 Week 10 | | | | | | | | | |
| IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-10 | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| 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

**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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | Jewellery Box Project/Complete Folio | Timber Conversion/ Timber Sheet Technology Task | Lathe Project/Practical Joinery Exam |
| **Term 1 Week 9** | **Term 2 Week 7** | **Term 3 Week 8** | **Term 4 Week 6** |
| **Outcomes assessed**  IND5-1, IND5-2, IND5-3, IND5-7, IND5-8 | **Outcomes assessed**  IND5-1, IND5-2, IND5-3, IND5-5, IND5-8 | **Outcomes assessed**  IND5-5, IND5-6, IND5-9, IND5-10 | **Outcomes assessed**  IND5-1, IND5-3, IND5-4, IND5-7 |
| WHS and risk management. Tools, equipment and techniques | 10 | 10 | 10 | 5 | 35 |
| Workplace communication skills. Links to industry, societal and environmental impact | 10 | 10 | 10 | 15 | 45 |
| Design, Materials | 5 |  | 10 | 5 | 15 |
| **Total %** | **25** | **20** | **30** | **25** | **100** |

## Industrial Technology Timber Scope and Sequence

The scope and sequence covers the following content:

Core Unit Timber 1: 100 hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| Topic: WHS and Risk Management, Design | | | | | | | | | | | |
| Assessment Task 1: Introduction Joinery Project/Practical Due: Term 1 Week 9 | | | | | | | | | | | |
| IND5-1, IND5-2, IND5-3, IND5-7, IND5-8 | | | | | | | | | | | |

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| **Term 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: Jewellery Box Project/Folio Task Due: Term 2 Week 7 | | | | | | | | | |
| IND5-1, IND5-2, IND5-3, IND5-5, IND5-7, IND5-8 | | | | | | | | | |

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| **Term 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 Conversion/Timber Sheet Technology Task Due: Term 3 Week 8 | | | | | | | | | |
| IND5-5, IND5-6, IND5-9, IND5-10 | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| 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

**Assessment Syllabus Outcomes**

**5.1** analyses a variety of definitions of culture   
**5.2** describes characteristics of culture  
**5.3** examines cultural similarities and differences  
**5.4** examines cultural diversity  
**5.5** accounts for the dynamic nature of culture   
**5.6** identifies influences on cultures and their interconnectedness  
**5.7** recognises bias and stereotypes  
**5.8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices  
**5.9** evaluates culturally significant issues, events and scenarios from a variety of perspectives  
**5.10** applies understanding of cultural differences when communicating across cultures  
**5.11** applies strategies to challenge stereotypes  
**5.12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

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| **Course Overview:**  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. | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Report and Reflection | Research Methodology | Mini PIP Oral Examination | Mini PIP in class and take home |
| **Term 1 Week 10** | **Term 2 Week 5** | **Term 3 Week 8** | **Term 4 Week 5** |
| **Outcomes assessed**  5.4, 5.6, 5.7, 5.11 | **Outcomes assessed**  5.7, 5.9, 5.10, 5.12 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.8, 5.12 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5, 5.8, 5.12 |
| **Total %** | **25** | **25** | **20** | **30** | **100** |

## International Studies Scope and Sequence

The scope and sequence covers the following content:

* Core: Understanding Culture and Diversity in Today’s World – 50 hours
* Option 5: Culture and Travel
* Option 9: Culture and Sport

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| Understanding Culture and Diversity in Today’s World | | | | | | | | | |
| Assessment Task 1: Report and Reflection 25% due: Week 10 | | | | | | | | | |
| IS-4, IS-6, IS-7, IS-11 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Understanding Culture and Diversity in Today’s World | | | | | | | | | | |
| Assessment Task 2: Research Methodology 25% Due: week 5 | | | | | | | | | | |
| IS-7, IS-9, IS-10, IS-12 | | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Option 5: Culture and Travel | | | | | | | | | | |
| Assessment Task 3: Mini-PIP Oral Examination, 20% Due: week 6 | | | | | | | | | | |
| IS-1, IS-2, IS-3, IS-5, IS-8, IS-12 | | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Option 9: Culture and Sport | | | | | | | | | | |
| Assessment Task 4: Mini-Pip in class and take home 30% Due: week 4 | | | | | | | | | | |
| IS-1, IS-2, IS-3, IS-4 IS-5, IS-8, IS-12 | | | | | | | | | | |

