

# Elizabeth Macarthur High School



Year 9

## Assessment Task Schedule

2024

*"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.

### **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 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 usually NOT considered a valid reason for extension as this is known in advance.
- Unapproved leave such as family vacations 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 New South Wales 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) 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 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. 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.

### **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. 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

NESAs 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 NESAs 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 NESAs 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 NESAs 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.

### **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 will 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 will 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 on page 14.

### **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 NESA 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 WORKPLACEMENT 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.

### **1.19 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. **Aim:**

- 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 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: Missed  Extension  Late  Illness  Misadventure

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

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

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

Reason: Parent to complete Evidence Attached (eg 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: \_\_\_\_ / \_\_\_\_ / \_\_\_\_









Subject	Wk 1A	Wk 2B	Wk 3A	Wk 4B	Wk 5A	Wk 6B	Wk 7A	Wk 8B	Wk 9A	Wk 10B
Accelerated Science										
Child Studies 100hr									X	
Commerce										
Dance 200hr										X
English									X	
Food Technology									X	
History Elective 200hr							X			
History									X	
International Studies										
Mathematics										
Multimedia/Timber										X
Music 200hr								X		
Music 100hr								X		
PDHPE								X		
Photography 100hr										X
Science										
SLR 100hr									X	
Sports Science 200hr									X	
Textiles									X	
Visual Arts 100hr				X	X					
Visual Arts 200hr				X	X					

Subject	Wk 1A	Wk 2B	Wk 3A	Wk 4B	Wk 5A	Wk 6B	Wk 7A	Wk 8B	Wk 9A	Wk 10B
Accelerated Science				X	X	X				
Child Studies 100hr				X	X	X				
Commerce		X								
Dance 200hr					X					
English				X	X	X				
Food Technology				X	X	X				
History Elective 200hr					X					
History										
International Studies						X				
Mathematics				X	X	X				
Multimedia/Timber				X	X	X				
Music 200hr						X				
Music 100hr						X				
PDHPE				X						
Photography 100hr						X				
Science				X	X	X				
SLR 100hr				X						
Sports Science 200hr				X						
Textiles				X	X	X				
Visual Arts 100hr						X				
Visual Arts 200hr						X				



# ACCELERATED SCIENCE

Year: 9

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.

SYLLABUS OUTCOMES	COMPONENTS	Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Topic Tests	SRP	Yearly Examination
		DATE DUE	End of each Unit	Term 2 Week 2	Term 4 Week 4-6
		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 type="checkbox"/> Take Home
<b>Skills</b>	SC5-4WS to SC5-9WS Students assessed on their ability to plan, conduct, analyse and communicate both first hand and second hand information through examinations, practical examinations and research tasks.	<b>60%</b>	20%	20%	20%
<b>Knowledge</b>	Earth and Space Topic Test (12ES, 13ES) Physical World Topic Test (10PW, 11PW) Living World Topic Test (14LW, 15LW) Chemical World Topic Test (16CW, 17CW)	<b>40%</b>	15%	5%	20%
<b>TOTAL MARK</b>		<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

Outcome	Description
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

## Scope and Sequence- 2024

Course:		Science (Accelerated) - 2024			Year:			9			Stage:		Stage 5	
Week		1	2	3	4	5	6	7	8	9	10			
Term 1	Unit of Work	<b>Earth and Environmental Science – Our Planet, Our Home</b>												
	Description	<b>ES1</b> - Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community.			<b>ES2</b> - The theory of plate tectonics explains global patterns of geological activity and continental movement.			<b>ES3</b> - People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere.			<b>SRP</b> (Student Research Project) – Students develop and perform their own investigation to collect valid and reliable data.			
	Outcomes	<b>SC5-12ES</b> - A student 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. <b>Skills</b> - SC5-4WS to 9WS						<b>SC5-13ES</b> – A student 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. <b>Skills</b> - SC5-4WS to 9WS						
	Subject Specific i.e. Module, Area of Study, Text etc													
	<i>Life Skills Unit of Work</i>	Earth and Space: Earth and The Solar System						Earth and Space: Earth’s Resources						
	<i>Life Skills Outcomes</i>	<u>Life skill content outcomes:</u> SCLS-13ES, 14ES <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS						<u>Life skill content outcomes:</u> SCLS-15ES, 16ES <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS						
	Assessment Task Name, Weighting, Number, Outcomes	<u>Task Name:</u> Earth and Space – Post test <u>Outcomes:</u> SC5-12ES, 13ES <u>Skills:</u> 4WS, 5WS, 9WS <u>Task Weighting:</u> 35% (combined total)												
		<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> 25%												
	Reporting Outcomes	<u>Semester One Reports:</u> SC5-12ES, SC5-4WS, SC5-5WS, SC5-9WS												

Week	1	2	3	4	5	6	7	8	9	10
<b>Unit of Work</b>	<b>Biological Sciences – From Cells to Ecosystems</b>									
<b>Description</b>	<b>LW1</b> - Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment.		<b>LW2</b> - Conserving and maintaining the quality and sustainability of the environment requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems.			<b>LW3</b> - Advances in scientific understanding often rely on developments in technology, and technological advances are often linked to scientific discoveries.		<b>LW4</b> - The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence.		
<b>Outcomes</b>	<b>SC5-14LW</b> – A student analyses interactions between components and processes within biological systems. <b>Skills</b> - SC5-4WS- 9WS					<b>SC5-15LW</b> - A student explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society. <b>Skills</b> - SC5-4WS- 9WS				
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>										
<i>Life Skills Unit of Work</i>	Living World: Structure, Function and The Human Body					Living World: Environment				
<i>Life Skills Outcomes</i>	<u>Life skill content outcomes:</u> SCLS-17LW, 18LW, 19LW <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS					<u>Life skill content outcomes:</u> SCLS-20LW, 21LW <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS				
<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task Name:</u> Living World – Post test <u>Outcomes:</u> SC5-14LW, 15LW <u>Skills:</u> 4WS, 5WS, 9WS <u>Task Weighting:</u> 35% (combined total)									
	<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> 25%									
<b>Reporting Outcomes</b>	<u>Semester One Reports:</u> SC5-12ES, SC5-4WS, SC5-5WS, SC5-9WS									

