

# Elizabeth Macarthur High School



**Year 10**

## **Assessment Task Schedule**

**2025**

*"Shaping the future, by pursuing excellence and creating boundless opportunities"*



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# Assessment at Elizabeth Macarthur High School

## What is Assessment?

Teachers at Elizabeth Macarthur High School use a range of informal and formal assessment to measure student achievement of course outcomes; to allow students to demonstrate what they know and can do; to clarify student understanding of concepts and promote deeper understanding; and to provide evidence that informs the ongoing teaching and learning cycle.

As such, it is important that students make the most of the array of opportunities afforded to them through class work and assessment to provide teachers with a holistic picture of their ability and achievement for the purpose of programming and reporting.

## How Can Parents Help at Home?

- Provide an uncluttered, quiet study area free from distractions
- Designate structured weekly study times, including time for preparation of study notes
- Plan for rest and relaxation time, including 8-10 hours of undisturbed sleep each night
- Provide reliable internet access in a public space
- Provide a personal assessment and homework diary
- Make a family calendar to record task schedules and study time

## Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgment to make a final determination of the student's grade.

In the HSC, the school assessment will form 50% of a student's HSC mark. If a student is unable to sit for the HSC examination and their misadventure has been accepted by NESA then the student's HSC mark will be derived from their formal school assessment mark.

### 1.1 Assessment Schedules

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses (see 1.7). All tasks are important and regardless of the weighting for an individual task, students should do their best to

meet the criteria of the task rather than allocate effort based on the weighting.

### **1.2 Written Notification of assessment tasks**

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. Formal assessment tasks will be issued on blue paper in a consistent format, this includes examinations.

It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification. In Stage 6, students are required to formally acknowledge they have received the task by signing the HSC monitoring form or online as part of the HSC monitoring process.

### **1.3 Submission of Assessment Tasks**

Assessment task submission is to occur **before 8.50am** on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 8.50am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission.

Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/receipting of the time and date that the student submits the task. Stage 6 students are required to sign to acknowledge they have submitted the task. Students must complete all tasks to the best of their ability or may be subject to the N-determination process.

Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification. For each assessment task a mark that is relative to the outcomes will be provided. A rank for the task may also be provided.

### **1.4 Formal examinations and in class tasks**

All in class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. The exception to this may be during examination periods for Year 11 and Year 12. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting an EMHS Missed/Late/Illness/ Misadventure application (see 1.8). Examinations will NOT be rescheduled for unapproved leave such as family vacations.

### **1.5 HSC Practical, Major Work, Performance and Personal Interest Project (PIP) Submissions**

Schedules of dates for submission of the practical, major work, performance and Personal Interest Project (PIP) component of HSC courses are available to students several months prior to the set date. The

completion date refers to the date on which students must stop work on their works/projects and no work must be undertaken after these dates. The student's works/projects are required on the completion date for certification.

### 1.6 Use of Technology - Computers

If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.

### 1.7 The Assessment Program for Life Skills Courses

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- assessment as learning (where students monitor and reflect on their own learning)
- assessment for learning (such as observation during teaching and learning or work samples)
- assessment of learning (assessment activities specifically designed to assess achievement at particular points).

### 1.8 Extension/ Illness/ Late/ Missed/ Misadventure

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the EMHS Extension/ Illness/ Late/ Missed/ Misadventure application form. This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

**1.8(a) Extension:** Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness (evidenced by a dated Doctor's Certificate) that extends for a significant period of time prior to the due date as well as school-based activities that adversely impact on the student's ability to meet the requirements of the task. If a student requires an extension for a relevant reason, they must complete the Extension/ Illness/ Late/ Missed/ Misadventure application form and **submit before the due date** (best practice is three days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- Work Placement is NOT considered a valid reason for extension as this is known in advance.
- Non-emergency events or holidays are NOT considered approved reasons.
- DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.

- Talent identification programs run by the NSW Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

**1.8(b) Illness:** If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/ Late/Missed/Misadventure application form should be completed with the appropriate 'Independent Evidence of Illness' (e.g. medical certificate issued with correct date of task) with the day and date of the task included. This must be submitted on **the first day back after illness by 8.50am** (do NOT wait until you have that class) to the relevant Head Teacher. An extension of time may be granted, a mark may be awarded based on a substitute task (may be used in extenuating circumstances) or a rank equivalency may be used, at the discretion of the Head Teacher. If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance please refer to Misadventure procedures.

**1.8(c) Late:** In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/ Illness/ Late/ Missed/ Misadventure application form. Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is considered to be late if it is handed in after the scheduled time. If a student submits the task on the due date but after the specified time, then the appropriate penalty will be applied. This ensures that no student is given an advantage over others by submitting an assessment task after the scheduled time. Where a task is submitted or completed after the due date the Head Teacher will apply the following penalties:

- Late submission of a task for Year 9 to 12 will result in zero mark being recorded for the task.
- Late submission of a task for Year 7 and 8 will result in a 50% of the total task penalty for each day the task is late. Tasks for Year 7 and 8 are not due on a Friday.
- If a student does not attend all periods on the due date the Head Teacher of the faculty concerned will conduct an interview with the student to ascertain whether malpractice or unfair advantage has occurred and whether the results of the assessment and the rank order has been impacted. If so, the Head Teacher may need to moderate the marks accordingly.

**1.8(d) Missed:** In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' determination procedures being followed (See 14. 'N' Determination Procedures). This will also result in a zero mark being recorded for the task. Where an assessment task has not been submitted, classroom teachers are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period of time to rectify the matter and submit the task. Students will be required to submit a missed task or complete an equivalent alternative task in order to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the task will be marked and feedback will be given to the student.

**1.8(e) Misadventure:** Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For

example, a car accident or becoming ill during the assessment. Where a student experiences misadventure for an in class task/exam, they undertake the task in the time remaining and submit an Extension/ Illness/ Late/ Missed/ Misadventure application form, along with evidence including their reasons for the misadventure.

### **1.9 Malpractice**

Malpractice can occur in a number of ways: cheating in an examination, plagiarism (making no change or insignificant changes to a copied sentence), collusion (working with another student, including the sharing or distribution of work), disrupting an examination, or a serious breach of the rules for an examination or task. An assessment task must be the student's own work.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treats allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the RoSA or the HSC. Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrong doing.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the following:

- Providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas.
- Answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate knowledge, understanding and skills.

Where malpractice has occurred a zero mark will be recorded for the task. The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 and 6 an 'N' determination warning letter will be sent to the parent(s)/guardian and procedures for an 'N' determination warning will be followed. Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this. In Year 12, malpractice will be reported to the relevant Deputy Principal and is recorded on the NESAs Malpractice Register. Principals decision around malpractice is final.

#### **1.9 (a) Use of AI Technology**

As the submission of work generated by AI (artificial intelligence) is considered academic dishonesty, it falls under the category of malpractice. Any work that appears to have been produced by such technology will undergo further scrutiny which may include a formal interview and the student having to provide evidence that they did not use AI technology to complete the assessment. Students found to have utilised this technology to commit malpractice will be subjected to the same consequences as plagiarism. Please see 1.9 Malpractice

### **1.10 'N' determination Procedures for Non Completion of Course Requirements (Stage 5 & 6)**

Stage 5 and 6 students are bound by the expectations set out in NESAs 'N' determination process for the RoSA and the HSC. NESAs states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria:

- Follow the course developed or endorsed by the NESAs



- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- Achieved some or all of the course outcomes

NESA also states that students must make a genuine attempt at assessment tasks that contribute **in excess** of 50% of the available marks.

Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students' application of diligence and sustained effort to the set tasks and experiences for the course. Attendance could thus be a significant factor leading to potential warning letters and ultimately an 'N' determination

#### **1.10 (a) After an 'N' determination warning letter is received.**

If a student does not meet the criteria set out by NESA for satisfactory participation or completion of a course, subject teachers will issue students with an 'N' determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work. It is important for the student to be aware that 'N' determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

#### **1.10 (b) Failure to complete work stipulated in the 'N' determination warning letter is received.**

Elizabeth Macarthur High School will offer support to students to address the concerns if they are at risk of being 'N' determined. Students who have been issued with two or more 'N' determination warning letters in one subject will be interviewed as part of the school review process and placed on a contract containing a list of the 'N' determination warnings that are unresolved and the time frame in which they must be completed. The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received at least two written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an N Determination. The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' determination is being applied. The Principal will outline the NESA appeals process and will provide the student with copies of the N determination warning letters.

If an 'N' determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

#### **1.10 (c) Non-serious attempt**

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task
- Inappropriate behaviour during an examination

- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject will determine whether a task is a non-serious attempt. In the case of a non-serious attempt the 'N' determination procedures will be followed.

### 1.11 Appeals Process

If a student believes there has been an issue with the assessment 'process', a formal appeal process should be commenced and a formal appeal form should be submitted to the Head Teacher, outlining the grounds for appeal. This appeal should focus on the process of assessment only. If a student intends to lodge an appeal, they must advise their teacher **immediately and they must not leave the classroom** until the teacher has retained a copy of the completed assessment task. The student will then have 24 hours from this notification to lodge an appeal with the Faculty Head Teacher, on the EMHS Appeal Form and with the original assessment task attached. The only areas to be considered in the review are:

- Does the assessment program conform to the NES requirements in respect to components and weightings?
- Has the assessment task sheet been followed and in particular, has the stated values of the task been maintained?
- Have there been any computational errors?

If necessary, an appeals panel may be convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may require the student and the teacher to present their views in person before reaching a decision. The panel will consist of a Head Teacher, Year Advisor and Deputy Principal. The final decision rests with the Principal.

**Note: Implementation of draft feedback is not a valid reason for appeal**

### 1.12 Pandemic

In regard to a pandemic (for example Covid-19) the school must be notified as soon as your isolation period begins. School administration must also be notified as per normal absence procedures (SMS reply, email or phone). As soon as possible, students should contact the teacher or subject Head Teacher and inform them you will not be able to participate in the task due to pandemic restrictions. Complete the Extension/ Illness/ Late/ Missed/ Misadventure application form, with supporting documentation and submit on your first day back at school. The outcome of the Extension/ Illness/ Late/ Missed/ Misadventure application form will be conveyed to the student in a timely manner and any future actions that may be required.

### 1.13 Reporting

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded. In Year 12, reports will contain an examination mark (where applicable), rank and overall assessment rank for the course but **not the cumulative assessment mark**. In Years 10-12, where a student has been 'N' determined in a subject, this 'N' determination will be reported upon in the Semester 2 Report.

### 1.14 Confidentiality of Final Mark

The final HSC assessment mark for each subject is confidential and cannot be given to students.

### 1.15 Tasks that produce invalid or unreliable results

In exceptionally rare circumstances a task might not adequately discriminate between students, in such a case everyone gets the same or similar mark. Sometimes a mark might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal of the relevant year group will ascertain the best method to address these issues.

This may include:

- Part of the task may be used to calculate the assessment mark
- The weighting of the task may be reduced and additional weighting added to a future task;
- The original assessment task may be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

Students will be notified in writing if any assessment task is deemed to be invalid or unreliable and the course of action that will be taken to rectify this issue. Steps taken to address this issue will not have an adverse impact on individual students or classes so that fairness and equity is maintained.

### 1.16 Feedback to Students

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, corrects misunderstandings, states clearly how students can improve and allows students to take an active role in their learning. Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks.

It is recommended that feedback be given in one or more of the following ways:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- peer evaluation and self-evaluation

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 7 school days of the due date. **One draft per student** during any assessment period will exist. Refer to the Drafts Procedure.

### 1.17 Disability Provisions

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests. Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning.

For the HSC examinations students are required to complete an application for Special Provisions that is submitted to NESAs for approval.

### 1.18 VET Assessment

VET courses are dual accredited. This means they allow students to gain a credential they can use in a vocational pathway beyond school whilst simultaneously contributing to the HSC. Vocational qualifications lead to recognition under the Australian Qualifications Framework (AQF) such as the award of Certificates I, II or III or Statements of Attainment toward one of these credentials. Students undertaking a VET course must meet the requirements of the NSW Education Standards Authority (NESA) for the award of the Higher School Certificate along with TAFE requirements.

**NESA HAS MANDATED WORK PLACEMENT AS A REQUIREMENT OF THE HSC. WORK PLACEMENT HOURS ARE MANDATORY.** All students must complete 35 hours work placement in the HSC course, this is in addition to the 35 hours in the Preliminary Course, a total of **70 hours**. Students must submit to their VET teacher their completed and signed work placement logbook as evidence that they have met this requirement. Teachers will maintain appropriate documentation and notify parents in writing when students are not meeting course requirements and a 'N' determination will be issued. Notification to parents will be timely and provide the opportunity for the issues of concern to be re-addressed as appropriate.

The HSC Examination is independent of competency based assessment. It is optional for students of a 240-hour VET course to sit the HSC exam as it is intended for ATAR purposes only. All students must complete 'two prior exams' before sitting a HSC VET exam. The Year 11 exam will be one of the two prior exams as well as the Trial HSC exam required to formulate the estimate for students in the event of misadventure - this will enable the school to carefully monitor and assist students in this situation.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESA) and are based on national training packages. VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students. It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be

able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible. If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units. Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESA.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement. Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

### **Further Information**

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section). The URL is <https://ace.nesa.nsw.edu.au/>



## Student Drafts Procedure

### 1. Rationale:

- 1.1 These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.

### 2. Aim:

- 2.1 To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

### 3. Procedures:

- 3.1 Drafting is encouraged, but not compulsory.
- 3.2 When students request feedback on a draft, they must submit to the teacher as specified by the teacher.
- 3.3 Students are to submit drafts outside of class time.
- 3.4 Teachers will return drafts once completed for student review and application.
- 3.5 Students can submit **one draft** per assessment task to their teacher for feedback.
- 3.6 The cut-off date for the submission of drafts is **7 days** before the task is due, this is to include a weekend for staff to assess the draft and for the student to have time to utilise the feedback.
- 3.7 Assessment Tasks will be issued a minimum of three weeks before the due date.
- 3.8 When requesting feedback in the draft, students will select up to two areas based on the marking criteria. Each criterion will guide the student and teacher in understanding what feedback is to be given.



## Senior Examination Procedures

(For students in Years 10, 11, 12)

### 1. Rationale:

- 1.1. Examinations are an important part of the teaching and learning process. It is appropriate that processes are implemented in order to meet the standards set by the NSW Education Standards Authority (NESA) and the Department of Education (DoE) to establish acceptable codes of conduct for these examinations.

### 2. Aims:

- 2.1 To ensure that all examinations meet the requirements of the NESA.
- 2.2 To provide examinations that are fair and meaningful for all students.
- 2.3 To ensure the examination environment is conducive to high student achievement.

### 3. Procedures:

- 3.1. All students must wear full school uniform when sitting for an examination.
- 3.2. Students should not talk once they enter the examination room.
- 3.3. All mobile phones and electronic devices must be switched off and left in bags in the designated area.
- 3.4. According to HSC rules and procedures, students must remove wristwatches at the start of an examination and leave the watch on their desk in clear view of the examination supervisors.
- 3.5. Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam.
- 3.6. No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor.
- 3.7. Students must complete examinations in black or blue pen only. Pencil cases must remain in student bags and no correction fluid or correction tape is allowed to be brought into the exam room.
- 3.8. Students are permitted to bring a bottle containing water into the exam room; however, the bottle must be completely clear with no label.
- 3.9. Students who talk or disrupt others during an examination will have their names and the nature of the incident reported to the Deputy and may potentially receive a mark of zero for the examination.
- 3.10. Toilet use: A student must raise their hand and obtain permission from the examination supervisors before leaving their seat. All students will be supervised whilst out of your seat. This is permitted only after the first 30 minutes and before the last 30 minutes of the examination.
- 3.11. Students in Year 11 and 12 are required to stay in the examination room for the duration of the examination.
- 3.12. If a student cannot attend an examination, that student needs to obtain the extension/ illness/ late/ misadventure/ missed application form along with appropriate documentation such as a medical certificate, a subpoena from a court or a death certificate. This documentation must be submitted to the Faculty Head Teacher who coordinates the exams so that a re-scheduled examination can be arranged.
- 3.13. Family holidays and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with a 'N' determination warning letter.



# EXTENSION / ILLNESS/ LATE / MISSED / MISADVENTURE APPLICATION FORM

## WHEN TO USE THIS FORM

- you are absent from school for a legitimate reason
- you know in advance you are going to be absent from school on the due date
- un-foreseen circumstances have prevented you from submitting or completing the task

A medical certificate or relevant documentation should be provided stating clearly: the date of the onset of the illness/ misadventure, additional dates of consultation, a description of the student's symptoms, the duration of the condition and demonstrate how the impact of the illness/misadventure has materially disadvantaged the student.

For extensions of time this form should include the date/s, time, duration and a description with details attached from an independent person where relevant (e.g. police, counsellor, doctor etc.) demonstrating how the student has been materially disadvantaged.

**This form must be returned on the first day back by 8:50am after absence from school to your teacher or Head Teacher in their absence.** Applications for extensions of time for legitimate reasons must be submitted 3 days before the due date to allow sufficient time for the application to be processed.

*Refer to the assessment schedule for detailed information.*

## STUDENT AND PARENT TO COMPLETE THIS SECTION

Read the instructions above. If this space is insufficient, please attach additional documentation.

Tick to indicate the nature of the application: Extension  Illness  Late  Missed  Misadventure

Student's Name: \_\_\_\_\_ Year: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task Name: \_\_\_\_\_ Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Reason: Parent to complete Evidence Attached (e.g. Medical Certificate): Yes  No

(In the case of illness, a medical certificate **must** be attached)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Name: \_\_\_\_\_ Contact details: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## SCHOOL USE ONLY

Teacher's Recommendation: \_\_\_\_\_

Teacher's Name and Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Head Teacher's Decision: Approved  Declined

Details: \_\_\_\_\_

HT decision communicated to student on : \_\_\_\_\_

Head Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



# Appeal Form

Students Name:		Year:
Subject:		
Task:		
Due Date of Task:		Teacher:
Submitted to the HT:		Date:

## Summary of Reason for Appeal

Student Signature:	Date:

## Outcome of Appeal

Approved:	Declined:
Deputy Signature:	Date:
Head Teacher Signature:	Date:
Student Signature:	Date:

**This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result**

## Term 1

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction						X				
Child Studies									X	
Commerce										
Computing Technology									X	
Dance										X
English									X	
Food Technology										
Geography										
History Elective										X
Industrial Technology - Timber						X				
Industrial Technology - Multimedia						X				
Mathematics										
Music								X		
Outdoor Education							X			
PDHPE									X	
Science										
SLR 100hr									X	
Sport Science										
Textiles										
Visual Arts									X	

## Term 2

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6A	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction					X					
Child Studies										
Commerce				X						
Computing Technology									X	
Dance									X	
English									X	
Food Technology			X							
Geography				X						
History Elective								X		
Industrial Technology - Timber						X				
Industrial Technology - Multimedia						X				
Mathematics				X	X					
Music								X		
Outdoor Education		X								
PDHPE			X							
Science	X									
SLR 100hr			X							
Sport Science			X							
Textiles		X								
Visual Arts										X

### Term 3

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction										X
Child Studies				X						
Commerce								X		
Computing Technology									X	
Dance						X				
English									X	
Food Technology									X	
Geography										
History Elective							X			
Industrial Technology - Timber										X
Industrial Technology - Multimedia										X
Mathematics										
Music								X		
Outdoor Education						X				
PDHPE									X	
Science										
SLR									X	
Sport Science									X	
Textiles			X							
Visual Arts										X

### Term 4

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction				X	X					
Child Studies			X							
Commerce										
Computing Technology				X						
Dance					X					
English										
Food Technology				X	X					
Geography			X							
History Elective										
Industrial Technology - Timber				X	X					
Industrial Technology - Multimedia				X	X					
Mathematics				X	X					
Music					X					
Outdoor Education		X								
PDHPE			X							
Science				X	X					
SLR				X						
Sport Science				X						
Textiles			X	X	X					
Visual Arts						X				



# Formal Assessment Schedule – 2025

SUBJECT- INDUSTRIAL TECHNOLOGY BUILDING &  
CONSTRUCTION 1

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	Concrete Float	Concreting	Timber Wall Framing	Examination
	<b>Outcomes</b>	IND5-1, IND5-3, IND5-5	IND5-3, IND5-4, IND5-9,	IND5-2, IND5-6, IND5-8, IND5-10	IND5-5, IND5-7
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1 Week 6	Term 2 Week 5	Term 3 Week 10	Examination period
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
WHS and risk management	<b>15%</b>	5%		5%	5%
Design	<b>10%</b>			10%	
Materials	<b>20%</b>		15%	5%	
Tools, equipment and techniques	<b>30%</b>	5%	10%	5%	10%
Workplace communication skills	<b>10%</b>	5%			5%
Societal and environmental impact	<b>5%</b>			5%	
Links to industry	<b>10%</b>		5%	5%	
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>30%</b>	<b>35%</b>	<b>20%</b>

# Subject- Industrial Technology Building & Construction 1

Year: 10

Objective	OUTCOMES
	<b>A student:</b>
knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
knowledge and skills in the design and production of practical projects	<b>IND5-2</b> applies design principles in the modification, development and production of projects
	<b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
knowledge and understanding of the relationship between the properties of materials and their applications	<b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences	<b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
	<b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment
understanding to transfer knowledge and skills to other experiences	<b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	<b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	<b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications
	<b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

**Year 10 Industrial Technology Building & Construction - Scope and Sequence 2025**

<b>Course:</b>	Industrial Technology- Building & Construction	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	5
<b>Term 1 2025 Week 1 - Term 1 Week 6.</b>	<b>Unit of Work-</b>	Unit 1 - Concrete Float -			
	<b>Description</b>	This unit introduces students to plan reading, how to use hand tools and machinery and the requirements of effective project management. Students work cooperatively to individually produce a Concrete Float to the desired specifications. Students learn how to uphold WHS protocol in the workshop as they learn new skills and explore new equipment to complete practical processes. (Duration: 6 weeks)			
	<b>Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>CONTRIBUTING</b> <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o WHS and workshop safety</li> <li>o Tool and machinery use to produce practical projects</li> <li>o Plan reading</li> </ul>			
	<i>Life Skills Unit of Work</i>	Units of work will be adjusted to suit individual students needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-1, INDLS-2, INDLS-4, INDLS-6, INDLS-7</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 1-</b> Concrete Float 15%</li> <li>o <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>o <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>o <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> </ul>			
	<b>S1-Reporting Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects			