## Japanese Assessment Schedule

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| **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 %** |
| **Learning a Language**  Topic Test  Writing and Speaking Skills | **Shopping**  Topic Test Role-play  Reading, Speaking and Listening Skills | **City and Country**  Topic Test Speech,  Speaking and Listening Skills | **Yearly Examination**  All Skills |
| **Term 1 Week 9** | **Term 2 Week 8** | **Term 3 Week 8** | **Term 4 Week 5** |
| **Outcomes assessed**  LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U | **Outcomes assessed**  LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U | **Outcomes assessed**  LJA5-1C, LJA5-5U, LJA5-7U, LJA5-8U | **Outcomes assessed**  LJA5-1C, LJA5-2C, LJA5-3C, LJA5-4C, LJA5-5U, LJA5-6U, LJA5-7U, LJA5-8U, LJA5-9U |
| Communicating | 10 | 10 | 15 | 15 | 50 |
| Understanding | 10 | 10 | 10 | 20 | 50 |
| **Total %** | **20** | **20** | **25** | **35** | **100** |

**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:

* Milestones
* Learning a Language
* Healthy Eating
* Shopping
* Hanging Out
* City and Country
* School Trips

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | Milestones | | | | Learning a Language | | | | | |
|  | | | | Assessment Task 1: Topic Test 20% Due: Week 9 | | | | | |
| LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U | | | | LJA5-1C, LJA5-2C, LJA5-3C, LJA5-5U, LJA5-6U | | | | | |

* Year 11 Preparation

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Healthy Eating | | | | | Shopping | | | | |
|  | | | | | Assessment Task 2: Topic Test 20% 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 | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| School Trips | | | | | Year 11 Preparation | | | | |
| Assessment Task 4: Yearly Exam 35% 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 | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Hanging Out | | | | | City and Country | | | | |
|  | | | | | Assessment Task 3: Topic Test 25% Due: Week 8 | | | | |
| LJA5-1C, LJA5-5U, LJA5-7U, LJA5-8U | | | | | LJA5-1C, LJA5-5U, LJA5-7U, LJA5-8U | | | | |

## Mathematics 5.1 Assessment Schedule

**Assessment Syllabus Outcomes**

**MA4-9NA** operates with positive-integer and zero indices of numerical bases

**MA4-14MG** uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume

**MA4-12SP** represents probabilities of simple and compound events

**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

**MA5.1-7NA** graphs simple non-linear relationships

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

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

**MA5.2-4NA** solves financial problems involving compound interest

**MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships

**MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

**MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data

**MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time

**MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments

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| **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 | Assignment/  Investigation Task | In-Class Test | Final Examination |
| **Term 1 Week 9** | **Term 2 Week 6** | **Term 3 Week 9** | **Term 4 Week 5** |
| **Outcomes assessed**  MA5.1-4NA  MA5.2-4NA  MA5.2-8NA | **Outcomes assessed**  MA5.2-15SP | **Outcomes assessed**  MA5.1-6NA  MA5.2-9NA  MA5.1-7NA  MA5.2-13MG | **Outcomes assessed**  MA5.1-4NA,MA5.2-4NA, MA5.2-8NA, MA4-9NA, MA5.1-5NA, MA5.1-9MG, MA5.2-15SP, MA5.2-16SP, MA5.1-6NA, MA5.2-9NA, MA5.1-7NA, MA5.2-13MG, MA4-12SP, MA5.1-13SP, MA5.2-17SP, MA4-14MG,  MA5.2-12MG |
| **Total %** | **25** | **20** | **25** | **30** | **100** |

## Mathematics 5.1 Scope and Sequence

The scope and sequence covers the following content:

* Number and Algebra – 53 hours
* Measurement and Geometry – 32 hours
* Statistics and Probability – 28 hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | | **Week 11** |
|  | Financial Mathematics II | | | Equations II | | | Indices | | | | |
| Assessment Task 1: In –Class Test, 25%, During Week 9 | | | | | | | | |  | |
| MA5.1-4NA, MA5.2-4NA | | | MA5.2-8NA | | | MA4-9NA, MA5.1-5NA | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10** |
| Data Analysis II | | | Bivariate Data Analysis | | Numbers of Any Magnitude | | | Linear Relationships II | | |
| Assessment Task 2: Assignment, 20%, Due Week 6 | | | | | | |  | | | |
| MA5.2-15SP | | | MA5.2-16SP | | MA5.1-9MG | | | MA5.1-6NA, MA5.2-9NA | | |