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Week	1	2	3	4	5	6	7	8	9	10
<b>Unit of Work</b>	<b>Physical Science – The way the world works</b>									
<b>Description</b>	<b>PW1</b> - Energy transfer through different mediums can be explained using wave and particle models.		<b>PW2</b> - The motion of objects can be described and predicted using the laws of physics.			<b>PW3</b> - Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity.		<b>PW4</b> - Energy conservation in a system can be explained by describing energy transfers and transformations		
<b>Outcomes</b>	<b>SC5-10PW</b> - applies models, theories and laws to explain situations involving energy, force and motion.					<b>SC5-11PW</b> - explains how scientific understanding about energy conservation, transfers and transformations is applied in systems.				
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>										
<i>Life Skills Unit of Work</i>	Physical World: Forces					Physical World: Energy				
<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-11PW, 12PW <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS				
<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task name:</u> Physical World – Post Test <u>Outcomes:</u> SC5-10PW, 11PW <u>Skills:</u> 6WS, 7WS, 8WS, <u>Task Weighting:</u> Combined Total 35%									
	<u>Task name:</u> Yearly examination <u>Outcomes:</u> SC5-10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 40%									
<b>Reporting Outcomes</b>	<u>Reporting outcomes semester 2:</u> SC5-11PW, SC5-17CW, SC5-15LW, SC5-7WS									

Term 3



Week	1	2	3	4	5	6	7	8	9	10
Unit of Work	<b>Chemical Science – Being reactive, not proactive.</b>									
Description	<b>CW1</b> - Scientific understanding changes and is refined over time through a process of review by the scientific community.		<b>CW2</b> - The atomic structure and properties of elements are used to organise them in the Periodic Table.			<b>CW3</b> - Chemical reactions involve rearranging atoms to form new substances; during a chemical reaction mass is not created or destroyed.		<b>CW4</b> - Different types of chemical reactions are used to produce a range of products and can occur at different rates and involve energy transfer.		
Outcomes	<b>SC5-16CW</b> - explains how models, theories and laws about matter have been refined as new scientific evidence becomes available.					<b>SC5-17CW</b> - 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.				
Subject Specific i.e. Module, Area of Study, Text etc										
<i>Life Skills Unit of Work</i>	Chemical World: Properties of Substances					Chemical World: Chemical Change				
<i>Life Skills Outcomes</i>	<u>Life skill content outcomes:</u> SCLS-22CW, 23CW <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS					<u>Life skill content outcomes:</u> SCLS-24CW <u>Life Skills skill outcomes:</u> SCLS 4WS- 9WS				
Assessment Task Name, Weighting, Outcomes	<u>Task name:</u> Chemical World – Post Test <u>Outcomes:</u> SC5-16CW, SC5-17CW <u>Skills:</u> 6WS, 7WS, 8WS, <u>Task Weighting:</u> Combined Total 35%									
	<u>Task name:</u> Yearly examination <u>Outcomes:</u> SC5-10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW <u>Skills:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS <u>Task Weighting:</u> 40%									
Reporting Outcomes	<u>Reporting outcomes semester 2:</u> SC5-11PW, SC5-17CW, SC5-15LW, SC5-7WS									

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# CHILD STUDIES

Year: 9

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	Conception Research	Baby Eggbert	Art and Craft Portfolio	Yearly Examination
COMPONENTS	DATE DUE	Term 1, Week 7	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4/5	
	IN CLASS OR 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 checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	
<b>Task 1-</b> CS5-1, CS5-2, CS5-11 <b>Task 2-</b> CS5-5, CS5-7, CS5-10 <b>Task 3-</b> CS5-2, CS5-8, CS5-9	Assessments	80%	30%	20%	30%	
<b>Task 4-</b> CS5-3, CS5-4, CS5-6, CS5-9	Examinations	20%				20%
<b>TOTAL MARK</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

<b>OBJECTIVES</b>	<b>Stage 5 OUTCOMES</b>
<b>A student develops:</b>	<b>A student:</b>
knowledge and understanding of child development from preconception to and including the early years	CS5-1 Identifies the characteristics of a child at each stage of growth and development
	CS5-2 Describes the factors that affect the health and wellbeing of the child
	CS5-3 Analyses the evolution of childhood experiences and parenting roles over time
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
	CS5-6 Describes a range of parenting practices for optimal growth and development
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	CS5-10 Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
	CS5-11 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
	CS5-12 Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Scope and Sequence- 2024

<b>Course:</b>	<b>CHILD STUDIES</b>	<b>Year:</b>	<b>9</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	
T e r m 1	<b>Unit of Work</b>	<b>CONCEPTION TO BIRTH</b>											
	<b>Description</b>	<b>Reproduction and Conception</b>				<b>Stages of Pregnancy</b>				<b>Labour and Birth</b>			
	<b>Outcomes</b>	<i>CS5-1, CS5-2, CS5-5, CS5-8. CS5-11</i>											
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Module 2 - Conception to birth</b>											
	<i>Life Skills Unit of Work</i>	<b>Conception to Birth</b>											
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task 1</b> <b>Task name:</b> Conception PowerPoint Presentation <b>Weighting 30%</b> <b>Outcomes:</b> CSLS-1 , CSLS-2, CSLS-5, CSLS-11											
	<i>Life Skills Outcomes</i>	CSLS-1 , CSLS-2, CSLS-5, CSLS-11											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task 1</b> <b>Task name:</b> Conception Research <b>Weighting 30%</b> <b>Outcomes</b> CS5-1, CS5-2, CS5-11											
	<b>Reporting Outcomes</b>	Semester 1 - CS5-1, CS5-2, CS5-10, 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>NEWBORN CARE</b>									
	<b>Description</b>	Care and support for a newborn			The needs of a newborn			Newborns and the family			
	<b>Outcomes</b>	CS5-1, CS5-2, CS5-5, CS5-6, CS5-7, CS5-8. CS5-10									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Module 4 - Newborn Care</b>									
	<i>Life Skills Unit of Work</i>	<b>NEWBORN CARE</b>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task 2</b> <b>Task Name:</b> Baby Eggbert <b>Weighting:</b> 20% <b>Outcomes:</b> CSLS-5, CSLS-7, CSLS-10									
	<i>Life Skills Outcomes</i>	<b>CSLS-5, CSLS-7, CSLS-10</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task 2</b> <b>Task name:</b> Baby Eggbert <b>Weighting:</b> 20% <b>Outcomes:</b> CS5-5, CS5-7, CS5-10									
	<b>Reporting Outcomes</b>	Semester 1 - CS5-1, CS5-2, CS5-10, 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	Unit of Work	PLAY AND THE DEVELOPING CHILD									
	Description	Play-based learning			Suitability, sustainability and safety of play choices			Play-based learning environments and activities			
	Outcomes	CS5-2, CS5-4, CS5-5, CS5-8, CS5-9. CS5-10									
	Subject Specific i.e. Module, Area of Study, Text etc	Module 6 - PLAY AND THE DEVELOPING CHILD									
	<i>Life Skills Unit of Work</i>	Let's Play									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<p style="text-align: center;"><b>Task 3</b></p> <p style="text-align: center;"><b>Task Name:</b> Art and Craft Portfolio</p> <p style="text-align: center;"><b>Weighting:</b> 30%</p> <p style="text-align: center;">Outcomes: CSLS-2, CSLS-8, CSLS-9</p>									
	<i>Life Skills Outcomes</i>	CSLS-2, CSLS-8, CSLS-9									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p style="text-align: center;"><b>Task 3</b></p> <p style="text-align: center;"><b>Task name:</b> Art and Craft portfolio</p> <p style="text-align: center;"><b>Weighting</b> 30%</p> <p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;">CS5-2, CS5-8, CS5-9</p>									
	<b>Reporting Outcomes</b>	Semester 2 - CS5-2, CS5-6, CS5-8, CS5-9									