**Year 10 Industrial Technology Building & Construction - Scope and Sequence 2025**



<b>Course:</b>	Industrial Technology- Building & Construction	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	5
<b>Term 1 2025 Week 7 - Term 2 Week 4.</b>	<b>Unit of Work-</b>	Unit 2 - Concreting -			
	<b>Description</b>	<p>This unit introduces students to the process of Concreting. Students learn the theory behind the planning, preparation, pouring and finishing of a slab on ground, then practically apply these skills in class learning activities. Students converge on a final day where they participate in a concrete pour for a slab on ground within the school premises.</p> <p>(Duration: 8 weeks)</p>			
	<b>Outcomes</b>	<p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</p> <p><b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</p>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Concreting theory and its practical applications</li> <li>o WHS on a work site</li> <li>o Slab on Ground concrete pour</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>o Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-5, INDLS-10</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 2 - Concreting 30%</b></li> <li>o <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>o <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</li> <li>o <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> <li>o applications</li> </ul>			
<b>S1-Reporting Outcomes</b>	<p><b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</p>				

**Year 10 Industrial Technology Building & Construction - Scope and Sequence 2025**

Course:	Industrial Technology- Building & Construction	Year:	10	Stage:	5
Term 2 2025 Week 5 - Term 2 Week 10.	<b>Unit of Work-</b>	Unit 3 - Reading & Interpreting Plans -			
	<b>Description</b>	Students explore the range of Building Plans required for effective construction planning. Students interact with the varied types of plans to establish competence in reading, interpreting and generating plans for specified applications. Students focus largely on the interpretation of Floor Plans, as a lead-in strategy to the following Wall Framing unit of work. (Duration: 6 weeks)			
	<b>Outcomes</b>	<p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Reading, Interpreting and comprising Building Plans</li> <li>o Floor Plans</li> <li>o The application of plans for different trades</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>o Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-6, INDLS-8, INDLS-10</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o NA - Content to be Formally Assessed in final exam.</li> </ul>			
	<b>S1-Reporting Outcomes</b>	<p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>			

**Year 10 Industrial Technology Building & Construction - Scope and Sequence 2025**

Course:	Industrial Technology- Building & Construction	Year:	10	Stage:	5
<b>Term 3 2025 Week 1 - Term 4 Week 10.</b>	<b>Unit of Work-</b>	<b>Unit 4 - Timber Wall Framing</b>			
	<b>Description</b>	<p>Students are introduced to the techniques and processes required to construct timber wall frames. Students interpret supplied floor plans to construct the wall frames for a model house. Students extend beyond timber wall framing as they explore the applications of cladding, bricklaying, roofing and the fitout of features including doors and windows in their model house.</p> <p>Students explore issues of sustainability in the building industry and are educated on the selection of appropriate materials when constructing wall frames.</p> <p>This unit includes a yearly theoretical examination, which encompasses all theory content explored throughout the course of the year. A two week exam revision sub-unit will take place in the lessons preceding the examination date.</p> <p>(Duration: 20 weeks)</p>			
	<b>Outcomes</b>	<p><b>Wall Framing:</b></p> <p><b>IND5-2</b> applies design principles in the modification, development and production of projects</p> <p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p> <p><b>Exam:</b></p> <p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Wall Framing</li> <li>○ Carpentry principles and practices</li> <li>○ Suitable framing materials</li> <li>○ Interpreting Plans</li> <li>○ Group work and communication for achievement</li> <li>○ Technologies and the trade industry</li> <li>○ Project documentation and evaluation</li> <li>○ Exam revision &amp; feedback</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-3, INDLS-4, INDLS-8, INDLS-9</li> </ul>			

	<p><b>Assessment Task Name, Weighting, Number, Outcomes</b></p>	<p><b>Assessment Task 3 - Timber Wall Framing 35%</b></p> <ul style="list-style-type: none"> <li>o <b>Wall Framing:</b></li> <li>o <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>o <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> <li>o <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>o <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.</li> </ul> <p><b>Assessment Task 4 - Examination 20%</b></p> <ul style="list-style-type: none"> <li>o <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>o <b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> </ul>
	<p><b>S2-Reporting Outcomes</b></p>	<p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural</p> <ul style="list-style-type: none"> <li>o issues locally and globally</li> </ul>



# Formal Assessment Schedule – 2025

## CHILD STUDIES 100HR

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task Type</b>	Preparing for Parenthood assessment task	Health and safety assessment task	Raising children assessment task
	<b>Outcomes</b>	CS5-8, CS5-11, CS5-12	CS5-2, CS5-9, CS5-11	CS5-4, CS5-9, CS5-10
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1, Week 9	Term 3, Week 4	Term 4, Week 3
	<b>IN CLASS OR TAKE HOME</b>	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> Online Google Classroom
Assessments	<b>100%</b>	30%	35%	35%
<b>TOTAL MARK</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
knowledge and understanding of child development from preconception to and including the early years	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
knowledge, understanding and skills required to positively influence the growth, development and wellbeing of children	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
knowledge and understanding of external factors that support the growth, development and wellbeing of children	CS5-7 Discusses the importance of positive relationships on 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
skills in researching, communicating and evaluating issues related to child development	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

## Faculty Planning Scope and Sequence 2025

<b>Course:</b>	<b>CHILD STUDIES</b>	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>T e r m  1</b>	<b>Unit of Work</b>	<b>PREPARING FOR PARENTHOOD/FAMILY INTERACTIONS</b>										
	<b>Description</b>	Students develop their understanding of factors that influence an individual or couple's decision to become a parent and planning considerations which take place, parenting styles and the qualities effective parents possess.										
	<b>Outcomes</b>	<i>CS55-, CS5-7, CS5-8, CS5-9. CS5-11, CS5-12</i>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>MODULE 1: Planning to have a family &amp; Physical, social and emotional changes during pregnancy</b> Parenting styles. <b>MODULE 3: FAMILY INTERACTIONS - meeting diverse needs of children and how they are met through various settings and enrichment activities, examine a variety of family roles and responsibilities.</b>										
	<i>Life Skills Unit of Work</i>	<b>Developing the whole child</b>										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>INFORMATION REPORT</b>										
	<i>Life Skills Outcomes</i>	<b>CSLS-5, CSLS-7, CSLS -8, CSLS -9, CSLS -11, CSLS -12</b>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task 1</b> <b>Task name:</b> Preparing for Parenthood assessment task <b>Weighting</b> 30% <b>Outcomes</b> CS5-8, CS5-11, CS5-12										
	<b>Reporting Outcomes</b>	CS5-8, CS5-12, CS5-11										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 2	<b>Unit of Work</b>	<b>HEALTH AND SAFETY IN CHILDHOOD</b>								
	<b>Description</b>	<b>Infectious and non-infectious diseases, illnesses and conditions in childhood</b>			<b>Health, safety and wellbeing throughout childhood</b>			<b>Supportive environments for sick or injured children</b>		
	<b>Outcomes</b>	<i>CS5-2, CS5-4, CS5-8, CS5-9, CS5-11</i>								
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>MODULE 7: HEALTH AND SAFETY IN CHILDHOOD</b>								
	<i>Life Skills Unit of Work</i>	<b>Stop, don't hurt yourself!</b>								
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NIL</b>								
	<i>Life Skills Outcomes</i>	<b>CSLS-2, CSLS-3, CSLS-4, CSLS-8, CSLS-9, CSLS-11, CSLS-12</b>								
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task 2</b> <b>Task name:</b> Health and Safety assessment task <b>Weighting:</b> 35% <b>Outcomes</b> CS5-2, CS5-9, CS5-11								
	<b>Reporting Outcomes</b>	CS5-2, CS5-9, CS5-11								



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
T e r m 3	<b>Unit of Work</b>	<b>MEDIA AND TECHNOLOGY IN CHILDHOOD/CHILDCARE SERVICES AND CAREERS</b>										
	<b>Description</b>	<b>Growing up in the digital age</b>				<b>Children and television Multimedia and technological devices used by children</b>			<b>Childcare services available, legal rights and responsibilities, career opportunities</b>			
	<b>Outcomes</b>	CS5-3, CS5-4, CS5-8, CS5-9, CS5-10										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>MODULE 11: Media and technology in childhood MODULE 13: Childcare services and career opportunities</b>										
	<i>Life Skills Unit of Work</i>	<b>Careers working with children</b>										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NIL</b>										
	<i>Life Skills Outcomes</i>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task 3 Task name: Raising Children assessment task Weighting 35% Outcomes CS5-4, CS5-9, CS5-10</b>										
	<b>Reporting Outcomes</b>	CS5-4, CS5-10 plus task 2 outcomes										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 4</b>	<b>Unit of Work</b>	<b>Nutrition</b>									
	<b>Description</b>	Students develop their knowledge of the early nutritional needs of children with reference to the current dietary guidelines. They plan and prepare meals suited to the various stages of development, identify common allergies and action plans and analyse food labels, advertising and promotion aimed at children. Students explore and evaluate health promotion strategies targeting good health habits in children.									
	<b>Outcomes</b>	<i>CS5-4, CS5-8, CS5-9, CS5-11</i>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>MODULE 8: Food and Nutrition in childhood -Students plan a function involving young children</b>									
	<i>Life Skills Unit of Work</i>	<b>Food for Kids</b>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NIL- NUTRITION BEFORE BIRTH, NUTRITION AND WEIGHT MANAGEMENT IN PREGNANCY, STERILISATION OF BOTTLES, FOOD AND NUTRITION CHOICES FOR CHILDREN</b>									
	<i>Life Skills Outcomes</i>	<b>CSLS -2, CSLS-5,</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task Task name: Weighting Outcomes</b>									
	<b>Reporting Outcomes</b>										



## Formal Assessment Schedule – 2025

### COMMERCE

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>
	<b>Task Type</b>	Research Task	Presentation Task
	<b>Outcomes</b>	COM5-2, COM5-3, COM5-5, COM5-7, COM5-8	COM5-1, COM5-4, COM5-6, COM5-7, COM5-9
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 2 Week 4	Term 3 Week 8
	<b>IN CLASS OR TAKE HOME</b>	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Knowledge and understanding	<b>50%</b>	30%	20%
Skills in decision making and problem solving	<b>30%</b>	10%	20%
Skills in effective research and communication	<b>20%</b>	10%	10%
<b>TOTAL MARK</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

<b>Outcome</b>	<b>Description</b>
COM5-1	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
COM5-3	Examines the role of law in society
COM5-4	Analyses key factors affecting decisions
COM5-5	Evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	Researches and assesses information using a variety of sources
COM5-8	Explains information using a variety of forms
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

## Commerce Scope and Sequence 2025

<b>Course:</b>	Commerce 100 Hr	<b>Year:</b>	10	<b>Stage:</b>	Stage 5
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 1	<b>Unit of Work</b>	<b>Economic and Business Environment/ Our Economy</b>									
	<b>Description</b>	Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event or development affecting Australian consumers and businesses. Students also investigate Australia’s place in the global economy, measurement of economic performance, trade patterns, the impact of changes in our economy and the implications of these changes for consumers, businesses and broader society. They investigate global influences on Australia’s economy.									
	<b>Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	The nature of the economy, the nature of markets within the economy, interactions with markets, performance of the Australian economy, international trade and the Australian economy, global influences on the Australian economy.									
	<i>Life Skills Unit of Work</i>	<i>Economic and Business Environment/ Our Economy (Life Skills)</i>									
	<i>Life Skills Outcomes</i>	<i>COMLS-1, COMLS-2, COMLS-3, COMLS-5, COMLS-7, COMLS-11, COMLS-12, COMLS-13</i>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Not Applicable</b>									
	<b>Reporting Outcomes</b>	COM5-1, COM5-2, COM5-4, COM5-7									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	<b>Unit of Work</b>	<b>Employment and Work Futures</b>									
	<b>Description</b>	Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.									
	<b>Outcomes</b>	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Work and wellbeing, the workplace, rights and responsibilities in the workplace and current issues.									
	<i>Life Skills Unit of Work</i>	<i>Employment and Work Futures (Life Skills)</i>									
	<i>Life Skills Outcomes</i>	COMLS-1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-6, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #1: Research Task</b> <b>Term 2, Week 4</b> <b>Weighting: 50%</b> <b>Outcomes: COM5-2, COM5-3, COM5-5, COM5-7, COM5-8</b>									
	<b>Reporting Outcomes</b>	COM5-1, COM5-2, COM5-4, COM5-7									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 3	<b>Unit of Work</b>	<b>Towards Independence</b>									
	<b>Description</b>	Students investigate financial, consumer, legal and employment issues which may affect them in the future. They examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.									
	<b>Outcomes</b>	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Moving from home, arranging accommodation, Managing finances, Major purchases, Community Involvement, Current Issues.									
	<i>Life Skills Unit of Work</i>	<i>Independent living (Life Skills)</i>									
	<i>Life Skills Outcomes</i>	<i>COMLS-1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13</i>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #2: Presentation Task</b> <b>Term 3, Week 8</b> <b>Weighting: 50%</b> <b>Outcomes: COMS5-1, COMS5-4, COM5-6, COM5-7, COM5-9</b>									
	<b>Reporting Outcomes</b>	COM5-5, COM5-6, COM5-8, COM-5-9									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 4	<b>Unit of Work</b>	<b>Travel</b>					<b>School-developed Option</b>				
	<b>Description</b>	Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.					Students are provided with the opportunity to develop their knowledge, understanding and skills related to a particular area of interest, and design and develop strategies for effective learning.				
	<b>Outcomes</b>	COM5-1, COM5-2, 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				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	The nature of tourism, developing an itinerary, solving problems related to travel					Student-selected project task				
	<i>Life Skills Unit of Work</i>	<i>Travel (Life skills)</i>					<i>School-developed Option (Life Skills)</i>				
	<i>Life Skills Outcomes</i>	<i>COMLS-1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-6, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13</i>					<i>COMLS-1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-6, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13</i>				
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Not applicable</b>									
	<b>Reporting Outcomes</b>	COM5-5, COM5-6, COM5-8, COM5-9									





# Formal Assessment Schedule – 2025

## SUBJECT- Computing Technology

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	UX Design	UX Production	Software Design	Software Production
	<b>Outcomes</b>	CT5-COL-01 CT5-DAT-01 CT5-DAT-02	CT5-SAF-01 CT5-THI-01	CT5-DPM-01, CT5-EVL-01 CT5-COM-01	CT5-OPL-01, CT5-DES-01
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<b>Software Development:</b> Creating Games & Simulations	<b>50%</b>			25%	25%
<b>Enterprise Information Systems-</b> Designing for user experiences	<b>50%</b>	25%	25%		
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

# Subject- Computing Technology

Year: 10

Outcomes	
	<b>A student:</b>
CT5-SAF-01	selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-DPM-01	applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-COL-01	manages, documents and explains individual and collaborative work practices
CT5-EVL-01	understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01	explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-COM-01	communicates ideas, processes and solutions using appropriate media
CT5-OPL-01	designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
CT5-THI-01	applies computational, design and systems thinking to the development of computing solutions
CT5-DAT-02	acquires, represents, analyses and visualises simple and structured data
CT5-DES-01	designs and creates user interfaces and the user experience

**Year 10 Computing Technology (100 hours) - Scope and Sequence 2025**

<b>Course:</b>	Computing Technology Stage 5 (100 hours)	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	5
<b>Term 1, Week 1 - Term 1, Week 10</b>	<b>Unit of Work-</b>	UX design			
	<b>Description</b>	This unit explores the design of user experiences, guiding students through the process of creating user-centric UI and UX solutions. Emphasising design thinking, project management, and iterative development, the curriculum equips learners with essential skills in designing functional, accessible, and aesthetically pleasing interfaces. It highlights the importance of privacy, cybersecurity, and effective data management in the digital landscape. Through practical exercises, students will evaluate UIs, apply information architecture principles, and utilise data visualisation for informed decision-making. The program encourages the development of interactive media products, fostering the ability to refine designs based on user feedback.			
	<b>Outcomes</b>	CT5-SAF-01, CT5-DPM-01, CT5-EVL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	o Enterprise information systems: Designing for user experience			
	<i>Life Skills Unit of Work</i>	Units of work will be adjusted to suit individual students' needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	CTLS-SAF-01, CTLS-DPM-01, CTLS-COL-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-ALG-01, CTLS-THI-01, CTLS-DES-01			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 1 - UX Design</b></li> <li>o 25%</li> <li>o CT5-COL-01 manages, documents and explains individual and collaborative work practices</li> <li>o CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts</li> <li>o CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data</li> </ul>			
<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● CT5-COL-01 manages, documents and explains individual and collaborative work practices</li> <li>● CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts</li> <li>● CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data</li> </ul>				

**Year 10 Computing Technology (100 hours) - Scope and Sequence 2025**

<b>Course:</b>	Computing Technology Stage 5 (100 hours)	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>
<b>Term 2 2025 Week 1 - Term 2 Week 10.</b>	<b>Unit of Work-</b>	UX Production			
	<b>Description</b>	This unit explores the design of user experiences, guiding students through the process of creating user-centric UI and UX solutions. Emphasising design thinking, project management, and iterative development, the curriculum equips learners with essential skills in designing functional, accessible, and aesthetically pleasing interfaces. It highlights the importance of privacy, cybersecurity, and effective data management in the digital landscape. Through practical exercises, students will evaluate UIs, apply information architecture principles, and utilise data visualisation for informed decision-making. The program encourages the development of interactive media products, fostering the ability to refine designs based on user feedback.			
	<b>Outcomes</b>	CT5-SAF-01, CT5-DPM-01, CT5-EVL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Enterprise information systems: Designing for user experience</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>o Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	CTLS-SAF-01, CTLS-DPM-01, CTLS-COL-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-ALG-01, CTLS-THI-01, CTLS-DES-01			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 2: UX Production</b> <ul style="list-style-type: none"> <li>o 25%</li> <li>o CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology</li> <li>o CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions</li> </ul>			
<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● CT5-COL-01 manages, documents and explains individual and collaborative work practices</li> <li>● CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts</li> <li>● CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data</li> </ul>				

**Year 10 Computing Technology (100 hours) - Scope and Sequence 2025**

<b>Course:</b>	Computing Technology Stage 5 (100 hours)	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	5
<b>Term 3 2025 Week 1 - Term 3 Week 10.</b>	<b>Unit of Work-</b>	Software Design			
	<b>Description</b>	This unit focuses on designing and developing games and simulations using programming, algorithms, and immersive technologies. Students will explore societal influences on game development, design user interfaces and experiences, and implement solutions addressing functional, ethical, and cultural requirements. Through project-based learning, they will refine technical skills while ensuring accessibility, privacy, and inclusivity in their designs.			
	<b>Outcomes</b>	CT5-OPL-01, CT5-DPM-01, CT5-EVL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01, CT5-COL-01			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Software development: Creating games and simulations</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>o Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● CTLS-SAF-01, CTLS-DPM-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-THI-01, CTLS-DAT-02, CTLS-DES-01</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o Assessment Task 3 - Software Design</li> <li>o 25%</li> <li>o CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions</li> <li>o CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology</li> <li>o CT5-COM-01 communicates ideas, processes and solutions using appropriate media</li> </ul>			
<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>o CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions</li> <li>o CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology</li> <li>o CT5-COM-01 communicates ideas, processes and solutions using appropriate media</li> </ul>				

**Year 10 Computing Technology (100 hours) - Scope and Sequence 2025**

<b>Course:</b>	Computing Technology Stage 5 (100 hours)	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	5
<b>Term 4 2025 Week 1 - Term 4 Week 10.</b>	<b>Unit of Work-</b>	Software Production			
	<b>Description</b>	This unit focuses on designing and developing games and simulations using programming, algorithms, and immersive technologies. Students will explore societal influences on game development, design user interfaces and experiences, and implement solutions addressing functional, ethical, and cultural requirements. Through project-based learning, they will refine technical skills while ensuring accessibility, privacy, and inclusivity in their designs.			
	<b>Outcomes</b>	<b>CT5-OPL-01, CT5-DPM-01, CT5-EVL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01, CT5-COL-01</b>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Software development: Creating games and simulations</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>o Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● CTLS-SAF-01, CTLS-DPM-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-THI-01, CTLS-DAT-02, CTLS-DES-01</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 4 - Software Production</b></li> <li>o 25%</li> <li>o <b>CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language</b></li> <li>o <b>CT5-DES-01 designs and creates user interfaces and the user experience</b></li> </ul>			
<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>o CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions</li> <li>o CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology</li> <li>o CT5-COM-01 communicates ideas, processes and solutions using appropriate media</li> </ul>				



# FORMAL ASSESSMENT SCHEDULE – 2025

DANCE 200HR

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Exploring Stimulus - Composition / Written	Contemporary Dance - Performance & Written	Musical Theatre - Performance & Composition	Interpreting Dance - Written
	OUTCOMES	5.2.1, 5.3.1	5.1.2, 5.1.3, 5.3.2	5.1.1, 5.1.3, 5.2.2	5.3.1, 5.3.3
	DATE DUE	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6	Term 4, Week 5
COMPONENTS	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Performance	40%		20%	20%	
Composition	30%	20%		10%	
Appreciation	30%	5%	10%		15%
TOTAL	100%	25%	30%	30%	15%

Dance 200HR

Stage 5

Year: 10

OBJECTIVES	OUTCOMES
<b>A student develops knowledge, understanding and skills about dance as an artform through:</b>	<b>A student:</b>
<b>Dance Performance</b> – as a means of developing dance technique and performance quality to communicate ideas.	<b>5.1.1</b> demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances.
	<b>5.1.2</b> demonstrates enhanced dance technique by manipulating aspects of the elements of dance.
	<b>5.1.3</b> demonstrates an understanding and application of aspects of performance quality and interpretation through performance.
<b>Dance Composition</b> – as a means of creating and structuring movement to express and communicate ideas.	<b>5.2.1</b> explores the elements of dance as the basis of the communication of ideas.
	<b>5.2.2</b> composes and structures dance movement that communicates an idea.
<b>Dance Appreciation</b> – as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.	<b>5.3.1</b> describes and analyses dance as the communication of idea within a context.
	<b>5.3.2</b> identifies and analyses the link between their performances and compositions and dance works of art.
	<b>5.3.3</b> applies understandings and experiences drawn from their own work and dance works of art.
Value and appreciate their engagement in the study of <b>dance as an artform</b> .	<b>5.4.1</b> values and appreciates their involvement as a dance performer, composer and audience member and how their involvement contributes to lifelong learning.