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| **Term 3** | **Week 1** | **Week 2** | | | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Linear Relationships II | | | Non-Linear Relationships | | Trigonometry | | | | Probability | | |
| Assessment Task 3: In-Class Test, 25%, During Week 9 | | | | | | | | | | |  |
|  | | MA5.1-7NA | | | MA5.2-13MG | | | | MA4-21SP, MA5.1-13SP, MA5.2-17SP | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10** |
| Volume | | | Revision | Final Exam | Preparation for Stage 6 Mathematics | | | | | | |
| Assessment Task 4: Final Examination, 30%, During Week 5 | | | | |  | | | | | | |
| MA4-14MG, MA5.2-12MG | | |  | | | |  | | | | |

## Mathematics 5.2 Assessment Schedule

**Assessment Syllabus Outcomes**

**MA5.2-4NA** solves financial problems involving compound interest

**MA5.2-6NA** simplifies algebraic fractions, and expands and factorises quadratic expressions

**MA5.2-9NA** uses the gradient-intercept form to interpret and graph linear relationships

**MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions

**MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

**MA5.3-8NA** uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line

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

**MA5.2-11MG** calculates the surface areas of right prisms, cylinders and related composite solids

**MA5.2-12MG** applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders

**MA5.2-13MG** applies trigonometry to solve problems, including problems involving bearings

**MA5.3-15MG** applies Pythagoras’ theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data

**MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time

**MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments

**MA5.3-18SP** uses standard deviation to analyse data

**MA5.3-19SP** investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

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| **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 | Assignment/ Investigation Task | In-Class Test | Final Examination |
| **Term 1 Week 9** | **Term 2 Week 6** | **Term 3 Week 9** | **Term 4 Week 5** |
| **Outcomes assessed**  MA5.2-4NA, MA5.2-6NA,  MA5.3-5NA | **Outcomes assessed**  MA5.2-13MG  MA5.3-15MG | **Outcomes assessed**  MA5.2-9NA  MA5.3-8NA  MA5.2-8NA  MA5.1-13SP  MA5.2-17SP | **Outcomes assessed**  MA5.1-4NA, MA5.2-4NA, MA5.2-6NA, MA5.3-5NA, MA5.2-13MG, MA5.3-15MG, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP, MA5.2-8NA, MA5.2-9NA, MA5.3-8NA, MA5.1-13SP, MA5.2-17SP, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA5.1-7NA,  MA5.2-10NA |
| **Total %** | **25** | **20** | **25** | **30** | **100** |

## Mathematics 5.2 Scope and Sequence

The following scope and sequence covers the following content:

* Number and Algebra – 74 hours
* Measurement and Geometry – 21 hours
* Statistics and Probability – 28 hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | | **Week 10/11** |
| Financial Mathematics II | | | | Algebraic Techniques II | | | | Trigonometry II | | | |
| Assessment Task 1: In –Class Test, 25%, During Week 9 | | | | | | | | | |  | |
| MA5.1-4NA, MA5.2-4NA | | | | MA5.2-6NA, MA5.3-5NA | | | | MA5.2-13MG, MA5.3-15MG | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | | **Week 9** | **Week 10** |
| Single Variable Data Analysis II | | | Bivariate Data Analysis | | Equations and Inequalities | | | | Simultaneous Equations | | |
| Assessment Task 2: Assignment, 20%, Due Week 6 | | | | | | |  | | | | |
| MA5.2-15SP, MA5.3-18SP | | | MA5.2-16SP, MA5.3-19SP | | MA5.2-8NA | | | | MA5.2-8NA | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | | **Week 10** |
| Coordinate Geometry II | | | | | Probability | | | | Surface Area and Volume | | | |
| Assessment Task 3: In-Class Test, 25%, During Week 9 | | | | | | | | | | |  | |
| MA5.2-9NA, MA5.3-8NA | | | | MA5.1-13SP, MA5.2-17SP | | | | | MA5.1-8MG, MA5.2-11MG, MA5.2-12MG | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | | **Week 5** | **Week 6** | | **Week 7** | | **Week 8** | **Week 9** | **Week 10** |
| Non-Linear Relationships | | | Revision | | Final Exam | Rates and Ratios | | | | Preparation for Stage 6 Mathematics | | |
| Assessment Task 4: Final Examination, 30%, During Week 5 | | | | | | |  | | | | | |
| MA5.1-7NA, MA5.2-10NA | | | |  | | | MA5.2-5NA, MA5.3-4NA | |  | | | |