	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	Unit of Work	GROWTH AND DEVELOPMENT									
	Description	Child growth and development					Influences on child growth and development				
	Outcomes	CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11									
	Subject Specific i.e. Module, Area of Study, Text etc	Module 5 - GROWTH AND DEVELOPMENT									
	<i>Life Skills Unit of Work</i>	Time to Grow									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Task 4 Task Name: Yearly Examination Weighting: 20% Outcomes: CSLS-3, CSLS-4, CSLS-6, CSLS-9									
	<i>Life Skills Outcomes</i>	CSLS-3, CSLS-4, CSLS-6, CSLS-9									
	Assessment Task Name, Weighting, Number, Outcomes	Task 4 Task name: Yearly Examination Weighting 20% Outcomes CS5-3, CS5-4, CS 5-6, CS 5-9									
	Reporting Outcomes	Semester 2 - CS5-2, CS5-6, CS5-8, CS5-9									



# COMMERCE

Year: 9

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 Type	Law & Society	Research Task
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 2 Week 8	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
5.1, 5.2,5.3,5.4,5.5,5.6	Knowledge and understanding	50%	25%	25%
5.4, 5.5, 5.6, 5.9	Skills in decision making and problem solving	30%	20%	10%
5.1,5.2, 5.4,5.7,5.8,5.9	Skills in effective research and communication	20%	5%	15%
<b>TOTAL MARK</b>		<b>100%</b>	<b>50%</b>	<b>50%</b>



<b>Outcome</b>	<b>Description</b>
5.1	Applies consumer, financial, business, legal and employment concepts and terminology in a variety of contexts
5.2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, business, legal and employment contexts
5.3	Examines the role of law in society
5.4	Analyses key factors affecting decisions
5.5	Evaluates options for solving problems and issues
5.6	Develops and implements plans designed to achieve goals
5.7	Researches and assesses information using a variety of sources
5.8	Explains information using a variety of forms
5.9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

## Scope and Sequence- 2024

<b>Course:</b>	Commerce	<b>Year:</b>	9, 2024	<b>Stage:</b>	Stage 5
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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>Consumer and Financial Decisions</b>											
	<b>Description</b>	Students learn how to identify and research issues that individuals encounter when making consumer and financial decisions. They investigate laws and mechanisms that protect consumers including the process of consumer redress. Students examine a range of options related to personal decisions of a consumer and financial nature and assess responsible financial management strategies.											
	<b>Outcomes</b>	COM4-1, COM4-2, COM4-3, COM4-4, COM4-5, COM4-6, COM4-7, COM4-8, COM4-9											
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	The nature of commerce, Consumer and Financial decisions, Consumer protection, Financial management, Current issues											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A											
	<b>Reporting Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-5, COM5-7											
	<i>Life Skills Unit of Work</i>	<i>The Economic and Business Environment (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>												

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	Week 11	
	<b>Unit of Work</b>	<b>Law, Society &amp; Political Involvement</b>											
	<b>Description</b>	Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.											
	<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>	The role and structure of the legal system, Law reform, political action and decision-making, Participation in the democratic process, Current issues											
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #1: Law and Society Weighting: 50%</b> <b>Outcomes: COM5-2, COM5-3, COM5-5, COM5-9</b>											
	<b>Reporting Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-5, COM5-7											
<i>Life Skills Unit of Work</i>	<i>Law, Society &amp; Political Involvement (Life Skills) &amp; Law in Action (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>												

		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>Running a Business</b>							<b>Promoting and Selling</b>			
	<b>Description</b>	Students investigate how entrepreneurial attributes and dispositions to business success and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.							Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers.			
	<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>Strand, Module</b>	Being an entrepreneur, planning for success, business operations, maintaining financial records, current issues							The selling process, targeting consumers, selling techniques, current issues			
	<i>Life Skills Unit of Work</i>	<i>Running a Business (Life Skills)</i>							<i>Promoting and Selling (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>N/A</b>							<b>N/A</b>			
	<b>Reporting Outcomes</b>	COM5-4, COM5-6, COM5-8, COM5-9										

		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>Promoting and Selling</b>				<b>Investing</b>						
	<b>Description</b>	Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers.				Students explore the range of investment options available and analyse information and data to make informed investment decisions. They examine the role and responsibilities of the financial services industry.						
	<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>Strand, Module</b>	The selling process, targeting consumers, selling techniques, current issues				Reasons for investing, Investment options, Investment planning, The financial services industry, Current issues.						
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #2: Research Task Weighting: 50% Outcomes: COM5-1, COM5-4, COM5-7, COM5-8</b>				<b>N/A</b>						
	<b>Reporting Outcomes</b>	COM5-4, COM5-6, COM5-8, COM5-9				COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9						
	<i>Life Skills Unit of Work</i>	<i>Promoting and Selling (Life Skills)</i>				<i>Investing (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>						



# DANCE 200HR

Year: 9

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	Practical Performance	Practical Performance and Composition	Practical Performance and Composition	Appreciation Research Task
COMPONENTS	DATE DUE	Term 1, Week 8	Term 2, Week 6	Term 3, Week 10	Term 4, Week 5	
	IN CLASS OR 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	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	
5.1.1, 5.1.2, 5.1.3 LS: LS.1.1, LS.1.2, LS.1.3 LS.5.1	Performance	40%	Performance of class exercises 20%	Performance of class dance 10%	Performance of Jazz Dance 10%	
5.2.1, 5.2.2 LS: LS.2.1, LS.2.2	Composition	30%		Manipulation of class dance 10%	Jazz Dance Choreography 20%	
5.3.1, 5.3.2, 5.3.3 LS: LS.3.1, LS.3.2	Appreciation	30%		Analysis Essay 10%		Research Presentation 20%
<b>TOTAL</b>		<b>100%</b>	20%	30%	30%	20%

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.