# FORMAL ASSESSMENT SCHEDULE – 2025

DANCE 200HR LIFE SKILLS

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Exploring Stimulus - Composition / Written	Contemporary Dance - Performance & Written	Musical Theatre - Performance & Composition	Interpreting Dance - Written
OUTCOMES	LS2.1, LS2.2, LS3.2, LS5.1	LS1.1, LS1.2, LS1.3, LS5.1	LS1.1, LS1.2, LS2.1, LS2.2, LS3.2, LS5.1	LS3.1, LS3.2, LS5.1	
COMPONENTS	DATE DUE	Term 1, Week 10	Term 2, Week 9	Term 3, Week 6	Term 4, Week 5
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Performance	40%		20%	20%	
Composition	30%	20%		10%	
Appreciation	30%	5%	10%		15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>30%</b>	<b>30%</b>	<b>15%</b>

Dance 200HR

Stage 5

Year: 10

OBJECTIVES	OUTCOMES
<b>A student develops knowledge, understanding and skills about dance as an artform through:</b>	A student:
<b>Dance Performance</b> – as a means of developing dance technique and performance quality to communicate ideas.	<b>LS 1.1</b> Demonstrates a range of movement skills
	<b>LS 1.2</b> Uses dance technique to communicate
	<b>LS 1.3</b> Demonstrates an awareness of safe dance practices
<b>Dance Composition</b> – as a means of creating and structuring movement to express and communicate ideas.	<b>LS 2.1</b> Explores the elements of dance to create movement and communicate ideas
	<b>LS 2.2</b> Explores the elements of dance to create movement and communicate ideas
<b>Dance Appreciation</b> – as a means of describing and analysing dance as an expression of ideas within a social, cultural or historical context.	<b>LS 3.1</b> Experiences a variety of dance performances
	<b>LS 3.2</b> Responds to the elements of dance in performance
Value and appreciate their engagement in the study of <b>dance as an artform.</b>	<b>LS 5.1</b> Engages in dance activities

## Faculty Planning Scope and Sequence 2025

<b>Course:</b>	<b>Dance</b>			<b>Year 10 200hr</b>			<b>Stage 5</b>				
<b>Unit of Work</b>	<b>Exploring Stimulus</b>										
<b>Description</b>	In this unit, students are guided through the compositional process to develop a contemporary work in relation to a provided visual stimuli. Logbooks are used as a tool for documentation and reflection throughout the process as students develop their understanding of dance as an artform.										
<b>TERM 1</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>
	<b>Generating Movement</b> Students are introduced to stimuli and focus on generating ideas and movement through improvisation in relation to a provided visual stimulus and exploration of the elements of dance through both theoretical and practical learning activities.			<b>Organising the Movement</b> Students are guided in the organisation of movement to develop their understanding and application of motifs in a composition work, including the manipulation of these through the elements of dance.			<b>Organising the Dance</b> Students refine their composition and develop their understanding of formal structure and the aspects of organising the dance through both theoretical and practical tasks. Reflection allows students to refine their compositions and enhance the communication of meaning through their dance works, reflecting their understanding of dance as an artform.				
<b>Outcomes</b>	<b>5.2.1, 5.3.1, 5.4.1</b>			<b>5.2.1, 5.2.2, 5.3.1, 5.3.3, 5.4.1</b>			<b>5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.4.1</b>				
<b>Objectives</b>	<b>Dance Composition, Dance Appreciation, Dance as an Artform</b>										
<i>Life Skills Unit of Work</i>	<b>Composition</b>										
<i>Life Skills Assessment</i>	<b>Formative Assessment - presentation of composition and verbal discussion (LS2.2, LS3.2)</b>										
<i>Life Skills Outcomes</i>	<b>LS2.1, LS2.2, LS3.2, LS5.1</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task #1 – Exploring Stimulus - Composition &amp; Written 25% 5.2.1, 5.3.1</b>										
<b>Reporting Outcomes</b>	<b>5.2.1, 5.3.1</b>										

## Faculty Planning Scope and Sequence 2025

<b>Course:</b>	<b>Dance</b>			<b>Year 10 200hr</b>			<b>Stage 5</b>			
<b>Unit of Work</b>	<b>Contemporary Dance</b>									
<b>Description</b>	Students extend on their understanding of the contemporary dance style from Year 9, with a stronger focus on performance quality and the role of the elements of dance to communicate meaning									
<b>TERM 2</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Development/Revision of Dance Technique</b> Students engage in practical technique lessons, focusing on the refinement of their understanding and practical application of contemporary dance technique.			<b>Development of Performance Work</b> <b>Revision of Elements of Dance</b> Students learn a teacher-choreographed contemporary dance solo, modelling the choreographic process and the role of the elements of dance to communicate meaning and enhance performance quality. Students explore the ways in which they can acquire, develop and apply appropriate dance vocabulary in the discussion and analysis of a practical dance work.			<b>Refining Performance Quality</b> <b>Analysing own Works of Art</b> Students engage in reflective practice to refine their performances through teacher, peer and self feedback opportunities. Students discuss the role of the choreographer and analyse how they manipulate the elements of dance to communicate an idea within a given context, providing this information in both written and verbal formats			
<b>Outcomes</b>	<b>5.1.1</b>			<b>5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.4.1</b>			<b>5.1.1, 5.1.2, 5.1.3, 5.3.1, 5.3.2, 5.3.3, 5.4.1</b>			
<b>Objectives</b>	<b>Dance Performance, Dance Appreciation, Dance as an Artform</b>									
<i>Life Skills Unit of Work</i>	<b>Contemporary Dance</b>									
<i>Life Skills Assessment</i>	<b>Formative Assessment - Presentation of Contemporary Dance and Verbal Interview (LS1.2, LS3.2)</b>									
<i>Life Skills Outcomes</i>	<b>LS1.1, LS1.2, LS1.3, LS5.1</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task #2 – Contemporary Dance (Performance and Analysis)</b> <b>30%</b> <b>5.1.2, 5.1.3, 5.3.2</b>									
<b>Reporting Outcomes</b>	<b>5.1.3, 5.3.2</b>									

## Faculty Planning Scope and Sequence 2025

<b>Course:</b>	<b>Dance</b>		<b>Year 10 200hr</b>				<b>Stage 5</b>			
<b>Unit of Work</b>	<b>Musical Theatre</b>									
<b>Description</b>	Students study the musical theatre style through the interrelation of performance, composition and appreciation. Through refinement of the style, students learn a dance and then create additional movement, conveying their understanding of character and the key features of musical theatre style. The analysis of existing theatre productions broadens students' understanding of this style.									
<b>TERM 3</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Intro to Musical Theatre:</b> Students are introduced to key figures in the development of the musical theatre style and begin to learn the technique through practical lessons.		<b>Close Study of Musical Theatre work</b> Students learn a dance from a musical theatre work, focusing on the communication of character through the elements of dance and performance quality.		<b>Composition:</b> Students engage in practical activities, applying their understanding of the musical theatre style to further develop the provided movement sequences/dance.		<b>Extending understanding:</b> Students extend their understanding of the Musical Theatre style through an exploration of production elements and analysis of existing professional musical theatre productions.			
<b>Outcomes</b>	5.1.2, 5.3.2		5.1.2, 5.1.3		5.2.1, 5.2.2		5.3.2, 5.3.3, 5.4.1			
<b>Objectives</b>	<b>Dance Performance, Dance Composition, Dance Appreciation, Dance as an Artform</b>									
<i>Life Skills Unit of Work</i>	<b>Musical Theatre</b>									
<i>Life Skills Assessment</i>	<b>Formative Assessment - Presentation of Musical Theatre Dance (LS1.1, LS1.2)</b>									
<i>Life Skills Outcomes</i>	<b>LS1.1, LS1.2, LS2.1, LS2.2, LS3.2, LS5.1</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task #3 – Musical Theatre (Performance &amp; Composition)</b> 30% 5.1.1, 5.1.3, 5.2.2									
<b>Reporting Outcomes</b>	5.1.1, 5.1.3, 5.2.2									

## Faculty Planning Scope and Sequence 2025

<b>Course:</b>	<b>Dance</b>			<b>Year 10 200hr</b>			<b>Stage 5</b>			
<b>Unit of Work</b>	<b>Interpreting Dance</b>									
<b>Description</b>	This theory focused unit allows students to expand their skills in dance analysis, with the close study of a dance work by Bangarra Dance Theatre									
<b>TERM 4</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Revision of Dance Analysis</b> Students review the components of a dance work and the skills in dance analysis, including the components of different text types.			<b>Close Study of Bangarra Dance Theatre Work</b> Students engage in the close study of a Bangarra Dance Theatre work and are guided on the analysis of this work. Focus is placed on the understanding of how the elements of dance communicate meaning within a given context, as well as how meaning is conveyed by additional production elements.						
<b>Outcomes</b>	<b>5.3.1, 5.3.2, 5.3.3, 5.4.1</b>			<b>5.3.1, 5.3.2, 5.3.3, 5.4.1</b>						
<b>Objectives</b>	<b>Dance Appreciation, Dance as an Artform</b>									
<i>Life Skills Unit of Work</i>	<b>Meaning in Dance</b>									
<i>Life Skills Assessment</i>	<b>Formative Assessment - Meaning in Dance Worksheet or Verbal Responses - Classwork (LS3.2)</b>									
<i>Life Skills Outcomes</i>	<b>LS3.1, LS3.2, LS5.1</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task #4 – Interpreting Dance</b> 15% 5.3.1, 5.3.3									
<b>Reporting Outcomes</b>	<b>5.3.1</b>									



FORMAL ASSESSMENT SCHEDULE – 2025

**ENGLISH**

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task Type</b>	Imaginative Response & Reflection	Discursive Response	Critical Response
	<b>Syllabus Outcomes</b>	EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9
	<b>IN CLASS OR TAKE HOME</b>	<b>In Class</b> <input checked="" type="checkbox"/> <b>Take Home</b>	<b>In Class</b> <input checked="" type="checkbox"/> <b>Take Home</b>	<b>In Class</b> <input checked="" type="checkbox"/> <b>Take Home</b>
<b>Knowledge and understanding of course content</b>	<b>50%</b>	12.5%	17.5%	20%
<b>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes</b>	<b>50%</b>	12.5%	17.5%	20%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

**STAGE 5 ENGLISH K – 10 SYLLABUS 2024**

Focus Areas	Outcomes
<p><b>Reading, viewing and listening to texts</b></p>	<p>A student: · uses a range of personal, creative and critical strategies to interpret complex texts EN5-RVL- 01 Related Life Skills outcomes: ENLS-COM-01, ENLS-RVL-01, ENLS-RVL-02</p>
<p><b>Understanding and responding to texts</b></p>	<p>A student: · analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures EN5-URA-01 Related Life Skills outcomes: ENLS-URA- 01 · evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes EN5-URB-01 Related Life Skills outcomes: ENLS-URB-01 · investigates and explains ways of valuing texts and the relationships between them EN5-URC- 01 Related Life Skills outcomes: ENLS-URC-01</p>
<p><b>Expressing ideas and composing texts</b></p>	<p>A student: · crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning EN5-ECA-01 Related Life Skills outcomes: ENLS-ECA-01 · uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts EN5-ECB-01 Related Life Skills outcomes: ENLS-ECB-01</p>



<b>Course:</b>	<b>English</b>	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Term 1</b>	<b>Unit of Work</b>	<b>Writing Creatively</b>										
	<b>Description</b>	<i>Students are exposed to a range of short fiction texts, where they will interpret and analyse the point of view, writing style and structural features of these texts to inspire their own creations. Students are to annotate and identify language forms and features (language devices) and assess how meaning is created through these. Students also explore experimental approaches to creative writing through texts and through workshop activities in class. These workshops focus on crafting different points of view, experimenting with a wide variety of narrative structures and effectively representing a protagonist that resonates with audiences through indirect characterisation.</i>										
	<b>Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01										
	<b>Subject Specific Text</b>	<b>Text Type: A range of fiction text types. Text Experiences: Fiction</b>										
	<b>Life Skills Unit of Work</b>	<i>Writing Creatively</i>										
	<b>Life Skills Outcomes</b>	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-ECA-02, ENLS-ECB-01										
	<b>Assessment Task Name, Number, Weighting, Outcomes</b>	<b>Assessment Task 1 Imaginative Response &amp; Reflection 25% EN5-URA-01, EN5-URB-01, EN5-ECA-01 EN5-ECB-01</b>										
	<b>Reporting</b>	<b>Semester 1: EN5-RVL-01, EN5-URA-01, EN5-ECB-01</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 2</b>	<b>Unit of Work</b>	<b>The Gothic Monster</b>									
	<b>Description</b>	<i>This unit supports students and their creation of imaginative texts for a specific purpose, audience, and context. Students explore the gothic genre and use the knowledge gained from this exploration to form a wide variety of imaginative and creative texts appropriate to the genre and textual form. This unit provides students with learning experiences that improve vocabulary, written expression and comprehension skills when engaging with increasingly complex texts; skills which can then be transferred to contexts beyond the classroom. Students are supported to learn and experiment with language forms and features which assist them in the production of imaginative texts that are increasingly complex, detailed, and expressive. In so doing, students develop an understanding of their own learning and writing processes through scaffolded reflection activities, enabling improvement in their own writing. Through the exploration of an extended gothic text, students develop an appreciation of genre and the potential for texts to engage the reader through the development of complex characters, establishment of tone, setting and mood and the expression of emotions. This learning sequence requires students to develop their knowledge of historical and textual context, engage in close reading activities, monitor their understanding, and write creatively and analytically with increasing independence.</i>									
	<b>Outcomes</b>	EN5-RVL-01, EN-URA-01, EN5-URC-01, EN5-ECA-01									
	<b>Subject SpecificText</b>	<b>Text Type: Extended Prose Fiction Text Text Experiences: A range of fiction text types.</b>									
	<b>Life Skills Unit of Work</b>	<i>The Gothic Monster</i>									
	<b>Life Skills Outcomes</b>	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URC-01, ENLS-ECA-02									
	<b>Assessment Task Name, Number, Weighting, Outcomes</b>	<b>Assessment Task 2 Discursive Response 35%, Outcomes- EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01</b>									
	<b>Reporting</b>	<b>Semester 1: EN5-RVL-01, EN5-URA-01, EN5-ECB-01</b>									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit of Work	Shakespearean Tragedy									
	Description	In this unit, students will closely examine and engage with a Shakespearean tragedy and its appropriation into film. In studying a Shakespearean tragedy, students gain an understanding of the genre of tragedy and its roots in Greek drama. They will learn and appreciate the conventions of Shakespearean tragedy and how they are evident in the selected play. Students undertake an in-depth analysis of the play itself and create extended responses that convey their knowledge of the features of Shakespearean tragedy. They will build upon their previous knowledge of Shakespearean drama from their study of Shakespeare in Year 9, learning and appreciating the conventions contained within the play. Students will build upon their previous knowledge of drama from their study of Shakespearean Drama in Stage 5 Year 9, learning and appreciating the conventions contained within the play. In deconstructing the play's ideas, students will assess how characterisation and dramatic techniques are used to create meaning. Further, students will observe the relationship between contextual features of the time and how this shapes dramatic events within the play									
	Outcomes	EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01									
	Subject Specific Text	Text Type: Shakespearean Drama Text Text Experiences: Fiction									
	Life Skills Unit of Work	Shakespearean Tragedy									
	Life Skills Outcomes	ENLS-RVL-01, ENLS-RVL-02, ENLS-URB-01, ENLS-URC-01, ENLS-ECA-02									
	Assessment Task Name, Number, Weighting, Outcomes	Assessment Task 3 Critical Response 40% Outcomes EN5-RVL-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01									
	Reporting	Semester 2: EN5-URB-01, EN5-URC-01, EN5-ECA-01									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Unit of Work	People Power										
	Description	Students will evaluate the modern performance form of poetry and engage in their own performances, which will allow students to express themselves through a new and exciting form. A poetry collection will be used in this module, which highlights the purpose and form of slam poetry. These poems will be connected in an anthology of protest poetry and will be studied in conjunction with a film which explores similar themes. Students engage in this modern performance poetry genre, which draws upon the language of various protest movements and the world of rap music. They will use comprehension strategies to analyse written and performed poetry, building an understanding of the basic conventions of poetry.										
	Outcomes	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECB-01										
	Subject Specific Text	Text Type: Poetry Collection and Film Text Experiences: Intercultural and diverse experiences; diverse, cultural, social and gender perspectives.										
	Life Skills Unit of Work	People Power										
	Life Skills Outcomes	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URC-01, ENLS-ECA-02, ENLS-ECB-01										
	Assessment Task Name, Number, Weighting, Outcomes	Formative Assessment										
Reporting	Semester 2: EN5-URB-01, EN5-URC-01, EN5-ECA-01											



# Formal Assessment Schedule – 2025

## Food Technology

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task Type</b>	Food Product Development	Practical Examination	Yearly Written Examination
	<b>Outcomes</b>	FT5.8, FT5-9, FT5.11, FT5-13, FT5.1, FT5.2, FT5.5	FT5-1, FT5-2	FT5-3, FT5.4, FT5-6, FT5-7, FT5-12
	<b>DATE DUE</b>	Term 2 , Week 3	Term 3, Week 9	Term 4 , Week 4-5
<b>COMPONENTS</b>	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
	Assessments	20%		
Examinations	30%			30%
Practical Experiences	50%	20%	30%	
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
knowledge, understanding and skills related to food hygiene, safety and the provision of quality food	<p><b>FT5-1</b> demonstrates hygienic handling of food to ensure a safe and appealing product</p> <p><b>FT5-2</b> identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food</p>
knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food	<p><b>FT5-3</b> describes the physical and chemical properties of a variety of foods</p> <p><b>FT5-4</b> accounts for changes to the properties of food which occur during food processing, preparation and storage</p> <p><b>FT5-5</b> applies appropriate methods of food processing, preparation and storage</p>
knowledge and understanding of nutrition and food consumption, and the consequences of food choices on health	<p><b>FT5-6</b> describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities</p> <p><b>FT5-7</b> justifies food choices by analysing the factors that influence eating habits</p>
skills in researching, evaluating and communicating issues in relation to food	<p><b>FT5-8</b> collects, evaluates and applies information from a variety of sources</p> <p><b>FT5-9</b> communicates ideas and information using a range of media and appropriate terminology</p>
skills in designing, producing and evaluating solutions for specific food purposes	<p><b>FT5-10</b> selects and employs appropriate techniques and equipment for a variety of food-specific purposes</p> <p><b>FT5-11</b> plans, prepares, presents and evaluates food solutions for specific purposes</p>
knowledge and understanding of the significant role of food in society	<p><b>FT5-12</b> examines the relationship between food, technology and society</p> <p><b>FT5-13</b> evaluates the impact of activities related to food on the individual, society and the environment</p>

## Life Technology Scope and Sequence 2025

<b>Course:</b>	<b>Food Technology</b>	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Unit of Work</b>	<b>Food for Special Occasions</b>										
<b>Description</b>	NA	Significance of food throughout history	Significance of Food in various cultures	Significance of Food in various cultures	Reasons for celebrating with food	Reasons for celebrating with food	<b>Task 1 Distribution</b> 40%	Ass Task 1 Food for Special Occasions	Ass Task 1 Cake Decorating Techniques	Ass Task 1 Cake Decorating Techniques	Ass Task 1 Devise a workflow plan
<b>Outcomes</b>	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13										
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Food for Special Occasions</b>										
<i>Life Skills Unit of Work</i>	Food for Special Occasions										
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NIL										
<i>Life Skills Outcomes</i>	FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task Name-</b> Food for Special Occasions <b>Task Weighting-</b> 40% <b>Outcomes-</b> FT5-1, FT5-2, FT5.5, FT5-8, FT5-9, FT5-11, FT5-13										
<b>Reporting Outcomes</b>	<b>Semester 1:</b> Assessment Task: FT 5-1, FT5-2, FT5-11 Ongoing practicals: FT5-1, FT5-10										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	NA
<b>Unit of Work</b>	<b>Food for Special Occasions Continued</b>						<b>Food Service and Catering</b>				
<b>Description</b>	Ass Task 2 Recipe Costing	Factors to consider when menu-planning for special occasions	<b>Ass Task 1 Due 40%</b>	Factors to consider when menu-planning for special occasions	Importance of food presentation & service for special occasions	Importance of food presentation & service for special occasions	Food service and catering operations	Contributions to the food service and catering industry: Economic, social and cultural	Introduction of Hospitality Industry	Employment Opportunities Rights and Responsibilities WH&S	NA
<b>Outcomes</b>	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13						FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13				
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Food for Special Occasions Continued</b>						<b>Food Service and Catering</b>				
<i>Life Skills Unit of Work</i>	Food for Special Occasions						Food Service and Catering				
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NIL										
<i>Life Skills Outcomes</i>	FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12						FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12				
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task Name-</b> Food for Special O <b>Task Weighting-</b> 40% <b>Outcomes-</b> FT5-1, FT5-2, FT5.5, FT5-8, FT5-9, FT5-11, FT5-13										
<b>Reporting Outcomes</b>	<b>Semester 1:</b> Assessment Task: FT 5-1, FT5-2, FT5-11										

Ongoing practicals: FT5-1, FT5-10

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	NA	
<b>Term 3</b>	<b>Unit of Work</b>	<b>Food Service and Catering Continued</b>							<b>Food for Specific Needs</b>			
	<b>Description</b>	Rights and Responsibilities	Causes of food deterioration and spoilage	Causes of food deterioration and spoilage	Principles & methods of Food Preservation Develop, modify or cost a recipe	Reasons for Cooking Food Functional Properties of Food	Functional Properties of Food	Functional Properties of Food	Investigate Menus Explore menu planning considerations	<b>Practical Assessment Task 30%</b> Factors Influencing Eating Habits	Circumstances which lead to specific food needs	NA
	<b>Outcomes</b>	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13								FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13		
	<b>Subject Specific</b> i.e. Module, Area of Study, Text etc	<b>Food Service and Catering</b>							<b>Food for Specific Needs</b>			
	<i>Life Skills Unit of Work</i>	Food Service and Catering								Food for Specific Needs		
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NIL								NIL		
	<i>Life Skills Outcomes</i>	FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12								FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12		
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p style="text-align: center;"><b>Task 2</b></p> <p style="text-align: center;"><b>Task name</b> Practical Assessment Task + Recipe and Costing</p> <p style="text-align: center;"><b>Due</b> Term 3 Week 9</p> <p style="text-align: center;"><b>Task Weight</b> 30%</p> <p style="text-align: center;"><b>Outcomes</b> FT5-1, FT5-2</p>										