## Mathematics 5.3 Assessment Schedule

**Assessment Syllabus Outcomes**

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

**MA5.1-7NA** graphs simple non-linear relationships

**MA5.2-5NA** recognises direct and indirect proportion, and solves problems involving direct proportion

**MA5.2-8NA** solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques

**MA5.2-10NA** connects algebraic and graphical representations of simple non-linear relationships

**MA5.3-4NA** draws, interprets and analyses graphs of physical phenomena

**MA5.3-5NA** selects and applies appropriate algebraic techniques to operate with algebraic expressions

**MA5.3-7NA** solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations

**MA5.3-9NA** sketches and interprets a variety of nonlinear relationships

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

**MA5.1-13SP** calculates relative frequencies to estimate probabilities of simple and compound events

**MA5.2-15SP** uses quartiles and box plots to compare sets of data, and evaluates sources of data

**MA5.2-16SP** investigates relationships between two statistical variables, including their relationship over time

**MA5.2-17SP** describes and calculates probabilities in multi-step chance experiments

**MA5.3-18SP** uses standard deviation to analyse data MA5.3-19SP investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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 | Assignment/ Investigation Task | In-Class Test | Final Examination |
| **Term 1 Week 9** | **Term 2 Week 6** | **Term 3 Week 9** | **Term 4 Week 5** |
| **Outcomes assessed**  MA4-8NA, MA5.2-6NA, MA5.3-5NA, MA5.1-12SP, MA5.2-15SP, MA5.3-18SP | **Outcomes assessed**  MA5.1-13SP, MA5.2-17SP, MA5.2-8NA | **Outcomes assessed**  MA5.2-16SP, MA5.3-19SP, MA5.3-7NA | **Outcomes assessed**  MA4-8NA, MA5.1-7NA, MA5.2-5NA, MA5.2-6NA, MA5.2-8NA, MA5.2-10NA, MA5.3-4NA, MA5.3-5NA, MA5.3-7NA, MA5.3-9NA, MA5.1-12SP, MA5.1-13SP, MA5.2-15SP, MA5.2-16SP, MA5.2-17SP, MA5.3-18SP, MA5.3-19SP |
| Total % |  |  |  |  | 100 |

## Mathematics 5.3 Scope and Sequence

The scope and sequence covers the following content:

* Number and Algebra – 81 hours •
* Measurement and Geometry – 7 hours •
* Statistics and Probability – 42 hours

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | | **Week 11** |
|  | Algebraic Techniques | | | | Single Variable Data Analysis | | | | | Probability | |
| Assessment Task 1: In-Class Test, 25%, Due Week 9 | | | | | | | | |  | |
| MA4-8NA, MA5.2-6NA, MA5.3-5NA | | | | MA5.1-12SP, MA5.2-15SP, MA5.3-18SP | | | | |  | |

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| **Term 2** | **Week 1** | **Week 2** | | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | | **Week 9** | **Week 10** |
| Probability | | Equations and Inequalities | | | | | | Simultaneous Equations | | Bivariate Data Analysis | | |
| Assessment Task 2: Assignment, 20%, Due Week 6 | | | | | | | |  | | | | |
| MA5.1-13SP, MA5.2-17SP | | MA4-10NA, MA5.2-8NA | | | | | | MA5.2-8NA | | MA5.2-16SP, MA5.3-19SP | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | |
| Bivariate Data Analysis | Quadratic Equations | | | | Non-Linear Relationships | | | | | |
| Assessment Task 3: In-class Test, 25% During Week 9 | | | | | | | | | |  |
| MA5.2-16SP, MA5.3-19SP | MA5.3-7NA | | | | MA5.1-7NA, MA5.2-10NA, MA5.3-9NA | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10** |
| Ratios and Rates | | | Revision | Final Exam | Functions and Other Graphs | | | Circle Geometry | |  |
| Assessment Task 4: Final Examination, 30%, During Week 5 | | | | |  | | | | | |
| MA5.2-5NA, MA5.3-4NA | | |  | | MA5.3-12NA | | MA5.3-17MG | | | |