## Scope and Sequence- 2024

<b>Course:</b>	<b>Dance 200HR</b>	<b>Year:</b>	<b>9</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>	Safe Dance Practice											
	<b>Description</b>	The Dancing Body			Refining Dance Technique								
	<b>Outcomes</b>	5.1.1, 5.3.3											
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Performance & Appreciation											
	<i>Life Skills Unit of Work</i>	The Dancing Body											
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Formative Assessment of Practical Performance (LS1.1, LS1.3)											
	<i>Life Skills Outcomes</i>	LS1.1, LS1.3, LS5.1											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Assessment Task 1 – Practical Performance – Safe Dance Practice 20% 5.1.1											
	<b>Reporting Outcomes</b>	5.1.1											

	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	Contemporary Dance							Jazz Dance		
	Description	Introduction	Motifs & Elements of Dance	Manipulation & Composition			Reflection & Evaluation	Introduction & History of Jazz			
	Outcomes	5.1.2, 5.1.3, 5.2.1, 5.3.1							5.1.1, 5.1.2, 5.3.2		
	Subject Specific i.e. Module, Area of Study, Text etc	Performance, Composition & Appreciation							Performance & Appreciation		
	<i>Life Skills Unit of Work</i>	Contemporary Dance							Jazz Dance		
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Practical Performance of Class Contemporary Dance and Discussion of Compositional Elements (LS1.2, LS2.1)							Formative Assessment of Class Jazz Dance (Performance & Composition) (LS1.1, LS2.2, LS3.2)		
	<i>Life Skills Outcomes</i>	LS1.2, LS2.1							LS1.1, LS2.2, LS3.2		
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #2 – Practical Performance and Composition – Contemporary Dance 30% 5.1.2, 5.1.3, 5.2.1, 5.3.1							Assessment Task #3 – Practical Performance & Composition – Jazz Dance 30% 5.1.1, 5.1.3, 5.2.2		
	Reporting Outcomes	5.2.1, 5.3.1									

		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	Unit of Work	Jazz Dance										
	Description	Developing Technique				Choreography & Composition				Refinement & Reflection		
	Outcomes	5.1.1, 5.1.2, 5.1.3, 5.2.2, 5.3.2, 5.3.3										
	Subject Specific i.e. Module, Area of Study, Text etc	Performance & Appreciation				Performance, Composition & Appreciation						
	<i>Life Skills Unit of Work</i>	Jazz Dance										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	Formative Assessment of Class Jazz Dance (Performance & Composition) (LS1.1, LS2.2, LS3.2)										
	<i>Life Skills Outcomes</i>	LS1.1, LS2.2, LS3.2										
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #3 – Practical Performance and Composition – Jazz Dance 30% 5.1.1, 5.1.3, 5.2.2										
	Reporting Outcomes	5.1.3, 5.2.2										



		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	Unit of Work	Modern Pioneers					Exploring Dance					
	Description	History of Modern Dance (Theory & Practical)			Research Task		Revising Dance Composition	Composition Problem Solving Tasks				
	Outcomes	5.1.1, 5.3.2					5.1.2, 5.2.1, 5.2.2, 5.3.1, 5.3.3					
	Subject Specific i.e. Module, Area of Study, Text etc	Performance & Appreciation					Performance, Composition & Appreciation					
	<i>Life Skills Unit of Work</i>	Modern Dance & Exploring Meaning in Dance										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	History of Dance Research Task (LS3.1, LS3.2)										
	<i>Life Skills Outcomes</i>	LS1.1, LS2.1, LS2.2, LS3.1, LS3.2, LS5.1										
	Assessment Task Name, Weighting, Number, Outcomes	Assessment Task #4 – Appreciation Research Task 20% 5.3.1, 5.3.2, 5.3.3										
	Reporting Outcomes	5.3.2										



# ENGLISH

Year: 9

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	Imaginative Response & Reflection	Comparative Critical Response	Informative Response
SYLLABUS OUTCOMES	UNIT	COMPONENTS & WEIGHTING		DATE DUE	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	IN CLASS OR TAKE HOME	<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	
<ul style="list-style-type: none"> <li>EN5-URA-01</li> <li>EN5-URB-01</li> <li>EN5-ECA-01</li> <li>EN5-ECB-01</li> </ul>	Teen Worlds	12.5%	12.5%	25%	25%			
<ul style="list-style-type: none"> <li>EN5-RVL-01</li> <li>EN5-URA-01</li> <li>EN5-URC-01</li> <li>EN5-ECA-01</li> </ul>	Shakespearean Comedy	17.5%	17.5%	35%		35%		
<ul style="list-style-type: none"> <li>EN5-RVL-01</li> <li>EN5-URA-01</li> <li>EN5-URB-01</li> <li>EN5-ECA-01</li> </ul>	Song Line Poetry	20%	20%	40%			40%	
<b>TOTAL</b>		<b>50%</b>	<b>50%</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	

FOCUS AREA	OUTCOMES
Reading, viewing and listening to texts	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
Understanding and responding to texts	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• investigates and explains ways of valuing texts and the relationships between them EN5-URC-01 Related Life Skills outcomes: ENLS-URC-01</li> </ul>
Expressing ideas and composing texts	<p>A student:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>

## Scope and Sequence- 2024

<b>Course:</b>	<b>English</b>	<b>Year:</b>	<b>9</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>Teen Worlds</b>									
	<b>Description</b>	<p><i>Composers of young adult fiction engage teenage audiences by using relatable characters to explore issues relevant to the experiences of young adults. Implicit in each of these texts are ideas about the composer's values and attitudes as well as the societal values and attitudes of the time. By examining teen representations, students evaluate the stereotypical projection of teenagers and the quintessential teenage experience across time. Students engage in the study of a variety of texts to determine whether the perception of the teenage experience reinforces or challenges their reality. They consider the how the representation of voices across a range of mediums compare and contrast to their own voices and experiences. By the conclusion of this unit, students understand the importance of questioning young adult texts and evaluating their representation of the teenage experience and the messages they promote.</i></p>									
	<b>Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01.									
	<b>Subject Specific Text</b>	<p><b>Text Type:</b> Extended Prose  <b>Text Experiences:</b> Cultural, social and gender perspectives</p>									
	<b>Life Skills Unit of Work</b>	<i>Teen Worlds</i>									
	<b>Life Skills Outcomes</b>	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URC-01, ENLS-URB-01, ENLS-ECA-01, ENLS-ECA-02									
	<b>Assessment Task, Name, Number, Weighting, Outcomes</b>	<p><b>Assessment Task 1</b>                      Imaginative Response &amp; Reflection                      25%                      EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01</p>									
	<b>Reporting</b>	<b>Semester 1:</b> EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01.									