<b>Reporting Outcomes</b>	FT5-1, FT5-2
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	NA	
<b>T e r m 4</b>	<b>Unit of Work</b>	<b>Food for Specific Needs Continued</b>										
	<b>Description</b>	Circumstances which lead to specific food needs	Nutritional requirements for the stages of the lifecycle	Recommended daily intake and the stages of the lifecycle	Revision	<b>Yearly Theory Examination</b>  30%	Recommended daily intake and the stages of the lifecycle	Allergies and intolerances	Nutritional modified foods	Nutritional modified foods continued	The role of support networks	NA
	<b>Outcomes</b>	FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Food for Specific Needs</b>										
	<i>Life Skills Unit of Work</i>	Food for Specific Needs										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NIL										
	<i>Life Skills Outcomes</i>	FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task Name-</b> Yearly Examination  <b>Task Weighting-</b> 30%  <b>Outcomes-</b> FT5-3, FT5-4, FT5-6, FT5-7, FT5-12										
	<b>Reporting Outcomes</b>	<b>Semester 2</b>  Practical Examination: FT5-1, FT5-2										



Theory Examination: FT5-7, FT5-12

Ongoing practicals: FT5-1, FT5-10



## Formal Assessment Schedule – 2025

GEOGRAPHY

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>		
	<b>Task Type</b>	Evaluation	Portfolio		
	<b>Outcomes</b>	GE5-2, GE5-3, GE5-5, GE5-8	GE5-1, GE5-4, GE5-6, GE5-7		
	<b>DATE DUE</b>	Term 2, Week 4	Term 4, Week 3		
<b>COMPONENTS</b>	<b>IN CLASS OR TAKE HOME</b>	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home		
	Knowledge and Understanding	50%	30%	20%	
Investigating, Researching and Problem Solving	30%	10%	20%		
Communicating Information	20%	10%	10%		
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>		
<b>Course:</b>	<b>Geography</b>	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>develop knowledge and understanding of the features and characteristics of places and environments across a range of scales</li> </ul>	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
<ul style="list-style-type: none"> <li>develop knowledge and understanding of interactions between people, places and environments</li> </ul>	
<ul style="list-style-type: none"> <li>apply geographical tools for geographical inquiry</li> </ul>	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
<ul style="list-style-type: none"> <li>develop skills to acquire, process and communicate geographical information</li> </ul>	

### Faculty Planning Scope and Sequence 2025

<b>Course:</b>	Geography	<b>Year:</b>	10	<b>Stage:</b>	5
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m  1	<b>Environmental Change and Management</b>										
	<b>Unit of Work</b>	Environmental Change and Management									
	<b>Description</b>	Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.									
	<b>Outcomes</b>	GE5-2, GE5-3,	GE5-2, GE5-3			GE5-4, GE5-5			GE5-5, GE5-7, GE5-8		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Environments	Environmental change			Environmental management			Investigative study		
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	No Formal Assessment Task									
	<b>Reporting Outcomes</b>	<b>GE5-2, GE5-3, GE5-5, GE5-8</b>									
	<i>Life Skills Unit of Work</i>	Environments			Environmental changes			Environmental management			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	No Formal Assessment Task									
	<i>Life Skills Outcomes</i>	GELS5-2, GELS5-3			GELS5-2, GELS5-3, GELS5-8			GELS5-4, GELS5-5, GELS5-7			
	<i>Life Skills Reporting Outcomes</i>	GELS5-2, GELS5-3, GELS5-5, GELS5-8									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m	<b>Human Wellbeing</b>										
	<b>Unit of Work</b>	Human Wellbeing									

2	<b>Description</b>	Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. 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. Local, national and global initiatives to improve human wellbeing are also examined.			
	<b>Outcomes</b>	GE5-1, GE5-2	GE5-2, GE5-6	GE5-6, GE5-7	GE5-6, GE5-7
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Human wellbeing and development	Spatial variations in human wellbeing	Human wellbeing in Australia	Improving human wellbeing
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Formal Assessment Task Name: Evaluation</b> Weighting: 50% Due: Term 2, Week 4 Task 1 Outcomes: [GE5-2, GE5-3, GE5-5, GE5-8]			
	<b>Reporting Outcomes</b>	<b>GE5-2, GE5-3, GE4-5, GE5-8</b>			
	<i>Life Skills Unit of Work</i>	Human wellbeing	Human wellbeing and development	Improving human wellbeing	
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Formal Assessment Task Name: Response</b> Weighting: 50% Task 1 Outcomes: [GELS5-3, GELS5-5, GELS5-8]			
	<i>Life Skills Outcomes</i>	GELS5-1, GELS5-3, GELS5-8	GELS5-2, GELS5-5, GELS5-6	GELS5-5, GELS5-7	
	<i>Life Skills Reporting Outcomes</i>	GELS5-2, GELS5-3, GELS5-5, GELS5-8			

T e r	<b>Sustainable Biomes</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Unit of Work</b>	Sustainable Biomes									

m 3	<b>Description</b>	Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.				
	<b>Outcomes</b>	GE5-1, GE5-2,	GE5-1, GE5-2	GE5-2, GE5-3	GE5-1, GE5-5	GE5-7, GE5-8
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Biomes	Changing biomes	Biomes produce food	Challenges to food production	Food security
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	No Formal Assessment Task				
	<b>Reporting Outcomes</b>	GE5-1, GE5-4, GE5-6, GE5-7				
	<i>Life Skills Unit of Work</i>	World biomes	Changing biomes	Food production	Food for future populations	
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	No Formal Assessment Task				
	<i>Life Skills Outcomes</i>	GELS5-1, GELS5-2, GELS5-3, GELS5-5, GELS5-7, GELS5-8				
	<i>Life Skills Reporting Outcomes</i>	GELS5-2, GELS5-4, GELS5-5, GELS5-8				

T e	<b>Changing Places</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
	<b>Unit of Work</b>	Changing Places									

r m 4	<b>Description</b>	Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.				
	<b>Outcomes</b>	GE5-2, GE5-5	GE5-2, GE5-3	GE5-3, GE5-5	GE5-3, GE5-5	GE5-7, GE5-8
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Causes and consequences of urbanisation	Urban settlement patterns	Internal migration	International migration	Australia's urban future
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Formal Assessment Task Name: Portfolio</b> Weighting: 50% Due: Term 4, Week 3 Task 2 Outcomes: [GE5-1, GE5-4, GE5-6, GE5-7]				
	<b>Reporting Outcomes</b>	<b>GE5-1, GE5-4, GE5-6, GE5-7</b>				
	<i>Life Skills Unit of Work</i>	Urban environments	Urban migration		International migration	Management for future urban environments
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Life Skills Formal Assessment Task Name: Portfolio</b> Weighting: 50% Due: Term 4, Week 3 Task 2 Outcomes: [GELS-1, GELS6, GELS-7]				
	<i>Life Skills Outcomes</i>	GELS5-2	GELS5-3, GELS5-5, GELS5-8		GELS5-3	GELS5-5, GELS5-7
	<i>Life Skills Reporting Outcomes</i>	GELS5-1, GELS5-4, GELS5-6, GELS5-7				



## Formal Assessment Schedule – 2025

# HISTORY ELECTIVE 200HR

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
	<b>Task Type</b>	Thematic Study Investigation	Societies Essay	Portfolio
	<b>Outcomes</b>	HTE5-1, HTE5-4, HTE5-7, HTE5-8, HTE5-10	HTE5-2, HTE5-4, HTE5-8, HTE5-10	HTE5-2, HTE5-7, HTE5-8, HTE5-10
<b>COMPONENTS</b>	<b>DATE DUE</b>	Week 10, Term 1	Week 8, Term 2	Week 7, Term 3
	<b>IN CLASS OR TAKE HOME</b>	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
Research and historical inquiry skills	<b>25%</b>	5%	10%	10%
Analysis and use of sources (historical knowledge)	<b>20%</b>	5%	5%	10%
Communication	<b>35%</b>	10%	15%	10%
Perspectives and interpretations (historical understanding)	<b>20%</b>	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>



# HISTORY ELECTIVE 200HR

## Stage 5

Year: 10

<b>OBJECTIVES</b>	<b>Stage 5 OUTCOMES</b>
<b>A student develops:</b>	<b>A student:</b>
history and historical inquiry	HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
past societies and historical periods	HTE5-2 examines the ways in which historical meanings can be constructed through a range of media
undertake the processes of historical inquiry	HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
communicate their understanding of history	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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
Unit of Work	Staff development	<b>Thematic 1 + Topic 1</b>											
Description		This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option or explore a range of options to broaden students' understanding of the various ways that historical meaning can be developed. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.											
Outcomes		applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1 › examines the ways in which historical meanings can be constructed through a range of media HTE5-2 › identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-6 › explains different contexts, perspectives and interpretations of the past HTE5-7 › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8 › evaluates the contribution of cultural groups, sites and/or family to our shared heritage HTE5-5 › applies a range of relevant historical terms and concepts when communicating an understanding of the past HTE5-9 › selects and uses appropriate forms to communicate effectively about the past for different audiences HTE5-10 ›											
Subject specific i.e. Module, Area of study Text etc		explain the features of history, heritage and archaeology identify and assess the range of sources used in investigating history, heritage or archaeology examine the varying methods of historical and archaeological investigations Continuity and change Students: explain the significance of features of continuity and change	examine the varying constructions of historical meaning through a range of examples Issues related to the study of the past. Students: identify and examine the various means of collecting sources, displaying the past and reconstructing the past identify and assess the ethical issues arising from ownership of the past analyse the significance of preservation and conservation issues There are opportunities to embed learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures, throughout this topic.	apply an understanding of the methods of historical inquiry <ul style="list-style-type: none"> <li>• evaluate the value of sources as evidence for an historical inquiry</li> <li>• locate, select, organise and communicate historical information from a number of sources to address historical problems and issues Historical themes and concepts</li> </ul> Students: <ul style="list-style-type: none"> <li>• identify historical themes and concepts in appropriate historical contexts</li> <li>• outline and explain continuity and change within a specific historical context</li> <li>• sequence major events or cultural practices to show an understanding of continuity and change</li> </ul>						Students: explain how people from the past were influenced by different values, attitudes and motives			
Life Skills Unit of work		Thematic 1 + Topic 1 -Life Skills											
Life Skills Assessment Task Name, weighting, number, outcomes		Thematic Study investigation - Life Skills, HTELS-1, HTELS-2, HTELS-3 HTELS-4, HTELS-8, HTELS-9, HTELS-10, HTELS-11, HTELS-12, HTELS-13											
Life Skills Outcomes		HTELS-1, HTELS-2, HTELS-3 HTELS-4, HTELS-8, HTELS-9, HTELS-10, HTELS-11, HTELS-12, HTELS-13											
Assessment Task Name, Weighting, Number, Outcomes		Assessment Weighting: 25% Assessment Name: Thematic Study Investigation Task Due: Term 1, Week 7 Outcomes Assessed: HTE5-1, HTE5-4, HTE5-7, HTE5-8, HTE5-10											
Reporting outcomes		HTE5-2,HTE5-7, HTE5-10											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	<b>Society</b>									
Description	This topic provides an opportunity for in-depth study of the major features of ancient, medieval or modern societies. Students may focus on a particular time period, including the 21st century. Integral to this study should be the development of students' understanding of the nature of history and historical inquiry. Students examine causation and factors contributing to continuity and change. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.									
Outcomes	applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1 › sequences major historical events or heritage features, to show an understanding of continuity, change and causation HTE5-3 › explains the importance of key features of past societies or periods, including groups and personalities HTE5-4 › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8 › selects and uses appropriate forms to communicate effectively about the past for different audiences HTE5-10									
Subject specific i.e. Module, Area of study Text etc	Historical inquiry Students: identify relevant sources for the chosen society use historical sources appropriately in an historical inquiry Past societies and historical periods Students: describe key features of the chosen society(ies) and historical period(s) sequence major events to show an understanding of continuity, change and causation			Events, people and issues in the context of their own time Students: explain how people of the past were influenced by different values, attitudes and motives discuss significant historical issues in the chosen society(ies)						
Life Skills Unit of work	Society - Life skills									
Life Skills Assessment Task Name, weighting, number, outcomes	Society Essay - HTELS-1, HTELS-2, HTELS-5, HTELS-6, HTELS-7, HTELS-11, HTELS-13									
Life Skills Outcomes	HTELS-1, HTELS-2, HTELS-5, HTELS-6, HTELS-7, HTELS-11, HTELS-13									
Assessment Task Name, Weighting, Number, Outcomes	Assessment Weighting: 35% Assessment Name: Societies Essay Task Due: Term 2, Week 7 Outcomes Assessed: HTE5-2, HTE5-4, HTE5-8, HTE5-10									
Reporting outcomes	HTE5-2, HTE5-7, HTE5-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Unit of Work	<b>Thematic 2</b>									
Description	This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option or explore a range of options to broaden students' understanding of the various ways that historical meaning can be developed. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.									
Outcomes	applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1 › evaluates the contribution of cultural groups, sites and/or family to our shared heritage HTE5-5 › identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-6 › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8 › applies a range of relevant historical terms and concepts when communicating an understanding of the past HTE5-9 › selects and uses appropriate forms to communicate effectively about the past for different audiences HTE5-10									
Subject specific i.e. Module, Area of study Text etc	Historical inquiry Students: apply an understanding of the methods of historical inquiry evaluate the value of sources as evidence for an historical inquiry locate, select, organise and communicate historical information from a number of sources to address historical problems and issues  Historical themes and concepts Students: identify historical themes and concepts in appropriate historical contexts outline and explain continuity and change within a specific historical context sequence major events or cultural practices to show an understanding of continuity and change					Events and people in the context of their time Students: explain how people from the past were influenced by different values, attitudes and motives				
Life Skills Unit of work	Thematic 2 - Life Skills									
Life Skills Assessment Task Name, weighting, number, outcomes	Thematic Portfolio - Life Skills HTELS-1, HTELS-2, HTELS-8, HTELS-9, HTELS-11, HTELS-12, HTELS-13									
Life Skills Outcomes	HTELS-1, HTELS-2, HTELS-8, HTELS-9, HTELS-11, HTELS-12, HTELS-13									
Assessment Task Name, Weighting, Number, Outcomes	Assessment Weighting: 40% Assessment Name: Thematic Study Investigation Task Due: Term 3, Week 7 Outcomes Assessed: HTE5-2, HTE5-7, HTE5-8, HTE5-10									
Reporting outcomes	HTE5-2, HTE5-7, HTE5-10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	<b>Thematic 3</b>										
Description	This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option or explore a range of options to broaden students' understanding of the various ways that historical meaning can be developed. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.										
Outcomes	applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1 › evaluates the contribution of cultural groups, sites and/or family to our shared heritage HTE5-5 › identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-6 › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8 › applies a range of relevant historical terms and concepts when communicating an understanding of the past HTE5-9 › selects and uses appropriate forms to communicate effectively about the past for different audiences HTE5-10										
Subject specific i.e. Module, Area of study Text etc	Historical inquiry Students: apply an understanding of the methods of historical inquiry evaluate the value of sources as evidence for an historical inquiry locate, select, organise and communicate historical information from a number of sources to address historical problems and issues  Historical themes and concepts Students: <ul style="list-style-type: none"> <li>• identify historical themes and concepts in appropriate historical contexts</li> <li>• outline and explain continuity and change within a specific historical context</li> <li>• sequence major events or cultural practices to show an understanding of continuity and change</li> </ul>						Events and people in the context of their time Students: explain how people from the past were influenced by different values, attitudes and motives				
Life Skills Unit of work	Thematic 3 - Life Skills										
Life Skills Assessment Task Name, weighting, number, outcomes	No assessment task										
Life Skills Outcomes	HTELS-1, HTELS-2, HTELS-8, HTELS-9, HTELS-11, HTELS-12, HTELS-13										
Assessment Task Name, Weighting, Number, Outcomes	No assessment task										
Reporting outcomes	HTE5-2, HTE5-7, HTE5-10										



## Formal Assessment Schedule – 2025

SUBJECT- INDUSTRIAL TECHNOLOGY TIMBER MODULE 2

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3	
	Task Type	Skill Development	Project Production	Project Design	Examination
	Outcomes	IND5-1, IND5-3, IND5-6	IND5-3, IND5-4, IND5-9	IND5-2, IND5-5, IND5-8,	IND5-1, IND5-7, IND5-10
COMPONENTS	DATE DUE	Term 1 Week 6	Term 2 Week 6	Term 3 Week 10	Examination period
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
WHS and risk management	15%	5%			10%
Design	15%			15%	
Materials	10%		10%		
Tools, equipment and techniques	30%	10%	5%		15%
Workplace communication skills	10%	5%		5%	
Societal and environmental impact	10%				10%
Links to industry	10%		10%		
TOTAL	100%	20%	25%	20%	35%

## Subject- Industrial Technology Timber Module 2

Year: 10

Objective	OUTCOMES
	<b>A student:</b>
knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
knowledge and skills in the design and production of practical projects	<b>IND5-2</b> applies design principles in the modification, development and production of projects
	<b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
knowledge and understanding of the relationship between the properties of materials and their applications	<b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences	<b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
	<b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment
understanding to transfer knowledge and skills to other experiences	<b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	<b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	<b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications
	<b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

### *Year 10 Industrial Technology Timber- Scope and Sequence*

<b>Course:</b>	Industrial Technology- Timber	<b>Year:</b>	10	<b>Stage:</b>	5
<b>T e r m 1 - 2 0 2 4 - W e e k 1 - T e r m 1 - W e e k 6</b>	<b>Unit of Work-</b>	<b>Unit 1 - Skill Development - (Industrial Technology Timber - Module 2)</b>			
	<b>Description</b>	This is an introductory unit that introduces students to the tools, equipment, processes and WHS required in the manufacture of framing, widening and carcass joinery, as a means of content and skill development for the major project. Students will develop knowledge and skills in the use of hand tools and powered machinery and learn how to operate equipment safely whilst complying with WHS procedures.			
	<b>Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o WHS and Risk Management</li> <li>o Tools, equipment and techniques</li> <li>o Workplace communication skills and cooperation in a workshop setting</li> </ul>			
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment			
	<i>Life Skills Outcomes</i>	INDLS-2, INDLS-4, INDLS-7			
	<b>Assessment Task Name, Weighting, Number, Outcome</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 1-</b> Skill Development 20%</li> <li>o <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>o <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>o <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>			
<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>• <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>• <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>				
<b>Course:</b>	Industrial Technology- Timber	<b>Year:</b>	10	<b>Stage:</b>	5



T e r m 1 - 2 0 2 4 - W e e k 7 - T e r m 2 - W e e k 1 0	<b>Unit of Work-</b>	Unit 2 - Project Production - (Industrial Technology Timber - Module 2)
	<b>Description</b>	This unit will require students to construct a small timber project utilizing the skills and knowledge they have developed in the skills based activity. Students will use a range of tools and machinery in the production of their project and uphold WHS protocol at all times. Students will document the design, management and production of their project through a digital portfolio.
	<b>Outcomes</b>	<b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS and workshop safety</li> <li>○ Evaluation, selection and use of a range of appropriate materials to produce practical projects</li> <li>○ Use of appropriate tools and machinery to produce quality products.</li> <li>○ Works cooperatively in workshop settings.</li> <li>○ Project management skills and production documentation (portfolio)</li> </ul>
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment
	<i>Life Skills Outcomes</i>	INDLS-4, INDLS-5, INDLS-10
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2</b> - Project Construction 25%</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>○ <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</li> <li>○ <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> </ul>

<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>● <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>● <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>
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Course:	Industrial Technology- Timber	Year:		Stage:	5
T e r m 3 - 2 0 2 4  W e e k 1 - T e r m 4 W e e k 1 0 .	<b>Unit of Work-</b>	Unit 3 - Project Design - (Industrial Technology Timber - Module 2)			
	<b>Description</b>	This unit focuses on developing students' ability to design and plan a major project (bar stool / coffee table). Students explore design factors including the research, planning, sketching and project management required to effectively organise and facilitate a major project construction. The unit will include a practical and theoretical examination at the conclusion of term 4.			
	<b>Outcomes</b>	<b>IND5-2</b> applies design principles in the modification, development and production of projects <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction <b>Exam</b> <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Project Design and Planning</li> <li>o Material, process and Joinery Research, Evaluation and Selection</li> <li>o Project Drawings</li> </ul>			
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment			
	<i>Life Skills Outcomes</i>	INDLS-3, INDLS-6, INDLS-9			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 3 - Project Design</b> 20%</li> <li>o <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>o <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>o <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>o <b>Assessment Task 4 - Examination</b></li> <li>o 35%</li> <li>o <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>o <b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> <li>o <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>			
	<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>▪ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>▪ <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>▪ <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>▪ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>			



# Formal Assessment Schedule – 2025

SUBJECT- INDUSTRIAL TECHNOLOGY MULTIMEDIA  
MODULE 2

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	
	Task Type	App skills	App Development	Game production	Examination
	Outcomes	IND5-1, IND5-3, IND5-6	IND5-2, IND5-5, IND5-8	IND5-3, IND5-4, IND5-9	IND5-1, IND5-7, IND5-10
COMPONENTS	DATE DUE	Term 1 Week 6	Term 2 Week 6	Term 3 Week 10	Examination period
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
WHS and risk management	15%	5%			10%
Design	15%			15%	
Materials	10%		10%		
Tools, equipment and techniques	30%	10%	5%		15%
Workplace communication skills	10%	5%		5%	
Societal and environmental impact	10%				10%
Links to industry	10%		10%		
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>25%</b>	<b>20%</b>	<b>35%</b>

## Subject- Industrial Technology Multimedia Module 2

Year: 10

Objective	OUTCOMES
	<b>A student:</b>
knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
knowledge and skills in the design and production of practical projects	<b>IND5-2</b> applies design principles in the modification, development and production of projects
	<b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
knowledge and understanding of the relationship between the properties of materials and their applications	<b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications
skills in communicating ideas, processes and technical information with a range of audiences	<b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
	<b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment
understanding to transfer knowledge and skills to other experiences	<b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects
knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	<b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment	<b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications
	<b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