## Music Assessment Schedule

**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

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| **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 Exam |  |
|  | **Term 1 Week 10** | **Term 2 Week 5** | **Term 3 Week 5** | **Term 4 Week 5** |  | |
| **Outcomes assessed**  5.1, 5.2 & 5.3 | **Outcomes assessed**  5.7, 5.8, 5.9 & 5.10 | **Outcomes assessed**  5.4, 5.5 & 5.6 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.7, 5.8, 5.9 & 5.10 |
| **Performance** | 25 |  |  | 25 | **50** |
| **Listening** |  | 15 |  | 15 | **30** |
| **Composition** |  |  | 20 |  | **20** |
| **Total %** | **25** | **15** | **20** | **40** | **100** |

## Music Scope and Sequence

The scope and sequence covers the following content:

* Australian Music
* Jazz and Blues Music
* Music for Small Ensembles

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | Australian Music | | | | | | | | | |
| Assessment Task 1: Individual Performance Due: Week 10 | | | | | | | | | |
| 5.1, 5.2 & 5.3 | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Australian Music | | Jazz and Blues Music | | | | | | | |
|  | | Assessment Task 2: Aural Assignment Due: Week 5 | | | | | | | |
|  | | 5.7, 5.8, 5.9 & 5.10 | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Jazz and Blues Music | | | | | Music for Small Ensembles | | | | |
| Assessment Task 3: Composition  Due: Week 5 | | | | |  | | | | |
| 5.4, 5.5 & 5.6 | | | | |  | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Music for Small Ensembles | | | | | | Live Performance | | | |
| Assessment Task 4: Yearly Performance and Examination | | | | | |  | | | |
| 5.1, 5.2, 5.3, 5.7, 5.8, 5.9 & 5.10 | | | | | |  | | | |

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

**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 and enjoyment

**PASS5-9** performs movement skills with increasing proficiency

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

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Practical Demonstration and Reflection | Movement Skill and Performance In-Class Task | Practical Demonstration and In-Class Task | Yearly Examination |
| **Term 1 Week 10** | **Term 2 Week 5** | **Term 3 Week 10** | **Term 4 Week 5** |
| **Outcomes assessed**  PASS5-6, PASS5-7 PASS5-10 | **Outcomes assessed**  PASS5-1, PASS5-5 PASS5-9 | **Outcomes assessed**  PASS5-2, PASS5-9 PASS5-10 | **Outcomes assessed**  PASS5-3, PASS5-4 PASS5-10 |
| **Total %** | **25** | **25** | **25** | **25** | **100** |

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

The scope and sequence covers the following content:

* Technology, Participation and Performance
* Fundamentals of Movement Skill Development
* Body Systems and Energy for Physical Activity

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| Technology, Participation and Performance | | | | | | | | | | |
| Assessment Task 1: Practical Demonstration and Reflection Due: Week 10 | | | | | | | | | | |
| PASS5-6, PASS5-7, PASS5-10 | | | | | | | | | | |

* Australia’s Sporting Identity

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Fundamentals of Movement Skill Development | | | | | | | | | |
| Assessment Task 2: Movement Skill and Performance In Class Task Due: Week 5 | | | | | | | | | |
| PASS5-1, PASS5-5, PASS5-7, PASS5-9, PASS5-10 | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Body Systems and Energy for Physical Activity | | | | | | | | | |
| Assessment Task 4: Practical Demonstration and In Class Task Due: Week 10 | | | | | | | | | |
| PASS-1, PASS-2, PASS-9, PASS-10 | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Australia’s Sporting Identity | | | | | | | | | |
| Assessment Task 5: Yearly Examination Due: Week 4 | | | | | | | | | |
| PASS-3, PASS-4, PASS5-10 | | | | | | | | | |

## Personal Development, Health & Physical Education (PDHPE) Assessment Schedule

**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

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| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Research Task | Practical Demonstration and Self Evaluation | Practical Demonstration and Peer Evaluation | Yearly Examination |
| **Term 1 Week 10** | **Term 2 Week 5-6**  **Term 4, Week 5-6** | **Term 3 Week 10** | **Term 4 Week 5** |
| **Outcomes assessed**  PD5-1, PD5-2, PD5-9 | **Outcomes assessed**  PD5-4, PD5-11 | **Outcomes assessed**  PD5-5, PD5-8 | **Outcomes assessed**  PD5-3, PD5-6, PD5-7, PD5-10 |
| **Total %** | **25** | **25** | **25** | **25** | **100** |

## Personal Development, Health & Physical Education (PDHPE) Scope and Sequence

The 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.