Term 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>Shakespearean Comedy</b>										
	<b>Description</b>	<p><i>In this unit, students closely examine a Shakespearean comedy and evaluate its appropriation into film. In studying a Shakespearean comedy, students will gain an understanding of the genre of comedy and its roots in Greek drama. They will learn and appreciate the conventions of Shakespearean comedy and how they are evident in the selected play. Students will undertake an in-depth analysis of the play itself and create extended responses that convey their knowledge of the features of Shakespearean comedy. They will build upon their previous knowledge of drama from their study of representation in Stage 4 Year 7, 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. From this, students will engage in a comparative study of a contemporary film adaptation, analysing film techniques and making connections between the original play and the film, in accordance with changing contexts. By working with film adaptations of Shakespeare's plays, the hope is that students will have opportunities to reflect on how and why these stories are kept alive today, gaining an understanding of intertextuality and the literary value of narratives across time.</i></p>										
	<b>Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01.										
	<b>Subject Specific Text</b>	<p><b>Text Type:</b> Shakespearean Drama &amp; Film  <b>Text Experiences:</b> Fiction</p>										
	<b>Life Skills Unit of Work</b>	<i>Shakespearean Comedy</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, Weighting, Number, Outcomes</b>	<p><b>Assessment Task 2</b>  Comparative Critical Response  35%  EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01.</p>										
	<b>Reporting</b>	<b>Semester 1:</b> EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01.										

Term 3	Term 3	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>Song Line Poetry</b>										
	<b>Description</b>	<p>Students will develop their appreciation of how poetry allows composers to experiment with language, form and style for a specific purpose and audience. They will engage in a study of a poetry collection by Aboriginal poets and analyse the way the texts affirm or challenge diverse and complex perspectives and experiences. This study will include a study of the history of Indigenous authors. In so doing, students will evaluate how poetry prompts responders to reflect, make connections and expand their understanding of others and the world. Students are to consider the following questions: How does poetry allow composers to manipulate language, form, and style to express complex ideas? Why is poetry an effective way to say something powerful about complex ideas or views? How do Aboriginal authors use poetry in new and innovative ways to represent their perspectives and experiences?</p>										
	<b>Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01										
	<b>Subject Specific Text</b>	<b>Text Type:</b> Poetry Collection <b>Text Experiences:</b> Aboriginal and Torres Strait Islander authors & Australian Authors										
	<b>Life Skills Unit of Work</b>	<i>Song Line Poetry</i>										
	<b>Life Skills Outcomes</b>	ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01, ENLS-ECA-02										
	<b>Assessment Task, Number, Name, Weighting, Outcomes</b>	<b>Assessment Task 3</b> Informative Response 40% EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01.										
	<b>Reporting</b>	<b>Semester 2:</b> EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01.										

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>From Real to Imagined</b>										
	<b>Description</b>	<p><i>This unit develops students' ability to write effectively about ideas that matter to them and will introduce them to the exciting and quickly growing field of creative non-fiction—the art of bringing all the traditional strategies of fictional storytelling to narrating real-life events. In this unit, students learn how to craft powerful memoirs and family histories, how to write a biography of a fascinating figure, the history of an inspiring moment, or a work of riveting travel writing. Students are encouraged to explore how writers present times, locations, events, and characters through specific uses of language and through the conscious shaping of their narratives. They will read texts closely and confidently, drawing on a range of frameworks to support their analysis of non-fiction texts to transpose these ideas in their own texts. Students will deepen their understanding of how language forms and features are used in narratives and will use this knowledge to compose an imaginative response that represents a thematic concern. This imaginative piece could use hybrid forms of narrative, allowing opportunities to experiment with narrative code and convention. This will help students to craft their ideas with the intention of positioning their audience. Students are to consider the following questions: How do you take an idea from inspiration to manifestation? How do you move from telling a story to creating a world?</i></p>										
	<b>Outcomes</b>	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01										
	<b>Subject Specific Text</b>	<p><b>Text Type:</b> A range of non-fiction text types.  <b>Text Experiences:</b> Non-Fiction, as well as, cultural, social and gender perspectives.</p>										
	<b>Life Skills Unit of Work</b>	<i>From Real to Imagined</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>Formative Assessment</b>										
	<b>Reporting</b>	<b>Semester 2:</b> EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01										



# FOOD TECHNOLOGY

Year: 9

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.

OUTCOMES	COMPONENTS	Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Food Selection & Health	Movie Snack Founder	Yearly examination
		DATE DUE	Week 9, Term 1	Week 9, Term 3	Week 4-5, Term 4.
		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
<b>Task 1-</b> FT5-7, FT5-8, FT5-12, FT5-13 <b>Task 2-</b> FT5-13	Assessments	45%	35%	10%	
<b>Task 4-</b> FT5-6, FT5-7, FT5-12	Examinations	30%			30%
<b>Task 3-</b> FT5-1, FT5-2, FT5-10, FT5-11	Practical Experiences	25%		25%	
<b>TOTAL</b>		<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>



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

## Scope and Sequence- 2024

<b>Course:</b>	<b>FOOD TECHNOLOGY</b>	<b>Year:</b>	<b>9</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>FOOD SELECTION AND HEALTH</b>										
	<b>Description</b>	Functions of food and nutrients in the body	Process of digestion		Active non-nutrients	Nutritional requirements	Food habits and consumption		Under and over nutrition	Under and over nutrition	Australi an Food Guides	
	<b>Outcomes</b>	<i>FT5-1, FT5-2, FT5-3, FT5-5, FT5-6, FT5-7 FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i>										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Food Selection and Health</b>										
	<i>Life Skills Unit of Work</i>	<b>NIL</b>										
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NIL</b>										
	<i>Life Skills Outcomes</i>	<b>NIL</b>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task Name:</b> Food Selection & Health <b>Weighting:</b> 35% <b>Task Number:</b> 2 <b>Outcomes:</b> FT5-7, FT5-8, FT5-12, FT5-13										
	<b>Reporting Outcomes</b>	FT5-7, FT5-8, FT5-12, FT5-13										