### **Year 10 Industrial Technology Multimedia - Scope and Sequence 2025**

Course:	Industrial Technology - Multimedia	Year:	10	Stage:	5
T e r m 1 , W e e k 1 - T e r m 1 W e e k 6 - 2 0 2 5	<b>Unit of Work-</b>	Unit 1 - App Skills (Industrial Technology Multimedia - Module 2)			
	<b>Description</b>	This is an introductory unit that introduces students to the tools, equipment, processes and WHS required in the production of software applications, as a means of content and skill development for software application development. Students will develop knowledge and skills in the use of programming languages, software mockup tools and digital media manipulation techniques as well as learn how to operate equipment safely whilst complying with WHS procedures.			
	<b>Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS and Risk Management</li> <li>○ Tools, equipment and techniques</li> <li>○ Workplace communication skills and cooperation in a workshop setting</li> </ul>			
	<i>Life Skills Unit of Work</i>	Unit of Work to be adjusted to individual students' needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment			
	<i>Life Skills Outcomes</i>	INDLS-2, INDLS-4, INDLS-7			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1-</b> App Skills 20%</li> <li>○ <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>○ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>			
<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>▪ <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>▪ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>▪ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>▪ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>				

**Year 10 Industrial Technology Multimedia - Scope and Sequence 2025**

Course:		Industrial Technology - Multimedia	Year:	10	Stage:	5
T e r m 1  W e e k 7 - T e r m 2  W e e k 1 0 - 2 0 2 5	<b>Unit of Work-</b>	Unit 2 - App Development (Industrial Technology Multimedia - Module 2)				
	<b>Description</b>	This unit focuses on developing students' ability to design and plan a major project (software application). Students explore design factors including the research, planning, storyboarding and project management required to effectively organise and facilitate a major project production.				
	<b>Outcomes</b>	<b>IND5-2</b> applies design principles in the modification, development and production of projects <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction <ul style="list-style-type: none"> <li>•</li> </ul>				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Project Design and Planning - storyboarding</li> <li>○ Material and process research, evaluation and selection</li> <li>○ Workplace communication skills</li> </ul>				
	<i>Life Skills Unit of Work</i>	Unit of Work to be adjusted to individual students' needs.				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment				
	<i>Life Skills Outcomes</i>	INDLS-3, INDLS-6, INDLS-9				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2 – App Development</b> 25%</li> <li>○ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>○ <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>○ <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>○</li> </ul>				
	<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>▪ <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>▪ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>▪ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>▪ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>				

Course:		Industrial Technology - Multimedia	Year:	10	Stage:	5
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T e r m 3  W e e k 1 - T e r m 4  W e e k 1 0 - 2 0 2 5	<b>Unit of Work-</b>	Unit 3 - Game Production (Industrial Technology Multimedia - Module 2)
	<b>Description</b>	This unit allows students to produce a video game. Students use a range of software tools and techniques in the production of their project and uphold WHS protocol at all times. Students will document the design, management and production of their project through a digital portfolio. The unit will include a practical and theoretical examination at the conclusion of term 4.
	<b>Outcomes</b>	<b>Unit</b> <ul style="list-style-type: none"> <li>● IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>● IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications</li> <li>● IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> </ul> <b>Exam</b> <ul style="list-style-type: none"> <li>● 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</li> <li>● IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects</li> <li>● IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS and workshop safety</li> <li>○ Evaluation, selection and use of a range of appropriate materials to produce practical projects</li> <li>○ Use of appropriate tools and machinery to produce quality products.</li> <li>○ Works cooperatively in workshop settings.</li> <li>○ Project management skills and production documentation (portfolio)</li> </ul>
	<i>Life Skills Unit of Work</i>	Unit of Work to be adjusted to individual students' needs.
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment
	<i>Life Skills Outcomes</i>	INDLS-4, INDLS-5, INDLS-10
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3 – Game Production 20%</b> <ul style="list-style-type: none"> <li>○ IND5-3 identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>○ IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications</li> <li>○ IND5-9 describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> </ul> <b>Assessment Task 4 - Examination</b> <ul style="list-style-type: none"> <li>○ 35%</li> <li>● 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</li> <li>○ IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects</li> <li>○ IND5-10 describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>
	<b>S2-Reporting Outcomes</b>	IND5-4 selects, justifies and uses a range of relevant and associated materials for specific applications IND5-7 applies and transfers skills, processes and materials to a variety of contexts and projects 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







# FORMAL ASSESSMENT SCHEDULE – 2025

## MATHEMATICS- CORE

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course. All students cover the Core content. Some students cover the content from the Pathways. Pathway content is covered in the selective stream and streamed top community classes. Some Pathway content is covered in other classes as appropriate.</p>	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Topic Tests	Half-Yearly	Topic Tests	Yearly
	Core Outcomes	MA5-IND-C-01 MA5-EQU-C-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-LIN-C-01	MAO-WM-01 MA5-IND-C-01 MA5-EQU-C-01 MA5-FIN-C-01 MA5-FIN-C-02 MA5-LIN-C-01	ARE-C-01, VOL-C-01 DAT-C-01, PRO-C-01 TRG-C-01, NLI-C-01 *[NLI-C-02, DAT-C-02 GEO-C-01]	MAO-WM-01 ARE-C-01, VOL-C-01 DAT-C-01, PRO-C-01 TRG-C-01, NLI-C-01 *[NLI-C02, DATC02 GEOC01]
	Pathway Outcomes (Extension)	MA5-ALG-P-01 MA5-EQU-P-01 MA5-LIN-P-01:		MA5-ARE-P-01 MA5-VOL-P-01: MA5-PRO-P-01 MA5-TRG-P-01	
COMPONENTS	DATE DUE	Term 1 & 2 one per topic	Term 2 , Wk 4/5	Term 3 & 4 one per topic	Term 4, Wk 4/5
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<b>Working Mathematically:</b> Communication , Understanding and Fluency, Reasoning and Problem Solving	<b>50%</b>	15%	10%	15%	10%
<b>Knowledge, Understanding and skills:</b> Number and Algebra, Measurement and Space, Statistics and Probability	<b>50%</b>	15%	10%	15%	10%
Note 1: Selective and Self Select classes will also be assessed on extension content related to stage 4 and stage 5 outcomes Note 2: Assessment of outcomes marked with * may be dependent on time constraints.					
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

# Mathematics

# Stage 5

Year: 10

Outcome	A student:
	Financial Mathematics
<b>MA5-FIN-C-01</b>	solves financial problems involving simple interest, earning money and spending money
<b>MA5-FIN-C-02</b>	solves financial problems involving compound interest and depreciation
	Algebraic techniques
<b>MA5-ALG-C-01</b>	simplifies algebraic fractions with numerical denominators and expands algebraic expressions
<b>MA5-ALG-P-01</b>	simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions ( <i>Path: Adv</i> )
<b>MA5-ALG-P-02</b>	selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions ( <i>Path: Adv</i> )
	Indices
<b>MA5-IND-C-01</b>	simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
<b>MA5-IND-P-01</b>	applies the index laws to operate with algebraic expressions involving negative-integer indices ( <i>Path: Adv</i> )
<b>MA5-IND-P-02</b>	describes and performs operations with surds and fractional indices ( <i>Path: Adv</i> )
	Equations
<b>MA5-EQU-C-01</b>	solves linear equations of up to 3 steps, limited to one algebraic fraction
<b>MA5-EQU-P-01</b>	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ ( <i>Path: Adv</i> )
<b>MA5-EQU-P-02</b>	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations ( <i>Path: Adv</i> )
	Linear Equations
<b>MA5-LIN-C-01</b>	determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools
<b>MA5-LIN-C-02</b>	graphs and interprets linear relationships using the gradient/slope-intercept form
<b>MA5-LIN-P-01</b>	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems ( <i>Path: Adv</i> )
	Non-Linear Relationships
<b>MA5-NLI-C-01</b>	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
<b>MA5-NLI-C-02</b>	identifies and compares features of parabolas and exponential curves in various contexts
<b>MA5-NLI-P-01</b>	interprets and compares non-linear relationships and their transformations, both algebraically and graphically ( <i>Path: Adv</i> )
	Numbers of any Magnitude
<b>MA5-MAG-C-01</b>	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
	Pythagoras and Trigonometry
<b>MA5-TRG-C-01</b>	applies trigonometric ratios to solve right-angled triangle problems

<b>MA5-TRG-C-02</b>	applies trigonometry to solve problems, including bearings and angles of elevation and depression
<b>MA5-TRG-P-01</b>	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings ( <i>Path: Stn, Adv</i> )
<b>MA5-TRG-P-02</b>	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations ( <i>Path: Adv</i> )
	Area and Surface Area
<b>MA5-ARE-C-01</b>	solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids
<b>MA5-ARE-P-01</b>	applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems ( <i>Path: Stn, Adv</i> )
	Volume
<b>MA5-VOL-C-01</b>	solves problems involving the volume of composite solids consisting of right prisms and cylinders
<b>MA5-VOL-P-01</b>	applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids ( <i>Path: Stn, Adv</i> )
	Properties of Geometrical Figures
<b>MA5-GEO-C-01</b>	identifies and applies the properties of similar figures and scale drawings to solve problems
<b>MA5-GEO-P-01</b>	establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes ( <i>Path: Ext</i> )
<b>MA5-GEO-P-02</b>	constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes ( <i>Path: Ext</i> )
	Data Analysis
<b>MA5-DAT-C-01</b>	compares and analyses datasets using summary statistics and graphical representations
<b>MA5-DAT-C-02</b>	displays and interprets datasets involving bivariate data
<b>MA5-DAT-P-01</b>	plans, conducts and reviews a statistical inquiry into a question of interest ( <i>Path: Stn, Adv</i> )
	Probability
<b>MA5-PRO-C-01</b>	solves problems involving probabilities in multistage chance experiments and simulations
<b>MA5-PRO-P-01</b>	solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )
	Ratio and Rates
<b>MA5-RAT-P-01</b>	identifies and solves problems involving direct and inverse variation and their graphical representations ( <i>Path: Stn, Adv</i> )
<b>MA5-RAT-P-02</b>	analyses and constructs graphs relating to rates of change ( <i>Path: Adv</i> )
	Polynomials
<b>MA5-POL-P-01</b>	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems ( <i>Path: Adv, Ext</i> )
	Logarithms
<b>MA5-LOG-P-01</b>	establishes and applies the laws of logarithms to solve problems ( <i>Path: Adv</i> )
	Functions and other Grphs
<b>MA5-FNC-P-01</b>	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables ( <i>Path: Adv</i> )
	Circle Geometry
<b>MA5-CIR-P-01</b>	applies deductive reasoning to prove circle theorems and solve related problems ( <i>Path: Ext</i> )
	Introduction to networks and paths
<b>MA5-NET-P-01</b>	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits ( <i>Path: Stn</i> )



# FORMAL ASSESSMENT SCHEDULE – 2025

## MATHEMATICS- PATHWAY

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p> <p>All students cover the Core content. Some students cover the content from the Pathways. Pathway content is covered in the selective stream and streamed top community classes. Some Pathway content is covered in other classes as appropriate. This schedule is for Selective and upper community Stream.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	Topic Tests	Half-Yearly	Topic Tests	Yearly
	<b>Core Outcomes</b>	MA5-FIN-CO1 MA5-FIN-CO2 MA5-LIN-CO2 MA5-DAT-CO2	MAO-WM-01 MA5-FIN-CO1 MA5-FIN-CO2 MA5-LIN-CO2 MA5-DAT-CO2	PRO-CO1 NLI-CO1 NLI-CO2	MAO-WM-01 PRO-CO1 NLI-CO1 NLI-CO2
	<b>Pathway Outcomes (Extension)</b>	LIN-P01, NLIP01 EQU-P02, TRG P01&2	LIN-P01,NLI-PO 1 EQU-P02, TRG-P01&2	PRO-P01, NLI-P01 NLI-P02, RAT-P01 EQU-P02, POL-P01 FNC-P01, CIR-P01	PRO-P01, NLI-P01 NLI-P02, RAT-P01 EQU-P02, POL-P01 FNC-P01, CIR-P01
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1 & 2 one per topic	Term 2 , Wk 4/5	Term 3 & 4 one per topic	Term 4, Wk 4/5
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<b>Working Mathematically:</b> Communication , Understanding and Fluency, Reasoning and Problem Solving	<b>50%</b>	15%	10%	15%	10%
<b>Knowledge, Understanding and skills:</b> Number and Algebra, Measurement and Space, Statistics and Probability	<b>50%</b>	15%	10%	15%	10%
Note 1: Selective and Self Select classes will also be assessed on extension content related to stage 4 and stage 5 outcomes Note 2: Assessment of outcomes marked with * may be dependent on time constraints.					
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

Outcome	A student:
<b>MA5-FIN-C-01</b>	solves financial problems involving simple interest, earning money and spending money
<b>MA5-FIN-C-02</b>	solves financial problems involving compound interest and depreciation
<b>MA5-EQU-P-01</b>	solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$ ( <i>Path: Adv</i> )
<b>MA5-EQU-P-02</b>	solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations ( <i>Path: Adv</i> )
<b>MA5-LIN-C-02</b>	graphs and interprets linear relationships using the gradient/slope-intercept form
<b>MA5-LIN-P-01</b>	describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems ( <i>Path: Adv</i> )
<b>MA5-NLI-C-01</b>	identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts
<b>MA5-NLI-P-01</b>	interprets and compares non-linear relationships and their transformations, both algebraically and graphically ( <i>Path: Adv</i> )
	Numbers of any Magnitude
<b>MA5-MAG-C-01</b>	solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
<b>MA5-TRG-P-01</b>	applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings ( <i>Path: Stn, Adv</i> )
<b>MA5-TRG-P-02</b>	establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations ( <i>Path: Adv</i> )
<b>MA5-DAT-C-02</b>	displays and interprets datasets involving bivariate data
<b>MA5-PRO-C-01</b>	solves problems involving probabilities in multistage chance experiments and simulations
<b>MA5-PRO-P-01</b>	solves problems involving Venn diagrams, 2-way tables and conditional probability ( <i>Path: Adv</i> )
<b>MA5-RAT-P-01</b>	identifies and solves problems involving direct and inverse variation and their graphical representations ( <i>Path: Stn, Adv</i> )
<b>MA5-RAT-P-02</b>	analyses and constructs graphs relating to rates of change ( <i>Path: Adv</i> )
<b>MA5-POL-P-01</b>	defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems ( <i>Path: Adv, Ext</i> )
<b>MA5-FNC-P-01</b>	uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables ( <i>Path: Adv</i> )
<b>MA5-CIR-P-01</b>	applies deductive reasoning to prove circle theorems and solve related problems ( <i>Path: Ext</i> )
<b>MA5-NET-P-01</b>	solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits ( <i>Path: Stn</i> )

## Stage 5 Mathematics Scope and Sequence – Year 10 Common 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Equations			Interest			Linear Relationships			Review
<b>Unit of Work</b>	Equations			Interest			Linear Relationships			Review
<b>Description</b>	In this topic, mainstream students review solving equations up to 3 steps while extensions students look into quadratic equations, equation and formula problems, and inequalities.			In this topic, students solve financial problems involving simple and compound interest investments. Students will also work through problems relating to buying on terms.			In this topic, students look at the features of linear relationships, such as the gradient, midpoint and length of an interval. They also look at the gradient-intercept form to interpret and graph linear relationships.			This time will be used to review the content of this term as well as more time for extension students to cover their extra content.
<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b> <b>MA5-EQU-C-01:</b> solves linear equations of up to 3 steps, limited to one algebraic fraction			<b>MAO-WM-01: Working mathematically</b> <b>MA5-FIN-C-01:</b> solves financial problems involving simple interest, earning money and spending money <b>MA5-FIN-C-02:</b> solves financial problems involving compound interest and depreciation			<b>MAO-WM-01: Working mathematically</b> <b>MA5-LIN-C-01:</b> determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools <b>MA5-LIN-C-02:</b> graphs and interprets linear relationships using the gradient/slope-intercept form			
<b>Extension Outcomes</b>	<b>MA5-EQU-P-01:</b> solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3 = k$						<b>MA5-LIN-P-01:</b> describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems			
<b>Assessment Task Name, Weighting, Number</b>	Equations TT 5%			Interest TT 5%			Coord Geom TT 5% SA & V TT 5%			
<b>Reporting (outcomes assessed)</b>	MA5-EQU-C-01 Sem1 Report			MA5-FIN-C-01, MA5-FIN-C-02 Sem1 Report			MA5-LIN-C-01, MA5-LIN-C-02 Sem1 Report			
<i>Life Skills Unit of Work</i>	To be developed according to new syllabus									
<i>Life Skills Outcomes</i>										

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>T e r m 2</b>	<b>Unit of Work</b>	<b>Surface Area and Volume</b>			<b>Review and Half Yearly Exam</b>	<b>Algebra</b>		<b>Investigating Data</b>				
	<b>Description</b>	In this topic, students learn to calculate the area of composite shapes and the surface area and volume of rectangular and triangular prisms. Extension students further learn to calculate the surface area and volume of cylinders and composite shapes composed to right prisms and cylinders.				In this topic, students review the index laws and learn to expand and factorise algebraic expressions. Extension students focus further on the negative and fractional index laws as well as simplifying, expanding and factorising algebraic fractions and quadratic equations.		In this topic, students learn to compare sets of data by focusing on the shape, and reviewing the measures of centre, i.e. mean, median and mode. Extension students look further into other modes of displaying data, i.e. box plots, and measures of spread, i.e. quartiles.				
	<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b> <b>MA5-ARE-C-01:</b> solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids <b>MA5-VOL-C-01:</b> solves problems involving the volume of composite solids consisting of right prisms and cylinders				<b>MAO-WM-01: Working mathematically</b> <b>MA5-ALG-C-01:</b> simplifies algebraic fractions with numerical denominators and expands algebraic expressions <b>MA5-IND-C-01:</b> simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases		<b>MAO-WM-01: Working mathematically</b> <b>MA5-DAT-C-01</b> compares and analyses datasets using summary statistics and graphical representations				
	<b>Extension Outcomes</b>	<b>MA5-ARE-P-01:</b> applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems <b>MA5-VOL-P-01:</b> applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids				<b>MA5-ALG-P-01:</b> simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions						
	<b>Assessment Task Name, Weighting, Number</b>	Surface Area and Volume TT 5%				Half-Yearly Exam 20%	Algebra TT 5%		Investigating Data TT 5%			
	<b>Reporting (outcomes assessed)</b>	MA5-ARE-C-01, MA5-VOL-C-01 Sem1 Report					MA5-ALG-C-01, MA5-IND-C-01 Sem2 Report		MA5-DAT-C-01 Sem2 Report			
	<i>Life Skills Unit of Work</i>	To be developed according to new syllabus										
	<i>Life Skills Outcomes</i>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 3</b>	<b>Unit of Work</b>	<b>Probability</b>			<b>Trigonometry</b>			<b>Non-Linear Relationships</b>			
	<b>Description</b>	For mainstream students, this topic is a review of relative frequencies, Venn diagrams and two-way tables to better interpret simple and compound probability events. Extension students look further into multi-step experiments and conditional probability.			This topic highlights the relationship between the sides and angles of a right-angled triangle and how it can be applied to a variety of contexts, specifically angles of elevation and depression, and bearing for extension students			In this topic, students are introduced to non-linear relationships, such as parabolas, exponentials and circles. Extension students learn more about how to relate the algebraic and graphical representation of these non-linear relationships.			
	<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b> <b>MA5-PRO-C-01:</b> solves problems involving probabilities in multistage chance experiments and simulations			<b>MAO-WM-01: Working mathematically</b> <b>MA5-TRG-C-01:</b> applies trigonometric ratios to solve right-angled triangle problems <b>MA5-TRG-C-02:</b> applies trigonometry to solve problems, including bearings and angles of elevation and depression			<b>MAO-WM-01: Working mathematically</b> <b>MA5-NLI-C-01:</b> identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts <b>MA5-NLI-C-02:</b> identifies and compares features of parabolas and exponential curves in various contexts			
	<b>Extension Outcomes</b>	<b>MA5-PRO-P-01:</b> solves problems involving Venn diagrams, 2-way tables and conditional probability			<b>MA5-TRG-P-01:</b> applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings						
	<b>Assessment Task Name, Weighting, Number</b>	Probability TT 5%			Trigonometry TT 5%			Graphs TT 5%			
	<b>Reporting (outcomes assessed)</b>	MA5-PRO-C-01 Sem2 Report			MA5-TRG-C-01, MA5-TRG-C-02 Sem2 Report			MA5-NLI-C-01, MA5-NLI-C-02 Sem2 Report			
	<i>Life Skills Unit of Work</i>	To be developed according to new syllabus									
	<i>Life Skills Outcomes</i>										



T e r m 4		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	<b>Bivariate Data</b>			<b>Yearly Exams</b>	<b>Geometry</b>			<b>Lost time / Transition to Stage 6 Mathematics</b>		
	<b>Description</b>	This topic investigates the relationship between two sets of data. It includes representing this relationship using a scatterplot and utilises a line of best fit to model the relationship.				This topic revises similar figures for mainstream students. Extension students will look further at other properties of polygons, i.e. finding the interior and exterior angle of polygons, and proving similarity, using its minimum conditions.					
	<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b> <b>A5-DAT-C-02:</b> displays and interprets datasets involving bivariate data				<b>MAO-WM-01: Working mathematically</b> <b>MA5-GEO-C-01:</b> identifies and applies the properties of similar figures and scale drawings to solve problems					
	<b>Extension Outcomes</b>										
	<b>Assessment Task Name, Weighting, Number</b>	Bivariate Data TT 5%				Yearly Examination 20%	Geometry TT 5%				
	<b>Reporting (outcomes assessed)</b>	MA5-PRO-C-01 Sem2 Report									
	<i>Life Skills Unit of Work</i>	To be developed according to new syllabus									
	<i>Life Skills Outcomes</i>										