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | | **Week 8** | **Week 9** | **Week 10/11** |
| **Theory** | Risky Business - PD5-1, PD5-2, PD5-6, PD5-7, PD5-8, PD4-9 | | | | | | | | | | | |
| **Practical** | Dance | | | | | | | Athletics | | | | |
|  | Assessment Task 1: Research Task Due: Week 10 | | | | | | | | | | | |

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Theory** | Future Success - PD5-1, PD5-2, PD5-8, PD5-9 | | | | | | | | | | |
| **Practical** | Invasion Games (small target): Netball / Basketball / Rebound / Dodgeball | | | | | Cultural Games: American Flag Football / Gaelic Football / Bocce / Indigenous Games | | | | | |
|  | Assessment Task 2: Practical Demonstration and Self Evaluation Due: Week 4/5 | | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Theory** | Men and Women’s Health - PD5-1, PD5-2, PD5-6, PD5-7, PD4-8, PD5-9 | | | | | | | | | | |
| **Practical** | Net Court Games: Volleyball / Tennis / Badminton / Table Tennis | | | | | Invasion Games (crossing the line): Touch / Oz Tag / Frisbee / Hockey | | | | | |
|  | Assessment Task 3: Practical Demonstration and Peer Evaluation Due: Week 9/10 | | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Theory** | Boost Your Performance - PD5-4, PD5-5, PD5-7, PD5-8, PD5-10, PD4-11 | | | | | | | | | | |
| **Practical** | Striking Games: Softball / Cricket / Paddle Bat | | | | | | Four Way Volleyball / Cricket / Handball | | | | |
|  | Assessment Task 4: Yearly Examination Due: Week 5 | | | | | | | | | | |

## Photography, Video & Digital Media Assessment Schedule

**Assessment Syllabus Outcomes**

* 1. develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
  2. makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
  3. makes photographic and digital works informed by an understanding of how the frames affect meaning
  4. investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
  5. makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
  6. selects appropriate procedures and techniques to make and refine photographic and digital works
  7. applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
  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
  9. uses the frames to make different interpretations of photographic and digital works
  10. constructs different critical and historical accounts of photographic and digital works

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| **Course Overview:**  The aim of the Photographic and Digital Media Years 7-10 Syllabus is to enable students to:   * Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works * Understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %**  100 |
| **Research Task** | **Digital Tradition**  Portfolio of Work and Digitally developed Weebly website | **Written Reflection**  **Collection of Works**  Published work on Weebly website and printed selection of work |  |
| **Term 1 Week 8** | **Term 2 Week 6** | **Term 4 Week 4** |
| **Outcomes assessed**  5.7, 5.8, 5.9 & 5.10 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5 & 5.6 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.8 |
| Artmaking |  | 40 | 30 | 70 |
| Art Criticism & Art History | 20 |  | 10 | 30 |
| **Total %** | **20** | **40** | **40** | **100** |

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
| **Critical and Historical Studies**  A study of critical and historical interpretations-students will interpret and explain the evolution of photography | | | | | | | | **Critical and Historical Studies**  Investigate a range of practices in photographic and digital media in different times and places. Students will discuss and write about their understanding of different aspects of practice in photographic and digital media | | |
| **Making – Shapes and Shadows**  The structural exploration of photographic conventions | | | | | | | | **Making**  The structure and subjective exploration of photographic collage incorporating techniques and the use of text, signs, symbols, experiences, self, colour and materials. A study of colour Photoshop, filters, text, manipulation in photographs and how artist communicate meaning in their photographs | | |
| Assessment Task 1: Research Task 20% Due: Week 8 | | | | | | | |  | | |
| 5.7, 5.8, 5.9, 5.10 | | | | | | | |  | | |