	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 IN AUSTRALIA</b>										
<b>Description</b>	<b>Safe and hygienic work practices</b>	<b>Aboriginal Eating patterns</b>	<b>Impact of European settlement</b>			<b>Multicultural influences</b>			<b>Development of food production and processing and Influences on food selection</b>		
<b>Outcomes</b>	<i>FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i>										
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>											
<i>Life Skills Unit of Work</i>	<b>NIL</b>										
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NIL</b>										
<i>Life Skills Outcomes</i>	<b>NIL</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task 1</b> <b>Task name: NIL</b> <b>Weighting NIL</b> <b>Outcomes FT5-8, FT5-9, FT5-10, FT5-11, FT5-12</b>										
<b>Reporting Outcomes</b>	FT5-9, FT5-10, FT5-12										

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>FOOD PRODUCT DEVELOPMENT</b>									
<b>Description</b>	<b>Range of food product development</b>	<b>Reasons for food product development</b>	<b>Introduction of new food products</b>	<b>Steps in food product development</b>	<b>Market research and marketing mix</b>	<b>Marketing strategies</b>	<b>Functions of food packaging</b>	<b>Legislative food labelling</b>	<b>Food additives and emerging technologies</b>	
<b>Outcomes</b>	<i>FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i>									
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>										
<i>Life Skills Unit of Work</i>	<b>NIL</b>									
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NIL</b>									
<i>Life Skills Outcomes</i>	<b>NIL</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p align="center"><b>Task 2</b>  <b>Task name:</b> Movie Snack Founder  <b>Weighting</b> 35%  <b>Outcomes</b> FT5-1, FT5-2, FT5-10, FT5-11, FT5-13</p>									
<b>Reporting Outcomes</b>	<b>FT5-10, FT5-11, FT5-13</b>									

Term 3

	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 EQUITY</b>										
<b>Description</b>	<b>Globalisation of food</b>	<b>Circumstances contributing to food inequity</b>		<b>Groups at risk</b>	<b>Influences of food availability</b>	<b>Dietary disease, Malnutrition and aid agencies (groups at risk included)</b>					
<b>Outcomes</b>	<i>FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</i>										
<b>Subject Specific i.e. Module, Area of Study, Text etc</b>											
<i>Life Skills Unit of Work</i>	<b>NIL</b>										
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>NIL</b>										
<i>Life Skills Outcomes</i>	<b>NIL</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task 3</b> <b>Task name:</b> Yearly examination <b>Weighting</b> 30% <b>Outcomes</b> FT5-6, FT5-7, FT5-12										
<b>Reporting Outcomes</b>	FT5-6, FT5-7										

T e r m 4



# HISTORY ELECTIVE 200HR

Year: 9

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	Thematic Study Photo Essay	Thematic Study Pecha Kucha	Society Study Matrix Task
COMPONENTS	DATE DUE	Term 2, Week 6	Term 3, Week 7	Term 4, Week 5
	IN CLASS OR TAKE HOME	<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	25	5	10	10
Analysis and use of sources (historical knowledge)	20	5	5	10
Communication	35	10	15	10
Perspectives and interpretations (historical understanding)	20	5	5	10
<b>TOTAL</b>	<b>100</b>	25	35	40

OBJECTIVES	OUTCOMES
<b>A students develop knowledge and understanding of:</b>	<b>A student:</b>
📖 history and historical inquiry	THE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry
past societies and historical periods	THE5-2 examines the ways in which historical meanings can be constructed through a range of media
📖 undertake the processes of historical inquiry	THE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation
🗣️ communicate their understanding of history	THE4-4 describes some of the main features of past societies or periods, including groups and personalities
	THE5-4 explains the importance of key features of past societies or periods, including groups and personalities
	THE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage
	THE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process
	THE5-7 explains different contexts, perspectives and interpretations of the past
	THE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
	THE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
	THE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

## Scope and Sequence- 2024

Course:		Elective History 200hr				Year:		9		Stage:		5		
Term 1, 2024		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>	Topic 1: Thematic Studies + Topic 1 History, Heritage and Archaeology											<b>N/A – Extracurricular Lesson Loss</b>	
	<b>Description</b>	<p><b>Topic 3</b> This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.</p> <p><b>Topic 1 – Integrated as per syllabus</b> 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.</p>												
	<b>Outcomes</b>	HTE 5-1, THE 5-2, HTE 5-8, HTE 5-9				HTE 5-5, HTE5-6, HTE 5-8, HTE 5-9, HTE 5-10								
	<b>Content Dot Points</b>	<ul style="list-style-type: none"> <li>examine the varying constructions of historical meaning through a range of examples</li> <li>identify and examine the various means of collecting sources, displaying the past and reconstructing the past</li> <li>examine the varying methods of historical and archaeological investigations</li> </ul>				<ul style="list-style-type: none"> <li>explain the significance of features of continuity and change</li> <li>explain the features of history, heritage and archaeology</li> <li>identify and assess the range of sources used in investigating history, heritage or archaeology</li> <li>explain how people from the past were influenced by different values, attitudes and motives</li> <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> <li>apply an understanding of the methods of historical inquiry</li> <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</li> </ul>				<ul style="list-style-type: none"> <li>identify and assess the ethical issues arising from ownership of the past</li> <li>analyse the significance of preservation and conservation issues</li> </ul>				
	<i>Life Skills Unit of Work Outcomes</i>	HTELS-2, HTELS-4, HTELS-11, HTELS-12				HTELS-8,HTELS-9, HTELS5-11, HTELS-12, HTELS-13								
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A												
	<b>Reporting</b>	HTE5-5, HTE5-6, HTE5-9, HTE5-10												