## Stage 5 Mathematics Scope and Sequence – Year 10 Extension 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit of Work</b>	<b>Interest and Depreciation</b>			<b>Coordinate Geometry</b>		<b>Quadratic Relationships</b>			<b>Bivariate Data Analysis</b>	
<b>Description</b>	In this topic, students solve financial problems involving simple and compound interest investments.			In this topic, students look at the features of linear relationships, such as the gradient, midpoint and length of an interval. They also look at the gradient-intercept form to interpret and graph linear relationships.		In this topic, students look at the features of quadratic relationships, such as the vertex, intercepts, concavity. This will include a review of solving quadratic functions.			In this topic, students will compare, model and analyse datasets involving 2 or more variables. This will include presenting the data using scatterplots with a line of best fit.	
<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b> <b>MA5-FIN-C-01:</b> solves financial problems involving simple interest, earning money and spending money <b>MA5-FIN-C-02:</b> solves financial problems involving compound interest and depreciation			<b>MAO-WM-01: Working mathematically</b> <b>MA5-LIN-C-02:</b> graphs and interprets linear relationships using the gradient/slope-intercept form		<b>MAO-WM-01: Working mathematically</b> <b>MA5-NLI-C-01:</b> identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts <b>MA5-NLI-C-02:</b> identifies and compares features of parabolas and exponential curves in various contexts			<b>MAO-WM-01: Working mathematically</b> <b>MA5-DAT-C-02:</b> displays and interprets datasets involving bivariate data	
<b>Extension Outcomes</b>				<b>MA5-LIN-P-01:</b> describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems		<b>MA5-NLI-P-01:</b> interprets and compares non-linear relationships and their transformations, both algebraically and graphically <b>MA5-EQU-P-02:</b> solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations				
<b>Assessment Task Name, Weighting, Number</b>	Interest and Depreciation TT 5%			Linear Relationships TT 5%		Quadratic Relationships TT 5%			Bivariate Data Analysis TT 5%	
<b>Reporting (outcomes assessed)</b>	MA5-FIN-C-01, MA5-FIN-C-02 Sem2 Report			MA5-LIN-C-02, MA5-LIN-P-01 Sem2 Report		MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01 Sem2 Report			MA5-DAT-C-02	
<i>Life Skills Unit of Work</i>	To be developed according to new syllabus									
<i>Life Skills Outcomes</i>										

Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 2</b>	<b>Unit of Work</b>	<b>Trigonometry II</b>			<b>Review and Half Yearly Exam</b>	<b>Probability</b>		<b>Exponentials and Logarithms</b>			
	<b>Description</b>	This topic will recap trigonometry for right-angled triangles before exploring exact trigonometry ratios, trigonometry ratios of angles of any magnitude and some trigonometry identities. The topic will also cover trigonometry for non-right-angled triangles.				This topic will build upon the concepts covered in Year 9 including multi-stage events. This will be more focus on conditional probability and inclusive vs exclusive events.		In this topic, students uses the definition of a logarithm to establish and apply the laws of logarithms. Students will be expected to graph, and compare/contrast between graphs of exponentials and logarithms.			
	<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b>				<b>MAO-WM-01: Working mathematically</b> <b>MA5-PRO-C-01:</b> solves problems involving probabilities in multistage chance experiments and simulations		<b>MAO-WM-01: Working mathematically</b> <b>MA5-NLI-C-01:</b> identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts <b>MA5-NLI-C-02:</b> identifies and compares features of parabolas and exponential curves in various contexts			
	<b>Extension Outcomes</b>	<b>MA5-TRG-P-01:</b> applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings <b>MA5-TRG-P-02:</b> establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations				<b>MA5-PRO-P-01</b> solves problems involving Venn diagrams, 2-way tables and conditional probability		<b>MA5-NLI-P-01:</b> interprets and compares non-linear relationships and their transformations, both algebraically and graphically <b>MA5-LOG-P-01:</b> establishes and applies the laws of logarithms to solve problems			
	<b>Assessment Task Name, Weighting, Number</b>	Trigonometry II TT 5%				Half-Yearly Exam 20%	Probability TT 5%		Exponentials and Logarithms TT 5%		
	<b>Reporting (outcomes assessed)</b>	MA5-TRG-P-01, MA5-TRG-P-01				MA5-PRO-C-01, MA5-PRO-P-01		MA5-NLI-C-01, MA5-NLI-P-01, MA5-NLI-C-01, MA5-NLI-P-01			
	<i>Life Skills Unit of Work</i>	To be developed according to new syllabus									
	<i>Life Skills Outcomes</i>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 3</b>	<b>Unit of Work</b>	<b>Other Graphs</b>		<b>Variations</b>		<b>Simultaneous Equations</b>		<b>Polynomials</b>			
	<b>Description</b>	Students will graph hyperbolas and circles. They will examine transformations for each and be able to distinguish between all the non-linear graphs covered to date by their graph or the equation. Graphs of rates of change will also be examined closely.		This course will cover direct and indirect variations. Students will be able to describe each as a relationship and determine the equation of each given data. Graphing direct variations using linear graphs and indirect using hyperbolas will also be covered.		This topic introduces students to solving simultaneous equations graphically and algebraically. This is important for all students who wish to participate in the Stage 6 Mathematics course in the future.		This course will act as an introduction to polynomial graphs. Students will be able to perform arithmetic upon polynomial equations including division and will be able to sketch graphs of polynomials by first determining intercepts.			
	<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b>		<b>MAO-WM-01: Working mathematically</b>		<b>MAO-WM-01: Working mathematically</b>		<b>MAO-WM-01: Working mathematically</b>			
	<b>Extension Outcomes</b>	<b>MA5-NLI-P-01:</b> interprets and compares non-linear relationships and their transformations, both algebraically and graphically <b>MA5-RAT-P-02:</b> analyses and constructs graphs relating to rates of change		<b>MA5-RAT-P-01:</b> identifies and solves problems involving direct and inverse variation and their graphical representations		<b>MA5-EQU-P-02:</b> solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations		<b>MA5-POL-P-01:</b> defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems			
	<b>Assessment Task Name, Weighting, Number</b>	Other Graphs TT 5%		Variations TT 5%		Simultaneous Equations TT 5%		Polynomials TT 5%			
	<b>Reporting (outcomes assessed)</b>	MA5-NLI-P-01, MA5-RAT-P-02		MA5-RAT-C-01		MA5-EQU-P-02		MA5-POL-P-01			
	<i>Life Skills Unit of Work</i>	To be developed according to new syllabus									
	<i>Life Skills Outcomes</i>										

Term 4		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<b>Unit of Work</b>	<b>Functions</b>			<b>Yearly Exams</b>	<b>Circle Geometry</b>			<b>Lost time / Transition to Stage 6 Mathematics</b>		
	<b>Description</b>	Students will differentiate between a relationship and a function. They will determine the domain and range for a variety of functions and will learn how to make transformations of graphs.				This topic will extend students of geometry by examining numerous properties of circles. This course will further develop student's understanding of geometrical proofs.					
	<b>Outcomes</b>	<b>MAO-WM-01: Working mathematically</b>				<b>MAO-WM-01: Working mathematically</b>					
	<b>Extension Outcomes</b>	<b>MA5-FNC-P-01:</b> uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables				<b>MA5-CIR-P-01:</b> applies deductive reasoning to prove circle theorems and solve related problems					
	<b>Assessment Task Name, Weighting, Number</b>	Functions TT 5%		Yearly Examination 20%		Circle Geometry TT					
	<b>Reporting (outcomes assessed)</b>	MA5-FNC-P-01									
	<i>Life Skills Unit of Work</i>	To be developed according to new syllabus									
	<i>Life Skills Outcomes</i>										



# ASSESSMENT SCHEDULE – 2025

MUSIC 200 & 100 HouR

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Music for Radio, Film, Television and Multimedia	Music of the 20th and 21st Centuries	Music of a Culture	Popular Music
	OUTCOMES	5.5, 5.6	5.1, 5.7, 5.9	5.3, 5.7	5.2, 5.4, 5.10
COMPONENTS	DATE DUE	Term 1 - 2025 Week - 8	Term 2 - 2025 Week - 8	Term 3 - 2025 Week - 8	Term 4 - 2025 Week - 5
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Performing	40%		15%	15%	10%
Composing	35%	20%			15%
Listening	25%		15%	10%	
TOTAL	100%	20%	30%	25%	25%

Music	Stage 5	Year: 10
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OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<b>Performing:</b> Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.	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
<b>Composing:</b> Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.	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
<b>Listening:</b> Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.	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.



# ASSESSMENT SCHEDULE – 2025

MUSIC 200& 100 HouR

Year: 10 Life Skills

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Music for Radio, Film, Television and Multimedia	Music of the 20th and 21st Centuries	Music of a Culture	Popular Music
OUTCOMES	LS.5, LS.6	LS.1, LS.7, LS.9	LS.3, LS.8	LS.2, LS.4, LS.10	
COMPONENTS	DATE DUE	Term 1 - 2025 Week - 8	Term 2 - 2025 Week - 8	Term 3 - 2025 Week - 8	Term 4 - 2025 Week - 5
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Performing	40%		15%	15%	10%
Composing	35%	20%			15%
Listening	25%		15%	10%	
<b>TOTAL</b>	<b>100%</b>	20%	30%	25%	25%



Music	Stage 5	Year: 10
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OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<b>Performing:</b> Students will develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques.	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
<b>Composing:</b> Students will develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem-solving.	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
<b>Listening:</b> Students will develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts.	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.

## Faculty Planning Scope and Sequence 2025

<b>Course:</b>	<b>Music</b>	<b>Year:</b>	<b>10 200 &amp; 100hr</b>	<b>Stage:</b>	<b>5</b>
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 1</b>	<b>Unit of Work</b>	<b>Music for Radio, Film, Television and Multimedia</b>										
	<b>Description</b> Students expand on their prior knowledge of Music for Radio Film Television and Multimedia from Stage 4 and focus on Music in Radio advertisements. Students learn about the purpose and the effectiveness of Music in radio advertisements and the influence it has on its audience.	<b>Listening</b>										
		Students will be introduced to the unit of work and discuss the use of Music for a range of Media	Students explore the concepts of music in the context of music for advertisements and how it influences the consumer							Analysis of jingles using selected concepts of music	Exploration of television themes through the 20th/21st century - analysis	
		<b>Composing</b>										
		Students introduced to Digital Audio WorkStation (DAW) for composition creation	Students begin the design process for the product/jingle. Lyrics are added to jingle and core instrumentation decided.		Students used DAW continue to develop and refine compositions including lyrics, core instrumentation and embellishments in preparation for Assessment Task 1				Assessment Task Due			
		<b>Performing</b>										
		Student introduced to topic repertoire and score reading	Students learn, practice and perform a chosen jingle from the repertoire provided								Provision of repertoire/sheet music of television themes	
	<b>Outcomes</b>	L - 5.7, 5.8, 5.10 C - 5.4, 5.5, 5.6 P - 5.1, 5.3		L - 5.7, 5.9 C - 5.5, 5.6 P - 5.1, 5.3		L - 5.7, 5.9 C - 5.5, 5.6 P			L - 5.7 C - 5.5, 5.6 P	L - 5.7, 5.8, 5.10 C P - 5.2, 5.3		
	<b>Concept focus</b>	<b>Tone colour, Pitch</b>										
	<i>Life Skills Unit of Work</i>	<b>Music for Radio, Film, Television and Multimedia</b>										
	<i>Life Skills Assessment</i>	Formative assessment of experimenting, organising and representing musical sounds through traditional and nontraditional instrumentation										
	<i>Life Skills Outcomes</i>	<b>LS.5, LS.6, LS.9, LS.10</b>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 1: Music for Radio, Film, Television and Multimedia 20% (5.5, 5.6)</b>										
<b>Reporting Outcomes</b>												

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 2</b>	<b>Unit of Work</b>	<b>Music of the 20th and 21st Century</b>										
	<b>Description</b> Within this unit students will explore the history of blues, rock and pop music in the 20th and 21st Century, looking at how music can be arranged. Students explore a range of performing, listening and composing opportunities and build upon skills learnt during term 1.	<b>Listening</b>										
		<b>Listening</b>										
		Introduction to topic. Distribution of Assessment task. Revision of conceptual understanding via pretest. Learning map of music of the 20th and 21st century - where learning will move throughout the term. Song decade listening game.	History of music in the 20th and 21st century - research and timelining. Introduction to writing extended responses.	Blues/Rock n Roll case study: influential artists, blues and rock conventions. Exam revision/preparation.	Exam revision/preparation	Exam	Exploration of technology's influence and development within music. Exploration of sampling and development of digitally created music.					
		<b>Composing</b>										
				Experimentation using 12 bar blues progression			Reintroduction to DAW and use of samples	Sampling/looping using DAW				
	<b>Performing</b>											
	<b>Outcomes</b>	Students begin exploring repertoire for assessment task	Students will have selected and begun practicing repertoire for assessment task. Mid-point performance review.	Individual experimentation with 12 bar blues progression. Preparation of assessment task performance	Assessment task performance refinement	Performance of assessment task piece						
	<b>Concept focus</b>	L - 5.7, 5.8 C P - 5.1, 5.2, 5.3	L - 5.7, 5.8 C P - 5.1, 5.2, 5.3	L - 5.7, 5.8 C - 5.4, 5.6 P - 5.1, 5.2, 5.3	L - 5.7 C P - 5.1	L - 5.7 C P - 5.1	L - 5.9, 5.10 C - 5.4, 5.6 P					
	<i>Life Skills Unit of Work</i>	<b>Music of the 20th and 21st Century</b>										
<i>Life Skills Assessment</i>	Formative assessment of performance through playing, vocalising or experience musical sounds through traditional and nontraditional instrumentation											
<i>Life Skills Outcomes</i>	<b>LS.1, LS.2, LS.7, LS.9, LS.10</b>											
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 2: Music of the 20th and 21st Century 30% (5.1, 5.7, 5.9)</b>											
<b>Reporting Outcomes</b>	<b>5.1, 5.7, 5.9</b>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3</b>	<b>Unit of Work</b>	<b>Music of a Culture</b>									
	<b>Description</b> Students explore music across a range of cultures with a strong focus on exploring both traditional and contemporary First Nations music. Students will develop all three learning experiences within the course with a deeper focus placed on listening and performing. Students investigate a range of cultures using the concepts of music to further develop their analytical and listening ability.	<b>Listening</b>									
		Introduction to new unit of work. Broad exploration of class cultural identity. Australian Music Case Study. First Nations artist exploration - Archie Roach and Baker Boy.	Exploration of traditional First Nations instrumentation and dreamtime stories	Independent research project of Culture of choice to inform Assessment Task 3.	Continue and finalise presentation of Culture of study.	<b>Submission of presentation</b>	Comparative study - king stingray vs coldplay using the song 'Yellow'. Exploration of covers - rearranging, changes in instrumentation, structural differences				
		<b>Composing</b>									
			Dreamtime story soundscape construction using nontraditional sound sources								
		<b>Performing</b>									
		Introduction to assessment task. Exploration and organisation of repertoire.	Performance of soundscape	Repertoire finalisation for Assessment Task 3.	Preparation and refinement of piece for assessment task 3	<b>Assessment Task performance</b>	Development and practice of one version of Yellow. Class performance of piece.				
	<b>Outcomes</b>	L - 5.7, 5.9 C P - 5.1, 5.3	L - 5.7, 5.8 C - 5.4, 5.5 P - 5.2, 5.3	L - 5.7, 5.8, 5.9 C P 5.1, 5.3	L - 5.7, 5.8, 5.9 C P 5.1, 5.3	L - 5.7 C P - 5.3	L - 5.7, 5.9 C P - 5.1, 5.3				
	<b>Concept focus</b>	Texture, Tone Colour, Structure									
	<i>Life Skills Unit of Work</i>	<b>Music of a Culture</b>									
	<i>Life Skills Assessment</i>	Formative assessment of Performance through playing, vocalising or experiencing musical sounds in a small group setting. Formative assessment of listening via worksheets or conversations responding to a variety of musical styles.									
	<i>Life Skills Outcomes</i>	<b>LS.3, LS.8, LS.9, LS.10</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3: Music of a Culture 25% (5.3, 5.7)</b>										
<b>Reporting Outcomes</b>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>Term 4</b>	<b>Unit of Work</b>	<b>Popular Music</b>										
	<b>Description</b> Capstone unit of stage 5 course, this unit prepares students for music in stage 6, through the exploration and development of popular music over a range of decades and context. Students are Introduced to a deeper understanding of the concepts of music and musical metalanguage via listening experiences as well as develop compositional skills through assessment task 4.	<b>Listening</b>										
		Introduction to unit. Distribution and explanation of assessment task	Exploration of I-V-vi-IV progression. Watch/analyse Axis of Awesome 4 chord song.				Exploration of popular music/genres during the 1950s/60s. Development of collaborative analysis skills	Exploration of popular music/genres during the 1970s/80s. Development of extended response skills.	Exploration of popular music/genres during the 1990s/00s. Development of metalanguage understanding /skills	Exploration of popular music/genres during the 2010s. Putting analysis, extended response and metalanguage skills together. Analysis and discussion of the current musical landscape - what has contributed and where it's headed.		
		<b>Composing</b>										
		Introduction to I-V-vi-IV progression. Basics of arranging chord progressions.	Selection of pieces and experimentation	Organisation and arrangement of mashup using hookpad or alternative notation methods.	Submission of 'mashup'							
		<b>Performing</b>										
		introduction to repertoire choices	Exploration of repertoire	Practice and refinement of mashup performance	Performance of portion of 'mashup'	Decades repertoire booklet. Individual/small ensemble practice of repertoire pieces from studied decades.						
	<b>Outcomes</b>	L - 5.7, 5.8, 5.10 C - 5.4, 5.6 P - 5.2, 5.3	L - 5.7, 5.8, 5.10 C - 5.4, 5.6 P - 5.2, 5.3	L - 5.7, 5.8, 5.10 C - 5.4, 5.6 P - 5.2, 5.3	L - 5.10 C - 5.4 P - 5.2	L - 5.7, 5.8 C P - 5.1, 5.3	L - 5.7, 5.8 C P - 5.1, 5.3	L - 5.7,5.9 C P - 5.1, 5.3	L - 5.7, 5.8, 5.9, 5.10 C P - 5.1, 5.3			
	<b>Concept focus</b>	Dynamics and Expressive Techniques, Structure, Texture, Tone Colour										
	<i>Life Skills Unit of Work</i>	<b>Popular Music</b>										
	<i>Life Skills Assessment</i>	Formative assessment of Performance through playing, vocalising or experiencing musical sounds individually. Formative assessment of composition through experimentation of making musical sounds.										
	<i>Life Skills Outcomes</i>	<b>LS.2, LS.4, LS.9, LS.10</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 4: Popular Music 25% (5.2, 5.4, 5.10)</b>											
<b>Reporting Outcomes</b>	<b>5.2, 5.4, 5.10</b>											



# Formal Assessment Schedule – 2025

SUBJECT- Outdoor Education

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Experiencing the outdoors	Bushcraft Topic Test	Mental and physical preparation for the outdoors	Adventurous Journey Preparation
	Outcomes	OE5-2, OE5-3	OE5-4, OE5-8	OE5-3, OE5-4, OE5-10	OE5-4, OE5-5, OE5-8
COMPONENTS	DATE DUE	Term 1 , Week 7	Term 2 , Week 2	Term 3, Week 6	Term 4 , Week 2
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home
<b>Core:</b> Experiencing the outdoors. (Indicative time – 25 hours)	25%	25%			
<b>Option 1:</b> Bushcraft and navigation in the outdoors (Indicative time – 25 hours)	25%		25%		
<b>Option 6 –</b> Mental and physical preparation for the outdoors (Indicative time – 25 hours)	25%			25%	
<b>Option 7 –</b> Expedition preparation (Indicative time – 25 hours)	25%				25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Subject- Outdoor Education

Year: 10

Outcome	Description
OE5-1	participates safely in outdoor education activities demonstrating knowledge of natural environments
OE5-2	investigates natural environments and their role in promoting health and wellbeing
OE5-3	analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing
OE5-4	explains and applies key considerations and skills related to planning and preparing for outdoor education activities
OE5-5	applies risk management techniques in outdoor education activities
OE5-6	understands first aid and emergency response procedures relevant to outdoor education activities
OE5-7	demonstrates skills and knowledge for relationship building and effective group functioning
OE5-8	demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities
OE5-9	demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments
OE5-10	explains the relationship between environments and the health and wellbeing of people
OE5-11	describes the impact of participation in practical outdoor education activities on natural environment/s over time
OE5-12	proposes ways in which natural environments can be protected and/or managed
OE5-13	demonstrates minimal impact techniques when participating in outdoor activities.

**Year 10 Outdoor Education - Scope and Sequence 2025**

<b>Course:</b>	Outdoor Education	<b>Year:</b>	10	<b>Stage:</b>	5
<b>Term 1 2025 Week 1- 10.</b>	<b>Unit of Work-</b>	<b>Unit 1- Core: Experiencing the outdoors</b>			
	<b>Description</b>	Through this mandatory core module, an experiential approach is used to discover what being active in the natural environment is all about. Students are introduced to outdoor education and its importance to their personal growth, skill development and overall wellbeing. They investigate foundational knowledge and skills for outdoor education activities.			
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• OE5-1 participates safely in outdoor education activities demonstrating knowledge of natural environments</li> <li>• OE5-2 investigates natural environments and their role in promoting health and wellbeing</li> <li>• OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing</li> <li>• OE5-6 understands first aid and emergency response procedures relevant to outdoor education activities</li> <li>• OE5-7 demonstrates skills and knowledge for relationship building and effective group functioning</li> <li>• OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities</li> <li>• OE5-9 demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments</li> <li>• OE5-11 describes the impact of participation in practical outdoor education activities on natural environment/s over time</li> <li>• OE5-12 proposes ways in which natural environments can be protected and/or managed.</li> </ul>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Investigate the importance of outdoor environments.</li> <li>o Navigation plans and procedures</li> <li>o Weather &amp; forecasting</li> <li>o Equipment, clothing &amp; nutrition</li> </ul>			
	<i>Life Skills Unit of Work</i>	NA- Course not available			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>				
	<i>Life Skills Outcomes</i>				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 1-</b> Experiencing the outdoors</li> <li>o 25%</li> <li>● OE5-2 investigates natural environments and their role in promoting health and wellbeing</li> <li>• OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and</li> </ul>			
	<b>S1-Reporting Outcomes</b>	<p>OE5-2 investigates natural environments and their role in promoting health and wellbeing</p> <p>OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and</p> <p>OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities</p>			



**Year 10 Outdoor Education - Scope and Sequence 2025**

<b>Course:</b>	Outdoor Education	<b>Year:</b>	10	<b>Stage:</b>	5
<b>Term 2 2025 Week 1-10</b>	<b>Unit of Work-</b>	Unit 2 - Option 1: Bushcraft and navigation in the outdoors			
	<b>Description</b>	Students will learn the skills necessary to travel through and be safe in a range of outdoor environments. Students will develop navigation skills and use these within a practical context. This will include competent use of navigation equipment. They will develop and apply their understanding of shelters, campsites, food collection and preparation for future expeditions.			
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities</li> <li>• OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities.</li> </ul>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Navigation Skills</li> <li>o Camp site selection</li> <li>o Food Collection</li> </ul>			
	<i>Life Skills Unit of Work</i>	NA- Course not available			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>				
	<i>Life Skills Outcomes</i>				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>o <b>Assessment Task 2</b> – Bush Craft Topic test</li> <li>o <b>25%</b></li> </ul> OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities.			