## Photography, Video & Digital Media Scope and Sequence

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Critical and Historical Studies**  Investigate a range of practices in photographic and digital media in different times and places. Students will discuss and write about their understanding of different aspects of practice in photographic and digital media | | | | | |  | | | |
| **Making**  The structural and subjective exploration of photographic collage incorporating techniques and the use of text, signs, symbols, experiences, self, colour and materials. A study of colour Photoshop, filters, text, manipulation in photographs and how artists communicate meaning in their photographs | | | | | | **Making** continued | | | |
| Assessment Task 2: Portfolio of Work – Wet and Digital Photography 40% Due: Week 6 | | | | | |  | | | |
| 5.1, 5.2, 5.3, 5.4, 5.5 & 5.6 | | | | | |  | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Critical and Historical Studies**  In Critical and Historical interpretations they investigate how artists have represented ideas about the world, the role of the audience, contemporary photographic installation and performance practices and the construction of images and objects as sequences and narratives | | | | | | | | | |
| **Making**  A structural and cultural exploration of the conventions and traditions of cinematic and documentary video practice | | | | | | | | | |
| 5.1, 5.2, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10 | | | | | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Critical and Historical Studies**  Critical and historical interpretations they investigate, interpret and explain the stylistic and technical development of film language and how artist, videographers and filmmakers record and represent aspects of their world in temporal forms | | | | | | | | | |
| **Making**  A structural and cultural exploration of the conventions and traditions of cinematic and documentary video practice | | | | | | | | | |
| Assessment Task 3: Collection of Works-Published work on Weebly website and printed selection of work 30% Written Reflection 10% Due: Week 4 | | | | | | | | | |
| 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 & 5.8 | | | | | | | | | |

## Science Assessment Schedule

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| **Course Overview:**  Students will cover content in the following topics: chemistry, genetics, evolution, science skills, motion and renewable resources. | | | | | |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| Chemistry Task | Semester Test | Independent Research Project Report | Yearly Examination |
| **Term 1 Week 9** | **Term 2 Week 5** | **Term 3 Week 7** | **Term 4 Week 5** |
| **Outcomes assessed**  SC5-7WS, SC5-9WS, SC5-16CW, SC5-17CW | **Outcomes assessed**  SC5-9WS, SC5-14LW, SC5-15LW | **Outcomes assessed**  SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS | **Outcomes assessed**  SC5-9WS, SC5-10PW, SC5-11PW, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW |
| Working Scientifically | 10 | 15 | 15 | 10 | 50 |
| Knowledge and Understanding | 10 | 10 | 10 | 20 | 50 |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Assessment Syllabus Outcomes**

**SC5-4WS** develops questions or hypotheses to be investigated scientifically

**SC5-5WS** produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively

**SC5-6WS** undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively

**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 problem

**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

**SC5-13ES** explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues

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

**SC5-15LW** explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society

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

**SC5-17CW** discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

## Science Scope and Sequence

The scope and sequence covers the following content

* Chemistry
* Genetics and Evolution
* Motion
* Renewable Energy
* Independent Research Project (science skills)
* Mars Colony (natural resources)

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Genetics (Punnett squares, line and column graphs, calculation of percentages of bases, frequency distribution) | | | | | Evolution (column graphs, line graphs and interpreting data, DNA sequencing data analysis) | | | | | |
| Assessment Task 2: Semester Test, 25% Due: Week 4 | | | | |  | | | | | |
| SC5-1VA, SC5-2VA, SC5-3VA, SC5-9WS, SC5-14LW, SC5-15LW | | | | | SC5-9WS, SC5-14LW, SC5-15LW | | | | | |

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10/11** |
| Chemistry (balancing equations, measurement, conversion of units) | | | | | | | | | |
| Assessment Task 1: Chemistry Task 20% Due: Week 9 | | | | | | | | | |
| SC5-6WS, SC5-7WS, SC5-9WS, SC5-16CW, SC5-17CW | | | | | | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Independent Research Project (measurement, line graphs, table production, conversion of units, column graphs, percentages, averages) | | | | Motion (calculations of speed, velocity, displacement, rearranging velocity equation, extension kinematic equations and rearranging these, kinetic energy and potential energy, conservation of energy, graphs of motion) | | | | | |
| Assessment Task 3: Independent Research Project Report, 25% Due: Week 7 | | | |  | | | | | |
| SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS | | | | SC5-6WS, SC5-7WS, SC5-9WS, SC5-10PW | | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| Renewable Energy (kinetic energy, potential energy, energy efficiency) | | | | | Mars Colony (natural resources) (percentages of gases, bar graph, pie graph) | | | | |
| Assessment Task 4: Yearly Examination, 30%, Due: Week 5 | | | | |  | | | | |
| SC5-2VA, SC5-9WS, SC5-10PW, SC5-11PW | | | | | SC5-2VA, SC5-8WS, SC5-9WS | | | | |