T e r m 2	Term 2, 2024	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Unit of Work	Topic 2: Thematic Studies									
	Description	This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.									
	Outcomes	HTE5-1, HTE5-9, HTE5-10			HTE5-6, HTE 5-8, HTE5-9, HTE5-10			HTE5-5, HTE5-6, HTE5-9, HTE5-10			
	Content Dot Points	<ul style="list-style-type: none"> <li>identify historical themes and concepts in appropriate historical contexts</li> <li>apply an understanding of the methods of historical inquiry</li> <li>outline and explain continuity and change within a specific historical context</li> </ul>			<ul style="list-style-type: none"> <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> <li>explain how people from the past were influenced by different values, attitudes and motives</li> <li>locate, select, organise and communicate historical information from a number of sources to address historical problems and issues</li> <li>apply an understanding of the methods of historical inquiry</li> <li>evaluate the value of sources as evidence for an historical inquiry</li> </ul>			<ul style="list-style-type: none"> <li>outline and explain continuity and change within a specific historical context</li> <li>explain how people from the past were influenced by different values, attitudes and motives apply an understanding of the methods of historical inquiry</li> <li>evaluate the value of sources as evidence for an historical inquiry</li> </ul>			
	<i>Life Skills Unit of Work Outcomes</i>	HTELS-2, HTELS-12, HTELS-13			HTELS-9, HTELS-11, HTELS-12, HTELS-13			HTELS-8, HTELS-9, HTELS-12, HTELS-13			
	Assessment Task Name, Weighting, Number, Outcomes	<b>Assessment Weighting:</b> 25% <b>Assessment Name:</b> Thematic Study Photo Essay <b>Task Due:</b> Term 2, Week 6 <b>Outcomes Assessed:</b> HTE5-5, HTE5-6, HTE5-9, HTE5-10									
	Reporting	HTE5-5, HTE5-6, HTE5-9, HTE5-10									

Term 3, 2024		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>Topic 3: Thematic Studies</b>									
	<b>Description</b>	This topic provides the opportunity to enjoy the study of history for its intrinsic interest and to develop an understanding of the thematic approach to the study of history. Students apply their understanding of the nature of history and the methods of historical inquiry in this topic. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.									
	<b>Outcomes</b>	HTE5-1, HTE5-9, HTE5-10				HTE5-6, HTE 5-8, HTE5-9, HTE5-10			HTE5-5, HTE5-6, HTE5-9, HTE5-10		
	<b>Content Dot Points</b>	<ul style="list-style-type: none"> <li>identify historical themes and concepts in appropriate historical contexts</li> <li>apply an understanding of the methods of historical inquiry</li> <li>outline and explain continuity and change within a specific historical context</li> </ul>				<ul style="list-style-type: none"> <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> <li>explain how people from the past were influenced by different values, attitudes and motives</li> <li>locate, select, organise and communicate historical information from a number of sources to address historical problems and issues</li> <li>apply an understanding of the methods of historical inquiry</li> <li>evaluate the value of sources as evidence for an historical inquiry</li> </ul>			<ul style="list-style-type: none"> <li>outline and explain continuity and change within a specific historical context</li> <li>explain how people from the past were influenced by different values, attitudes and motives apply an understanding of the methods of historical inquiry</li> <li>evaluate the value of sources as evidence for an historical inquiry</li> </ul>		
	<i>Life Skills Unit of Work</i>	HTELS-2, HTELS-12, HTELS-13				HTELS-9, HTELS-11, HTELS-12, HTELS-13			HTELS-8, HTELS-9, HTELS-12, HTELS-13		
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Weighting:</b> 35% <b>Assessment Name:</b> Thematic Study Pecha Kucha <b>Task Due:</b> Term 4, Week 5 <b>Outcomes Assessed:</b> HTE5-2, HTE5-4, HTE5-5, HTE5-6, HTE5-9, HTE5-10									
	<b>Reporting</b>	HTE5-2, HTE5-4, HTE5-6, HTE5-10									

	Term 4, 2024	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	Unit of Work	<b>Topic 4: Ancient, Medieval and Modern Societies</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	HTE 5-3, HTE5-4, HTE5-10				HTE5-3, HTE5-4, HTE5-8, HTE5-10			HTE5-1, HTE5-8, HTE5-10		
	Content Dot Points	<ul style="list-style-type: none"> <li>identify relevant sources for the chosen society</li> <li>use historical sources appropriately in an historical inquiry</li> <li>sequence major events to show an understanding of continuity, change and causation</li> <li>describe key features of the chosen society(ies) and historical period(s)</li> </ul>				<ul style="list-style-type: none"> <li>describe key features of the chosen society(ies) and historical period(s)</li> <li>sequence major events to show an understanding of continuity, change and causation</li> <li>explain how people of the past were influenced by different values, attitudes and motives</li> </ul>			<ul style="list-style-type: none"> <li>discuss significant historical issues in the chosen society(ies)</li> <li>identify relevant sources for the chosen society</li> <li>explain how people of the past were influenced by different values, attitudes and motives</li> </ul>		
	<i>Life Skills Unit of Work Outcomes</i>	HTELS-5, HTELS-7, HTELS-13				HTELS-5, HTELS-7, HTELS5-8, HTELS-13			HTELS-1, HTELS-5, HTELS-10		
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Weighting:</b> 40% <b>Assessment Name:</b> Society Study Matrix Task <b>Task Due:</b> Term 4, Week 5 <b>Outcomes Assessed:</b> HTE5-2, HTE5-5, HTE5-6, HTE5-9, HTE5-10									
	Reporting	HTE5-2, HTE5-4, HTE5-6, HTE5-10									



# HISTORY MANDATORY

Year: 9

		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Industrial Revolution	Rights & Freedoms	Australians at War	
<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>		DATE DUE	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
		IN CLASS OR TAKE HOME	<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"/> In Class <input type="checkbox"/> Take Home	<input type="checkbox"/> In Class <input type="checkbox"/> Take Home
5-8	Research and historical inquiry skills	25	0	15	10	
5-5, 5-6	Analysis and use of sources (historical knowledge)	30	10	10	10	
5-9, 5-10	Communication	30	5	10	15	
5-1, 5-2, 5-3, 5-4, 5-7	Perspectives and interpretations (historical understanding)	15	5	5	5	
	<b>TOTAL</b>	<b>100</b>	20	40	40	

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<p>Students:</p> <ul style="list-style-type: none"> <li>• develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia</li> <li>• develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia.</li> </ul>	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
	HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
	HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
	HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
<p>Students:</p> <ul style="list-style-type: none"> <li>• develop skills to undertake the process of historical inquiry.</li> </ul>	HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
	HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
	HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
	HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
<p>Students:</p> <ul style="list-style-type: none"> <li>• develop skills to communicate their understanding of history.</li> </ul>	HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
	HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Scope and Sequence- 2024