**Year 10 Outdoor Education - Scope and Sequence 2025**

<b>Course:</b>	Outdoor Education	<b>Year:</b>	10	<b>Stage:</b>	5
<b>Term 3 2025 Week 1-10</b>	<b>Unit of Work-</b>	Unit 3: Option 6 – Mental and physical preparation for the outdoors			
	<b>Description</b>	Students explore the relationships between people and the environment. These could be explored through a variety of outdoor activities. They will explore the role of food and fluid as fuel sources for a range of outdoor activities. Students identify and plan for the physical fitness requirements of different outdoor education activities.			
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing</li> <li>• OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities</li> <li>• OE5-10 explains the relationship between environments and the health and wellbeing of people.</li> </ul>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>o Relationship between people and the environment</li> <li>o Plan and prepare mentally and physically for outdoor Adventurous Activities.</li> </ul>			
	<i>Life Skills Unit of Work</i>	NA- Course not available			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>				
	<i>Life Skills Outcomes</i>				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3- Mental Physical Preparation for the outdoors</b> <b>Weighting- 25%</b> OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities OE5-10 explains the relationship between environments and the health and wellbeing of people.			
	<b>S2-Reporting Outcomes</b>	OE5-5 applies risk management techniques in outdoor education activities OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities OE5-10 explains the relationship between environments and the health and wellbeing of people.			

**Year 10 Outdoor Education - Scope and Sequence 2025**

<b>Course:</b>	Outdoor Education	<b>Year:</b>	10	<b>Stage:</b>	5
<b>Term 4 2025 Week 1 -10.</b>	<b>Unit of Work-</b>	Unit 4: Option 7 – Expedition preparation			
	<b>Description</b>	Students develop, understand and apply logistical planning and preparations for a range of outdoor adventure activities in different environments, for example: ocean, mountain, snow or bush. Students will also evaluate the risks involved in the activities and learn to develop risk management and emergency response plans appropriate to the activity.			
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities</li> <li>• OE5-5 applies risk management techniques in outdoor education activities</li> <li>• OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities</li> </ul>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	o			
	<i>Life Skills Unit of Work</i>	NA- Course not available			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>				
	<i>Life Skills Outcomes</i>				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 4-</b> Adventurous Journey Preparation <b>Weighting- 25%</b> OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities OE5-5 applies risk management techniques in outdoor education activities OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities			
<b>S2-Reporting Outcomes</b>	OE5-5 applies risk management techniques in outdoor education activities OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities OE5-10 explains the relationship between environments and the health and wellbeing of people.				



# Formal Assessment Schedule – 2025

## PDHPE

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Get Moving assessment task	Movement Skills assessment task	Road Safety assessment task	Movement Skills assessment task
	Outcomes	PD5-6, PD5-7, PD5-8	PD5-4, PD5-5	PD5-6, PD5-7, PD5-1	PD5-10, PD5-11
COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 3	Term 3, Week 9	Term 4, Week 3
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and Understanding	50%	25%		25%	
Skills	50%		25%		25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Subject: PDHPE

Year: 10

OBJECTIVES	OUTCOMES
	<b>A student:</b>
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

Course:		PDHPE			Year:	10					Stage:	Stage 5		
T e r m 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
	<b>Unit of Work</b>	<b>Get Moving</b>												
	<b>Description</b>	The Get Moving unit explores health issues affecting men and women and their impact on physical activity choices. Students analyse how norms, stereotypes and expectations influence their own participation. They examine marketing strategies and media messages that influence the fitness behaviours and actions of young men and women and formulate goals and strategies to achieve them.												
	<b>Outcomes</b>	<b>PD5-1, PD5-2, PD5-8</b>												
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles												
	<i>Life Skills Unit of Work</i>	<b>Get Moving</b>												
	<i>Life Skills Outcomes</i>	<b>PDLS-7, PDLS-8, PDLS-9</b>												
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #1: Get Moving assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PD5-6, PD5-7, PD5-8</b>												
	<b>Reporting Outcomes</b>	<b>PD5-1, PD5-6, PD5-7</b>												

T e r m 2		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Diversity and Relationships</b>										
	<b>Description</b>	In this unit, students will explore a range of issues affecting diversity. They explore a range of strategies to protect themselves and others in unsafe relationships. They evaluate the available support services should they or others need help.										
	<b>Outcomes</b>	<b>PD5-1, PD5-9, PD5-10</b>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles										
	<i>Life Skills Unit of Work</i>	<b>Diversity and Relationships</b>										
	<i>Life Skills Outcomes</i>	<b>PDLS-1, PDLS-2, PDLS-4</b>										
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #2: Movement Skills assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PD5-4, PD5-5</b>										
	<b>Reporting Outcomes</b>	<b>PD5-10, PD5-11</b>										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 3	<b>Unit of Work</b>	<b>Road Safety</b>									
	<b>Description</b>	In this unit, students explore strategies to support their own and others' personal safety relating to road use. They formulate a safety plan to meet the needs of a challenging situation that is potentially dangerous. Students examine online safety programs and support services for young people facing issues relating to road use. They propose and practise a range of responses where peers are encouraging them to behave in an unsafe manner on the road.									
	<b>Outcomes</b>	<b>PD5-6, PD5-7, PD5-9</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	<b>Road Safety</b>									
	<i>Life Skills Outcomes</i>	<b>PDL5-1, PDL5-10</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Theoretical Task #2: Road Safety</b> <b>Weighting: 25%</b> <b>Outcome: PD5-6, PD5-7, PD5-1</b>									
	<b>Reporting Outcomes</b>	PD5-6, PD5-7, PD5-9									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
T e r m 4	<b>Unit of Work</b>	<b>Future Challenges</b>									
	<b>Description</b>	In this unit, students evaluate challenges relating to future employment and health issues affecting young adults. This includes strategies for maintaining physical activity, and financial planning skill development.									
	<b>Outcomes</b>	<b>PD5-1, PD5-8, PD5-9</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	<b>Future Challenges</b>									
	<i>Life Skills Outcomes</i>	<b>PDL5-1, PDL5-7, PDL5-9</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #4: Movement Skills assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PD5-10, PD5-11</b>									
	<b>Reporting Outcomes</b>	PD5-10, PD5-11									



# Formal Assessment Schedule – 2025

Science

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>
	<b>Task Type</b>	Student Research Project Assessment Task	Yearly Examination
	<b>Outcomes</b>	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS (Knowledge and Understanding based on research topic)	SC5-4WS, 5WS, 6WS, 7WS, 8WS, 9WS, 10PW, 15LW, 17CW
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 2, Week 1	Term 4, Week 4 - 6
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<p><b>Working Scientifically Skills</b> SC5-4WS to 9WS - Students assessed on their ability to plan, conduct, analyse and communicate both firsthand and second hand information through examinations, practical examinations and research tasks.</p>	<b>60%</b>	45%	15%
<p><b>Knowledge and Understanding</b> Types of chemical reactions: SC5-17CW Newtons Laws: SC5-10PW Genetics and Evolution: SC5-15LW Rates of chemical reactions: SC5-17CW The universe: SC5-12ES Global systems: SC5-13ES</p>	<b>40%</b>	5%	35%
<b>TOTAL</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>



Outcome	Description
	<b>A student:</b>
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 problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	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

## 2025 – Science – Year 10

Course:	Science		Year:	10		Stage:	Stage 5		
<b>Term 1</b>		<b>Week 1-6</b>			<b>Week 7-10</b>				
	<b>Unit of Work</b>	<b>Types of Chemical reactions</b>			<b>Newtons Laws</b>				
	<b>Description</b>	Students understand that new substances are formed due to rearrangement of atoms in a chemical reaction.			Students apply newtons laws to motion to real life scenarios.				
	<b>Outcomes</b>	<u>Content Outcome:</u> SC5-17CW, CW3 (a-f) <u>Skill Outcomes:</u> SC5-4WS- 9WS			<u>Content Outcomes:</u> SC5-10PW, PW2 (a- d) <u>Skill Outcomes:</u> SC5-4WS-9WS				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>								
	<i>Life Skills Unit of Work</i>	Types of Chemical Reactions			Newtons Laws				
	<i>Life Skills Outcomes</i>	<u>Life skill content outcomes:</u> SCLS-22CW, SCLS-23CW <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS			<u>Life skill content outcomes:</u> SCLS-10PW <u>Life Skills skill outcome:</u> SCLS 4WS- 9WS				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task Name:</u> SRP <u>Outcomes:</u> Varies based on project <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%							
		<u>Task name:</u> Yearly examination <u>Outcomes:</u> SC5-12ES, SC5-17CW, SC5-10PW, SC5-15LW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%							
	<b>Reporting Outcomes</b>	Semester One Reports: SC5-17CW, SC5-10PW, SC5-5WS, SC5-9WS							

<b>Term 2</b>		<b>Week 1-3</b>	<b>Week 4- Week 10</b>
	<b>Unit of Work</b>	<b>Newtons Laws</b>	<b>Genetics and Evolution</b>
	<b>Description</b>	Students apply newtons laws to motion to real life scenarios.	Students understand the nature of genes, chromosomes, DNA and the theory of evolution and natural selection
	<b>Outcomes</b>	<u>Content Outcomes:</u> SC5-10PW, PW2 (a- d) <u>Skill Outcomes:</u> SC5-4WS-9WS	<u>Content Outcomes:</u> SC5-15LW, LW3 (a-f),LW4 (a-d) <u>Skill Outcomes:</u> SC5-4WS- 9WS
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>		
	<i>Life Skills Unit of Work</i>	Newtons Laws	Genetics and Evolution
	<i>Life Skills Outcomes</i>	<u>Life skill content outcomes:</u> SCLS-10PW <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS	<u>Life skill content outcomes:</u> SCLS-20LW,SCLS-21LW <u>Life Skills skill outcomes:</u> SCLS4WS-SCLS9WS
	<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task Name:</u> SRP <u>Outcomes:</u> Varies based on project <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%	
		<u>Task name:</u> Yearly examination <u>Outcomes:</u> SC5-12ES, SC5-17CW, SC5-10PW, SC5-15LW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%	
	<b>Reporting Outcomes</b>	Semester One Reports: SC5-17CW, SC5-10PW, SC5-5WS, SC5-9WS	

Term 3		Week 1-2	Week 3-7	Week 8-10
	Unit of Work	Genetics and Evolution	Rates of Chemical Reaction	The Universe
	Description	Students understand the nature of genes, chromosomes ,DNA and the theory of evolution and natural selection	Students understand the factors that influence the rate of a chemical reaction.	Students apply scientific knowledge and understanding to understand the features of the universe.
	Outcomes	<u>Content Outcome:</u> SC5-15LW, LW3 a-f,LW4 a-d <u>Skill Outcomes:</u> SC5-4WS- 9WS	<u>Content Outcome:</u> SC5-17CW CW4 a-e <u>Skill Outcomes:</u> SC5-4WS-9WS	<u>Content Outcome:</u> SC5-12ES ES: ES1 a-f <u>Skill Outcomes:</u> SC5-4WS-9WS
	Subject Specific i.e. Module, Area of Study, Text etc			
	<i>Life Skills Unit of Work</i>	Genetics and Evolution	Rates of Chemical reactions	The Universe
	<i>Life Skills Outcomes</i>	<u>Life skill content outcomes:</u> SCLS-20LW,SCLS-21LW <u>Life Skills skill outcome:</u> SCLS4WS-SCLS9WS	<u>Life skill content outcomes:</u> SCLS-24CW <u>Life Skills skill outcome:</u> SCLS4WS-SCLS9WS	<u>Life skill content outcomes:</u> SCLS14ES <u>Life Skills skill outcome:</u> SCLS 4,7,8,9WS
	Assessment Task Name, Weighting, Outcomes	<u>Task name:</u> Yearly examination <u>Outcomes:</u> SC5-12ES, SC5-17CW, SC5-10PW, SC5-15LW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%		
	Reporting Outcomes	Reporting outcomes semester 2: SC5-15LW, SC5-11PW, SC5-7WS, SC5-8WS		

Term 4		Week 1-2	Week 2-4	Week 5-7	Week 8 – Week 10
	<b>Unit of Work</b>	<b>The Universe</b>	<b>Yearly examination revision</b>	<b>Global Systems</b>	<b>Skills and Prep for Prelim</b>
	<b>Description</b>	Students apply scientific knowledge and understanding to understand the features of the universe.	Teachers take students through a series of revision lessons going over content and skill outcomes.	Students apply their knowledge and understanding to the interactions involving the spheres of the earth	Students complete a range of teacher selected projects to develop their scientific skills
	<b>Outcomes</b>	<u>Content Outcome:</u> SC5-12ES, ES1 a-f <u>Skill Outcomes:</u> SC5-4WS-,9WS	All	<u>Content Outcomes:</u> SC5-13ES, ES3 (a-d) <u>Skill Outcomes:</u> SC5-4WS-9WS	<u>Content Outcomes:</u> Dependent on projects completed. <u>Skills Outcomes:</u> SC5-4WS to SC5-9WS
	<b>Subject Specific</b>				
	<i>Life Skills Unit of Work</i>	The Universe		Global Systems	
	<i>Life Skills Outcomes</i>	<u>Life skill content outcomes:</u> SCLS-14ES <u>Life Skills skill outcome:</u> SCLS 4, 7, 8, 9WS	All	<u>Life skill content outcomes:</u> SCLS 16ES <u>Life Skills skill outcome:</u> SCLS4, 7, 8, 9WS	All
	<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task name:</u> Yearly examination <u>Outcomes:</u> SC5-12ES, SC5-17CW, SC5-10PW, SC5-15LW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 50%			
	<b>Reporting Outcomes</b>	Reporting outcomes semester 2: SC5-15LW, SC5-11PW, SC5-7WS, SC5-8WS			



# Formal Assessment Schedule – 2025

## Sport, Lifestyle and Recreation (100hr)

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	
	Task Type	Participating with Safety assessment task	Skill Collaboration assessment task	Coaching assessment task	Practical Application assessment task
	Outcomes	PASS5-1, PASS5-2, PASS5-10	PASS5-7, PASS5-9	PASS5-5, PASS5-6, PASS5-8	PASS5-7, PASS5-9
COMPONENTS	DATE DUE	Term 1, Week 9	Term 2, Week 3	Term 3, Week 9	Term 4, Week 3
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and Understanding	50%	25%		25%	
Skills	50%		25%		25%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

## Subject: SLR

Year: 10

OBJECTIVES	OUTCOMES
	<b>A student:</b>
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 of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Course:	SLR			Year:	10				Stage:	Stage 5			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
T e r m 1	Unit of Work	Participating with Safety											
	Description	This module examines issues of safety and risk management when planning and participating in physical activity. Students explore risk environments and strategies to mitigate risks. Students practically apply injury management strategies to a variety of situations.											
	Outcomes	PASS5-1, PASS5-2, PASS5-3, PASS5-7, PASS5-8, PASS5-9, PASS5-10											
	Subject Specific i.e. Module	Foundations of Physical Activity											
	Life Skills Unit of Work	Participating with Safety LS											
	Life Skills Outcomes	PASSLS-1, PASSLS-7, PASSLS-8, PASSLS-10											
	Assessment Task Name, Weighting, Number, Outcomes	Task #1: Participating with Safety assessment task <b>Weighting:</b> 25% <b>Outcomes:</b> PASS5-1, PASS5-2, PASS5-10											
	Reporting Outcomes	See Term 2 for Semester One reporting outcomes											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
T e r m 2	Unit of Work	Event Management									
	Description	This module investigates the structures and formats of events and the skills and roles available to put on an event. Students apply their knowledge and skills of event management to plan, promote, conduct and evaluate an event. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.									
	Outcomes	PASS5-5, PASS5-7, PASS5-8, PASS5-10									
	Subject Specific i.e. Module, Area of Study, Text etc	Enhancing Participation and Performance									
	Life Skills Unit of Work	Event Management LS									
	Life Skills Outcomes	PASSLS-5, PASSLS-7, PASSLS-8, PASSLS-10									
	Assessment Task Name, Weighting, Number, Outcomes	Task #2: Skill Collaboration assessment task <b>Weighting:</b> 25% <b>Outcomes:</b> PASS5-7, PASS5-9									
Reporting Outcomes	PASS5-1, PASS5-2, PASS5-10, PASS5-7, PASS5-9										



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit of Work	<b>Coaching</b>									
	Description	This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students should have the opportunity to practically apply their coaching skills									
	Outcomes	<b>PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9</b>									
	Subject Specific i.e. Module	<b>Enhancing Participation and Performance</b>									
	<i>Life Skills Unit of Work</i>	<b>Coaching LS</b>									
	<i>Life Skills Outcomes</i>	<b>PASSLS-5, PASSLS-6, PASSLS-7, PASSLS-8</b>									
	Assessment Task Name, Weighting, Number, Outcomes	<b>Task #3: Coaching assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PASS5-5, PASS5-6, PASS5-8</b>									
	Reporting Outcomes	See Term 4 for Semester Two reporting outcomes									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	Unit of Work	<b>Opportunities in Physical Activity and Sport</b>									
	Description	The intention of this module is to examine opportunities and career pathways in physical activity, sport and the recreation industry. Students examine the roles within each context to determine the benefits and opportunities available. Students are provided with opportunities to develop their skills in a range of sport, physical activity or recreational roles and, where appropriate, may be given the opportunity to complete a training qualification.									
	Outcomes	<b>PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10</b>									
	Subject Specific i.e. Module, Area of Study, Text etc	Physical Activity and Sport in Society									
	<i>Life Skills Unit of Work</i>	<b>Opportunities in Physical Activity and Sport LS</b>									
	<i>Life Skills Outcomes</i>	<b>PASSLS-4, PASSLS-7, PASSLS-8, PASSLS-10</b>									
	Assessment Task Name, Weighting, Number, Outcomes	<b>Task #4: Practical Application assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PASS5-7, PASS5-9</b>									
	Reporting Outcomes	PASS5-5, PASS5-6, PASS5-8, PASS5-7, PASS5-9									



# Formal Assessment Schedule – 2025

## Sports Science (200hr)

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	Body Systems and Energy assessment task	Skill Collaboration assessment task	Coaching assessment task	Practical Application assessment task
	<b>Outcomes</b>	PASS5-1, PASS5-2	PASS5-7, PASS5-9	PASS5-5, PASS5-6, PASS5-8	PASS5-7, PASS5-9
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 2, Week 3	Term 2, Week 3	Term 3, Week 9	Term 4, Week 3
	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> <b>In Class</b> <input type="checkbox"/> <b>Take Home</b>	<input checked="" type="checkbox"/> <b>In Class</b> <input type="checkbox"/> <b>Take Home</b>	<input checked="" type="checkbox"/> <b>In Class</b> <input checked="" type="checkbox"/> <b>Take Home</b>	<input checked="" type="checkbox"/> <b>In Class</b> <input type="checkbox"/> <b>Take Home</b>
Knowledge and Understanding	50%	30%		20%	
Skills	50%		25%	10%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>	<b>15%</b>

# Subject: Sports Science

Year: 10

OBJECTIVES	OUTCOMES
	<b>A student:</b>
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 of participation and quality performance in physical activity and sport
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8	displays management and planning skills to achieve personal and group goals
PASS5-9	performs movement skills with increasing proficiency
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

Course	PASS			Year	10			Stage	Stage 5		
T e r m 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Body Systems and Energy</b>									
	<b>Description</b>	This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications. The intention of the module is to examine energy production and the roles and contributions of the body systems to efficient movement.									
	<b>Outcomes</b>	<b>PASS5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10</b>									
	<b>Subject Specific i.e. Module,</b> <i>Life Skills Unit of Work</i>	Body Systems for Energy									
	<i>Life Skills Outcomes</i>	<b>Body Systems and Energy LS</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #1: Body Systems and Energy</b> <b>Weighting: 30%</b> <b>Outcomes: PASS5-1, PASS5-2</b>									
	<b>Reporting Outcomes</b>	See Term 2 for Semester One reporting outcomes									