## Visual Arts Assessment Schedule

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| **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 %** |
| **Artmaking**  Painting and VAPD | **Artmaking and Critical & Historical**  Ceramic Pot, VAPD & Written Analysis | **Artmaking**  2D Collection of Works | **Critical and Historical**  Yearly Examination |
| **Term 2 Week 5** | **Term 3 Week 6** | **Term 4 Week 4** | **Term 4 Week 5** |
| **Outcomes assessed**  5.1, 5.2, 5.4, 5.5 & 5.6 | **Outcomes assessed**  5.1, 5.2, 5.3, 5.4, 5.6, 5.7 & 5.10 | **Outcomes assessed**  5.7, 5.8, 5.9, 5.10 | **Outcomes assessed**  5.2, 5.4, 5.5, 5.6 |
| Artmaking | 20 | 20 | 20 |  | 60 |
| Critical & Historical Studies |  | 10 |  | 30 | 40 |
| **Total %** | **20** | **30** | **20** | **30** | **100** |

**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

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| **Term 1** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** | **Week 11** |
|  | **Artmaking**  Urban painting and architectural drawings-a resolved painting developed by the students study of artists’ responses to the built environment. Architectural drawings and painting process, intention and title will be documented in their VAPD then presented with the resolved painting | | | | | | | | | |
| **Critical and Historical Studies**  Artist practice-Study architectural drawing processes, perspective, vanishing points, horizon line. Investigate the practice of artists such as Howard Arkley, Jeffrey Smart, Joanna Lamb and Michael Gutteridge | | | | | | | | | |
| 5.1, 5.2, 5.4, 5.5 & 5.6 | | | | | | | | | |

## Visual Arts Scope and Sequence

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| **Term 2** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Artmaking**  Urban painting and architectural drawings continued-resolved painting to be submitted with VAPD in Week 5 | | | | | **Artmaking**  Kashiki pots and texture stamps-Students create a range of texture-forming stamps and use these to embellish a handbuilt Kashiki pot | | | | |
| **Critical & Historical Studies**  Artist Practice continued | | | | | **Critical & Historical Studies**  The Frames, Structural, Cultural-Study Japanese ceramics and the historical Japonisme movement, Wedgewood ceramics and artists such as Jenny Orchard, Pippin Drysdale and Natalie Blake | | | | |
| Assessment Task 1: Painting, VAPD 20% | | | | |
| 5.1, 5.2, 5.4, 5.5 & 5.6 | | | | | 5.1, 5.2, 5.3, 5.4, 5.6, 5.7 & 5.10 | | | | |

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| **Term 3** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Artmaking**-Kashiki pots continued | | | | | | **Artmaking-Drawing**-Students create an ink drawing by grid enlargement of a square segment of Brugel’s “Fall of the Rebel Angels” or Manabu Ikeda’s “Foretoken”. Drawing techniques and conventions such as hatching, crosshatching, stippling | | | | |
| Assessment Task 2: Kashiki Pot, VAPD, artist statement and title 20%. Written analysis of a ceramic piece 10% Due: Week 6 | | | | | | **Critical & Historical Studies**  The Conceptual Framework-study of Surrealism movement and artists such as Breton and Dali. Modern Surrealism and Ikeda | | | | |
| 5.1, 5.2, 5.3, 5.4, 5.6, 5.7 & 5.10 | | | | | |  | | | | |

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| **Term 4** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8** | **Week 9** | **Week 10** |
| **Artmaking** – Drawing continued | | | | | Students design and create linoprints based on natural forms. The “Upstart” student exhibition. Requires a selection of the most successful Year 10 students work. Visit “Upstart” | | | | |
| **Critical & Historical** – The Conceptual Framework continued | | | | |  | | | | |
| Assessment Task 3: Drawing, VAPD 20% Due: Week 4  Assessment Task 4: 1 hour written exam-practice, conceptual framework, the frames 30% Due: Week 5 | | | | |  | | | | |
|  | 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10 | | | | |  | | | | |