T e r m 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	<b>Unit of Work</b>	<b>Nutrition and Physical Activity</b>									
	<b>Description</b>	This module encourages students to think critically about nutrition to make informed choices. Students have the opportunity to assess a wide range of products on the market, and evaluate their value and authenticity in supporting good health, wellbeing and weight management. Students participate in physical activities across a variety of groups. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.									
	<b>Outcomes</b>	<b>PASS5-1, 5-2, 5-7, 5-8, 5-9, 5-10</b>									
	<b>Subject Specific i.e. Module,</b> <i>Life Skills Unit of Work</i>	Nutrition and Physical Activity									
	<i>Life Skills Outcomes</i>	<b>Nutrition and Physical Activity LS</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #2: Skill Collaboration assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PASS5-7, PASS5-9</b>									
	<b>Reporting Outcomes</b>	PASS5-1, PASS5-2, PASS5-7, PASS5-9									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 3</b>	<b>Unit of Work</b>	<b>Coaching</b>									
	<b>Description</b>	This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches. Students should have the opportunity to practically apply their coaching skills in real-life situations.									
	<b>Outcomes</b>	PASS5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Coaching									
	<i>Life Skills Unit of Work</i>	<b>Coaching LS</b>									
	<i>Life Skills Outcomes</i>	PASSLS-5, 6, 7, 8, 9									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #3:</b> Coaching assessment task <b>Weighting:</b> 30% <b>Outcomes:</b> PASS5-5, PASS5-6, PASS5-8									
	<b>Reporting Outcomes</b>	See Term 4 for Semester Two reporting outcomes									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 4</b>	<b>Unit of Work</b>	<b>Physical Activity and Sport for Specific Groups</b>									
	<b>Description</b>	This module investigates physical activity and sport for a specific group from a historical perspective and the ways in which this group participates in physical activity and sport. Students examine current challenges facing this group and advocate ways this group can enhance their physical activity and sport participation. This module promotes a case study approach to investigating physical activity and sport for a specific group. Schools can apply the framework to a group of their choice such as Aboriginal and Torres Strait Islander Peoples, people with a disability, young people or the elderly.									
	<b>Outcomes</b>	PASS5-3, 5-4, 5-5, 5-6, 5-7, 5-9									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Physical Activity and Sport for Specific Groups									
	<i>Life Skills Unit of Work</i>	<b>Physical Activity and Sport for Specific Groups LS</b>									
	<i>Life Skills Outcomes</i>	PASSLS-3, 4, 5, 6, 7									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #4:</b> Practical Application assessment task <b>Weighting:</b> 15% <b>Outcomes:</b> PASS5-7, PASS5-9									
	<b>Reporting Outcomes</b>	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9									



# Formal Assessment Schedule – 2025

## Textiles Technology - 100 Hours

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Project 1 - Non-apparel	Project 2 - Apparel	Project 3 - Non-apparel Mood Board	Yearly Examination
	Outcomes	TEX5-3, TEX5-4, TEX5-5, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX 5-1, TEX5-2, TEX5-8, TEX5-10, TEX5-11, TEX5-12	TEX5-8, TEX5-9, TEX5-10	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5
COMPONENTS	DATE DUE	Term 2 , Week 2	Term 3 , Week 3	Term 4 , Week 3	Term 4, Week 4-5
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Knowledge and understanding of course content	60%	10%	10%	10%	30%
Skills and knowledge in the design and manufacture of textiles projects	40%	10%	20%	10%	
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>

OBJECTIVES	OUTCOMES
	<b>A student:</b>
Knowledge and understanding of the properties and performance of textiles	TEX5-1: Explains the properties and performance of a range of textile items TEX5-2: Justifies the selection of textile materials for specific end uses
Knowledge and understanding of, and skills in design for a range of textile applications	TEX5-3: Explains the creative process of design used in the work of textile designers TEX5-4: Generates and develops textile design ideas TEX5-5: Investigates and applies methods of colouration and decoration for a range of textile items
Knowledge and understanding of the significant role of textiles for the individual consumer and for society	TEX5-6: Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use TEX5-7: Evaluates the impact of textiles production on the individual consumer and society
Skills in the creative documentation, communication and presentation of design ideas	TEX5-8: Selects and uses appropriate technology to creatively document, communicate and present design and project work
Skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items	TEX5-9: Critically selects and creatively manipulates a range of textiles materials to produce quality textile items TEX5-10: Selects appropriate techniques and uses equipment safely in the production of quality textile projects TEX5-11: Demonstrates competence in the production of textile projects to completion
Knowledge and skills to evaluate quality in the design and construction of textile items	TEX5-12: Evaluates textile items to determine quality in their design and construction

<b>Course:</b>	Textiles Technology	<b>Year:</b>	10	<b>Stage:</b>	Stage 5
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### Faculty Planning Scope and Sequence 2025

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>T e r m 1</b>	<b>Unit of Work</b>	Design Students learn to design, produce and evaluate textile items across the Non-apparel area. Project work gives students the opportunity to develop and refine skills to produce quality textile items. When documenting project work students show evidence of each of the stages of designing, producing and evaluating											
	<b>Description</b>	The Practice of Textile Designers			Designing			Producing		Evaluating			
	<b>Outcomes</b>	TEX5-1, TEX5-2, TEX5-3, TEX 5-4, TEX 5-5, TEX 5-8, TEX5-9, TEX5-10, TEX 5-11, TEX 5-12											
	<b>Subject Specific i.e. Module,</b>	<i>Focus Area - Non Apparel Area of Study – Design</i>											
	<i>Life Skills Unit of Work</i>	Design											
	<i>Life Skills Assessment Task, weighting, number, outcomes</i>	Non Apparel Weighting - 20%											
	<i>Life Skills Outcomes</i>	TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-4, TEXLS-5, TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9.											
	<b>Assessment Task, Weighting, Number, Outcomes</b>	Assessment Task 1 - Non Apparel Textile Item Weighting 20% TEXLS-3, TEXLS-5, TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9											
	<b>Reporting Outcomes</b>	TEX5-3, TEX 5-4, TEX 5-5, TEX 5-8, TEX 5-9, TEX5-10 TEX 5-11, TEX 5-12											



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
<b>T e r m 2</b>	<b>Unit of Work</b>	Design /Properties and Performance of Textiles Students learn to design, produce and evaluate textile items across the Non-Apparel and Apparel area. Students explore the unique properties of a range of textiles and the ways in which they perform. By deconstructing textile items, students gain a broad understanding of how textile items are made.										
	<b>Description</b>	The Practice of Textile Designers			Designing			Producing			Evaluating	
		Performance of textile items			Fabric				Properties of Fabrics			
	<b>Outcomes</b>	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX 5-8, TEX 5-9, TEX5-10, TEX5-11, TEX5-12										
	<b>Subject Specific i.e. Module,</b>	Focus Area - Non Apparel and Apparel Area of Study – Design/Properties and Performance of Textiles										
	<i>Life Skills Unit of Work</i>	Design/Properties and Performance of Textiles										
	<i>Life Skills Assessment Task, weighting, outcomes</i>	Assessment Task 2 - Apparel Weighting - 30% TEXLS-1, TEXLS-5 TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9										
	<i>Life Skills Outcomes</i>	TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-4, TEXLS-5, TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9										
	<b>Assessment Task, Weighting, Outcomes</b>	Assessment Task 2 - Apparel Weighting - 30% Outcomes – TEX 5-8, TEX 5-9, TEX 5-10										
	<b>Reporting Outcomes</b>	TEX5-1, TEX5-2, TEX 5-8, TEX 5-10, TEX5-11, TEX5-12										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m  3</b>	<b>Unit of Work</b>	<p style="text-align: center;">Properties and Performance</p> <p>Students learn to design, produce and evaluate textile items across the Non-Apparel focus area. Students explore the unique properties of a range of textiles and the ways in which they perform. By deconstructing a textile item, students gain a broad understanding of how textile items are made.</p>										
	<b>Description</b>	Performance of textile items			Fabric			Properties of Fabric				
	<b>Outcomes</b>	TEX 5-1, TEX 5-2, TEX5-5, TEX 5-6,TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12										
	<b>Subject Specific i.e. Module,</b>	<p style="text-align: center;">Focus Area – Non-Apparel</p> <p style="text-align: center;">Area of Study – Properties and Performance</p>										
	<i>Life Skills Unit of Work</i>	Properties and Performance										
	<i>Life Skills Assessment Task, weighting, number, outcomes</i>	<p style="text-align: center;">Non-Apparel</p> <p style="text-align: center;">Weighting 20%</p> <p style="text-align: center;">TEXLS-1, TEXLS-4, TEXLS-5, TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9</p>										
	<i>Life Skills Outcomes</i>	TEXLS-1, TEXLS-3, TEXLS-4, TEXLS-5, TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9.										
	<b>Assessment Task, Weighting, Number, Outcomes</b>	<p style="text-align: center;">Assessment Task 3 - Non-Apparel</p> <p style="text-align: center;">Weighting - 20%</p> <p style="text-align: center;">Outcomes – TEX5-1, TEX 5-4, TEX 5-6, TEX 5-8, TEX 5-10, TEX 5-11, TEX 5-12</p>										
	<b>Reporting Outcomes</b>	TEX 5-1, TEX 5-5, TEX 5-6, TEX5-8 TEX5-10, TEX5-11, TEX 5-12										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (Ass)	Week 7	Week 8	Week 9	Week 10		
<b>T e r m 4</b>	<b>Unit of Work</b>	<p style="text-align: center;">Properties and Performance</p> <p>Students learn to design, produce and evaluate textile items across the Non-Apparel focus area. Students explore the unique properties of a range of textiles and the ways in which they perform. By deconstructing a textile item, students gain a broad understanding of how textile items are made.</p>											
	<b>Description</b>	Performance of textile items			Fabric			Properties of fabric					
	<b>Outcomes</b>	TEX 5-1, TEX 5-2, TEX5-5, TEX 5-6,TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12											
	<b>Subject Specific i.e. Module,</b>	<p style="text-align: center;">Focus Area – Non Apparel Area of Study – Properties and Performance</p>											
	<i>Life Skills Unit of Work</i>	<p style="text-align: center;">Properties and Performance</p>											
	<i>Life Skills Assessment Task, weighting, number, outcomes</i>	<p style="text-align: center;">Assessment Task 4 - Yearly Written Examination Weighting - 30% TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-5, TEXLS-9.</p>											
	<i>Life Skills Outcomes</i>	<p style="text-align: center;">TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-5, TEXLS-9</p>											
	<b>Assessment Task, Weighting, Number, Outcomes</b>	<p style="text-align: center;">Assessment Task 4 - Yearly Written Examination Weighting - 30% Outcomes – TEX5-1, TEX5-2,TEX5-3, TEX5-4, TEX5-5</p>											
	<b>Reporting Outcomes</b>	TEX5-1, TEX5-2,TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-8, TEX5-10, TEX5-11, TEX5-12											



# ASSESSMENT SCHEDULE – 2025

VISUAL ARTS 100 & 200 Hour      Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Landscape Body of work and Extended Response	Surrealist Sculpture and Artwork Analysis	Body of Work and In class Examination	Body of Work
OUTCOMES	5.4, 5.8	5.3, 5.5, 5.6, 5.9	5.1, 5.7, 5.9	5.2, 5.4	
COMPONENTS	DATE DUE	Term 1 Week 9	Term 2 Week 10	Term 3 Week 10	Term 4 Week 6
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
ART MAKING	60%	15%	15%	10%	20%
CRITICAL AND HISTORICAL STUDIES	40%	15%	10%	15%	
<b>TOTAL</b>	<b>100%</b>	30%	25%	25%	20%

Visual Arts

Stage 5

Year: 10

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<p><b>Artmaking:</b> develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames</p>	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
<p><b>Critical and Historical Studies:</b> develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames</p>	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 meaning



# ASSESSMENT SCHEDULE – 2025

VISUAL ARTS 100 & 200 HOUR LIFE SKILLS

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	Landscape Body of work and Extended Response	Surrealist Sculpture and Artwork Analysis	Body of Work and In class Examination	Body of Work
	<b>OUTCOMES</b>	LS. 1, LS. 3	LS. 2, LS. 4	LS. 5, LS. 6, LS. 7	LS.8, LS. 9
	<b>DATE DUE</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Week 10	Term 4 Week 6
<b>COMPONENTS</b>	<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
	<b>ART MAKING</b>	<b>60%</b>	<b>15%</b>	<b>15%</b>	<b>10%</b>
<b>CRITICAL AND HISTORICAL STUDIES</b>	<b>40%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>25%</b>	<b>20%</b>

OBJECTIVES		OUTCOMES
A student develops:	Area of Content	A student:
develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	Practice	LS. 1 Experiences a variety of artmaking activities. LS. 2 Explores a variety of materials, techniques, and processes
	Conceptual Framework	LS. 3 explores the function of a variety of artists and audiences LS. 4 explores the ways in which experiences of the world can be communicated in artworks.
	Frames	LS. 5 recognises that various interpretations of artworks are possible LS. 6 makes a variety of artworks that reflect experiences, responses or a point of view
develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.	Representation	LS. 7 explores how ideas and interests in the world can be represented in their artmaking
	conceptual strength and meaning	LS. 8 explores ways to develop ideas in artworks
	Resolution	LS. 9 uses a range of materials, techniques and processes to make artworks.

## Faculty Planning Scope and Sequence 2025

<b>Course:</b>	Visual Arts			Year 10 100 & 200hr			Stage 5			
<b>Unit of Work</b>	Remake the Landscape									
<b>Description</b>	<p><b>The Concept Remake the Landscape:</b> Students will explore the Postmodern concept of Appropriation. Throughout this exploration, students will develop understanding of the frames and conceptual framework through explicit theoretical studies of each of these themes. They will complete a case study on Guerilla Artist Banksy and the Crude Oils exhibition. Then employ this learning while undertaking an appropriation landscape painting using acrylic paint.</p>									
<b>TERM 1</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Syllabus Component</b>	Artmaking									
	Introductory drawing tasks introducing landscapes including perspective (one-point, two-point etc...) as well as tonal techniques and plein air activities.	Students complete a sketch of a traditional masters painting of their choice in their VAPD that will be used for their appropriation artwork.	Students complete their own appropriation artwork inspired by Banksy and the crude oils exhibition. In this artwork students will explore current world issues as a focus for their appropriation.					Assessment Task 1 Due Landscape Body of work – Weighting 15%		
<b>Syllabus Component</b>	Critical and Historical Studies									
	Students begin a study of representations of the landscape throughout art history. They are exposed to a variety of artists and landscapes.	Students deep dive into the Postmodern Frame, learning about key characteristics of the Frame and using these to explore and analyse imagery.	Students are introduced to Banksy. They learn about Banksy’s practice as an artist and deconstruct this using the agency ‘Artist’. Students explore the crude oils exhibition and make connections with the Postmodern Frame through the analysis of imagery.					Assessment Task 1 Due Extended Response - Weighting 15%		Students complete a critical reflection of their artmaking practice using the frames in their VAPD.
<b>Outcomes</b>	<b>AM</b> - 5.4, 5.5, 5.6, <b>CHS</b> - 5.8, 5.10	<b>AM</b> - 5.1, 5.2 <b>CHS</b> – 5.7, 5.8, 5.9	<b>AM</b> - 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, <b>CHS</b> - 5.8, 5.9, 5.10					Assessment Outcomes - 5.4, 5.8		<b>CHS</b> - 5.9
<b>Art Movements and Art Forms</b>	Drawing, Painting									
<i>Life Skills Unit of Work</i>	Remake the Landscape									
<i>Life Skills Assessment</i>	Formative Assessment of Body of Work Extended Response									
<i>Life Skills Outcomes</i>	LS1, LS3									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task 1 30% Outcomes: 5.4, 5.8 Landscape Body of Work (AM) = 15% Extended Response (CHS) = 15%									



Faculty Planning Scope and Sequence 2024										
Course:	Visual Arts				Year 10 100 & 200hr			Stage 5		
Unit of Work	Surrealism									
Description	<p><b>The Concept Surrealism:</b> Students will learn about the art movement Surrealism and key practitioner Salvador Dali. Focusing on the idea of surrealism, imagination, and abstraction. Along with Dali students will develop knowledge of the art movement Dada and Gustavo Ramirez Cruz. They will explore and deconstruct the artists' practice of these artists and will explore the Structural Frame and use this as a tool to analyse imagery. Students will employ this learning to create a Surrealist animal sculpture using wire, paper mâché, mixed media and paint.</p>									
TERM 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Syllabus Component	Artmaking									
	Students use magazines and printed images to explore surrealism. They create a series of small collages in their VAPD.	Introductory drawing tasks introducing Surrealism. Students will complete a series of small pencil study sketches based on Surrealism. Students develop these sketches into a plan for a Surrealist animal sculpture inspired by Dali.	Students create a Surrealist sculpture using wire, paper mâché, mixed media and paint. Students use Dali and Ramirez Cruz as an inspiration for their own practice.						Assessment Task 2 Due Surrealist Sculpture - Weighting 15%	
Syllabus Component	Critical and Historical Studies									
	Students begin a study of the art movement Surrealism. Students learn about the key characteristics of the movement and key practitioner Salvador Dali. Students use the Frames to deconstruct images and provide critical interpretations. Students are exposed to key imagery to use a stimulus for their artmaking project.	Students learn about the art movement Dada. They learn about the key characteristics of the movement. Students focus on Bicycle Wheel by Duchamp and analyse the image using the Postmodern Frame.	Students complete a detailed case study on artist Gustavo Ramirez Cruz. Students use the conceptual framework – Artist- Artwork- World- Audience to develop a strong understanding of his artist practice. Students complete a series of extended response analysis in the structure of the HSC paper to develop their writing skills and refine their analysis skills.						Students complete a critical reflection of their artmaking practice using the frames in their VAPD. Assessment Task 2 Due Artwork Analysis – Weighting 10%	
Outcomes	AM - 5.4, 5.5, 5.6, CHS - 5.7, 5.8, 5.9, 5.10			AM - 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, CHS - 5.8, 5.9, 5.10				CHS -.5.9 Assessment Outcomes: 5.3, 5.5, 5.6, 5.9		
Art Movements and Art Forms	Drawing, Sculpture, Mixed Media and Painting.									
Life Skills Unit of Work	Surrealism									
Life Skills Assessment	Formative Assessment of Body of Work Extended Response									
Life Skills Outcomes	LS2, LS4									
Assessment Task Name, Weighting, Number, Outcomes	Assessment Task 2, 25% Outcomes: 5.3, 5.5, 5.9 Surrealist Sculpture (AM) = 15% Artwork Analysis (CHS) = 10%									
Reporting Outcomes	5.3, 5.4, 5.5, 5.6, 5.8									

**Faculty Planning Scope and Sequence 2024**

<b>Course:</b>	<b>Visual Arts</b>				<b>Year 10 100 &amp; 200hr</b>			<b>Stage 5</b>		
<b>Unit of Work</b>	<b>Recycled Culture</b>									
<b>Description</b>	<b>The Concept Recycled Culture:</b> Students will explore the Postmodern concept of Appropriation. Throughout this exploration, students will develop understanding of the frames and conceptual framework through explicit theoretical studies of each of these themes. They will learn about artist Danie Mellor and explore their use of traditional willow pattern symbolism. Students will use recycled plastics and transform them by decorating them with appropriated willow pattern symbolism.									
<b>TERM 3</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<b>Syllabus Component</b>	<b>Artmaking</b>									
	Introductory drawing tasks introducing willow patterns to students. They complete a mini series of sketches in their VAPD.		Students complete a series of sketches to plan their appropriation of a plastic recycled bottle. This sketch in their VAPD is detailed and coloured.		Students complete their own series of appropriation artworks using a plastic recycled bottle (milk, spray and white, soft drink). These are painted white and then decorated with Willow Pattern.				Assessment Task 3 Due Body of Work – Weighting 10%	
<b>Syllabus Component</b>	<b>Critical and Historical Studies</b>									
	Students begin a study of willow patterns. Students look at traditional representations of willow patterns throughout art history.		Students are introduced to First Nations artist Danie Mellor. They learn about Mellor’s practice as an artist and deconstruct this using the agency ‘Artist’.			Students explore his collections and use the Postmodern and Cultural Frame to interpret imagery.				Assessment Task 3 Due In Class Examination – Weighting 15%
										Students complete a critical reflection of their artmaking practice using the frames in their VAPD.
<b>Outcomes</b>	<b>AM</b> - 5.4, 5.5, 5.6, <b>CHS</b> - 5.8, 5.10		<b>AM</b> - 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, <b>CHS</b> - 5.8, 5.9, 5.10							<b>CHS</b> - 5.9 Assessment Outcomes - 5.1, 5.7, 5.9
<b>Art Movements and Art Forms</b>	Drawing, Painting									
<i>Life Skills Unit of Work</i>	Recycled Culture									
<i>Life Skills Assessment</i>	Formative Assessment of Body of Work In Class Examination									
<i>Life Skills Outcomes</i>	LS5, LS6, LS7									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task 3, 25% Outcomes 5.1, 5.7, 5.9 Body of Work (AM) = 10% In Class Examination (CHS) = 15%									

**Faculty Planning Scope and Sequence 2024**

<b>Course:</b>	<b>Visual Arts</b>				<b>Year 10 100 &amp; 200hr</b>				<b>Stage 5</b>	
<b>Unit of Work</b>	<b>Earth and Environment</b>									
<b>Description</b>	<b>The Concept Earth and Environment:</b> Students will learn about artists Andy Goldsworthy and Cristo. Throughout this exploration, students will develop understanding of the frames and conceptual framework through explicit theoretical studies of each of these themes. Students will create a series of environmental installations that will be photographed to create a portfolio. This will also be accompanied by ink sketches of earth, environment, and installation imagery.									
<b>TERM 4</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>
<b>Syllabus Component</b>	<b>Artmaking</b>									
	Students work to create a series of study sketches in their VAPD to plan environmental installations that can be photographed.	Students work throughout the term to create a series of installation, earth, and environmental artworks. They document their works through a series of photographs that can be manipulated using photoshop.				Assessment Task 4 Due Body of Work – Weighting 20%	To accompany their photographs students also create a series of ink sketches of their installations.			
<b>Syllabus Component</b>	<b>Critical and Historical Studies</b>									
	Students are introduced and exposed to the concept of Environmental and Installation Art. They are shown a variety of different forms to use as inspiration for their artmaking project. Students explore the imagery through the lenses of ‘audience’ and ‘world’.	Students learn about artists Andy Goldsworthy and Cristo. Students complete a case study about their practice and analyse their artworks using the Frames and Conceptual Framework.						Students complete a critical reflection of their artmaking practice using the frames in their VAPD.		
<b>Outcomes</b>	<b>AM</b> - 5.4, 5.5, 5.6 <b>CHS</b> - 5.8, 5.10	<b>AM</b> - 5.1, 5.2, 5.3, 5.4, 5.5, 5.6 <b>CHS</b> - 5.8, 5.9, 5.10				Assessment Outcomes – 5.2, 5.4, 5.6, 5.10	<b>CHS</b> - 5.9			
<b>Art Movements and Art Forms</b>	Drawing, Photography									
<i>Life Skills Unit of Work</i>	<b>Earth and Environment</b>									
<i>Life Skills Assessment</i>	Body of Work									
<i>Life Skills Outcomes</i>	LS8, LS9									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task 4, 20% Outcomes 5.2, 5.4, 5.10 Body of Work (AM) = 20%									
<b>Reporting Outcomes</b>	5.1, 5.2, 5.4, 5.7, 5.9									