Course: History			Year: 9					Stage: 5				
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
T e r m  1 , 2 0 2 4	<b>Unit of Work</b>	<b>Making a Better World? Topic 1a: The Industrial Revolution (1750–1914)</b>										
	<b>Description</b>	The population movements and changing settlement patterns during this period			The experiences of men, women and children during the Industrial Revolution, and their changing way of life				The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication			
	<b>Outcomes</b>	› explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1 › sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2 › explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4 › uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6 › applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9 › selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10										
	<b>Content</b>	<ul style="list-style-type: none"> <li>outline and explain population movements in Britain, eg movement from country villages to towns and cities, and emigration to other countries</li> </ul>			<ul style="list-style-type: none"> <li>describe the changes to the way of life of men and women who moved from the country to towns and cities</li> <li>use a variety of sources to investigate working conditions in factories, mines and other occupations, with particular emphasis on child labour</li> </ul>				<ul style="list-style-type: none"> <li>discuss positive and negative consequences of the Industrial Revolution, eg the growth of cities and pollution and the development of trade unions</li> <li>assess the short-term and long-term impacts of the Industrial Revolution, including:               <ul style="list-style-type: none"> <li>– global changes in landscapes</li> <li>– transport</li> <li>– communication</li> </ul> </li> </ul>			
	<i>Life Skills Unit of Work Life Skills Assessment Task Name, weighting, number, outcomes Life Skills Outcomes</i>	HTLS-3, HTLS-4, HTLS-6, HTLS-8, HTLS-11, HTLS-12, HTLS-13										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Weighting:</b> 20% <b>Assessment Name:</b> Industrial Revolution <b>Task Due:</b> Term 1, Week 9 <b>Outcomes Assessed:</b> HT5.5 identifies and evaluates the usefulness of sources in the historical inquiry process HT5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5.10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past for different audiences.										
	<b>Reporting Outcomes</b>	HT5.6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past										

T e r m 2 , 2 0 2 2 4		<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>	<b>The Modern World and Australia - Rights and Freedoms (1945-Present)</b>										
	<b>Description</b>	Human Rights			The Australian Context – Australian Aboriginal Rights			The Global Context – American Civil Rights		Implications and Solutions		
	<b>Outcomes</b>	› Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2 › Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3 › Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6 › Selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8 › Applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9 › <u>Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10</u>										
	<b>Content</b>	Australia's involvement in the development of the declaration Students: • outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement • explain the significance of the UDHR	Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations Students: • explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples • outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves • using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations) • describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples • discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations); the Apology • explain how the Freedom Rides in the US inspired civil rights campaigners in Australia Students: • outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134) Students: • outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples • investigate and explain the role of ONE individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms	The US civil rights movement and its influence on Australia Students: • outline the aims and methods of the US civil rights movement • explain how the Freedom Rides in the US inspired civil rights campaigners in Australia	Students: • identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007) • identify different methods used globally to attain civil rights and freedoms • evaluate the methods and effectiveness of ONE campaign for civil rights and freedoms in Australia or another country							
	<i>Life Skills Unit of Work Life Skills Assessment Task Name, weighting, number, outcomes Life Skills Outcomes</i>	HTLS-5, HTLS-6, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Weighting:</b> 40% <b>Assessment Name:</b> Rights and Freedoms <b>Task Due:</b> Term 2, Week 9 <b>Outcomes Assessed:</b> › Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3 › Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6 › Selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8 › Applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-9 › <u>Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10</u>										
	<b>Reporting Outcomes</b>	› Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-6 › Selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8 › <u>Selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences HT5-10</u>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7-9	Week 10	
Term 3, 2024	<b>Unit of Work</b>	<b>Australians at War: World Wars I and II (1914–1918, 1939–1945)</b>							
	<b>Description</b>	Causes and Nature of WWI			Features and impacts of the Interwar Period	Nature and Ideologies of WWII		Event study: The Shoah (Holocaust)	Impacts of the World Wars
	<b>Outcomes</b>	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process HT5-5 explains different contexts, perspectives and interpretations of the modern world and Australia HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences							
	<b>Content</b>	An overview of the causes of the wars, why men enlisted and where Australians fought <ul style="list-style-type: none"> <li>outline the main causes of both wars</li> <li>explain why Australians enlisted to fight in both wars</li> </ul>	An overview of the causes of the wars, why men enlisted and where Australians fought <ul style="list-style-type: none"> <li>locate and sequence the places where Australians fought in both wars</li> </ul> Significant events and the experiences of Australians at war <ul style="list-style-type: none"> <li>using sources, students investigate the following features of each war:</li> </ul>	The scope and nature of warfare           Students: <ul style="list-style-type: none"> <li>describe the nature of warfare during the Gallipoli campaign</li> <li>explain the outcome of the Gallipoli campaign</li> <li>outline and sequence the changing scope and nature of warfare from trenches in World War I</li> <li>using sources, students investigate the following features of each war:               <ul style="list-style-type: none"> <li>a specific campaign</li> <li>the role of women</li> <li>participation of Aboriginal and Torres Strait Islander peoples</li> </ul> </li> </ul>	An overview of the causes of the wars, why men enlisted and where Australians fought <ul style="list-style-type: none"> <li>outline the main causes of both wars</li> <li>explain why Australians enlisted to fight in both wars</li> </ul>	<ul style="list-style-type: none"> <li>outline the Australian governments' control on the home front in both wars for each of the following:               <ul style="list-style-type: none"> <li>conscription</li> <li>use of government propaganda</li> <li>changing roles of women</li> <li>enemy 'aliens'</li> <li>wartime controls/censorship</li> </ul> </li> </ul>	outline the Australian governments' control on the home front in both wars for each of the following: <ul style="list-style-type: none"> <li>conscription</li> <li>use of government propaganda</li> <li>changing roles of women</li> <li>enemy 'aliens'</li> <li>wartime controls/censorship</li> </ul>	The scope and nature of warfare <ul style="list-style-type: none"> <li>outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust</li> </ul>	The scope and nature of warfare <ul style="list-style-type: none"> <li>outline and sequence the changing scope and nature of warfare from trenches in World War I to the Holocaust and the use of the atomic bombs to end World War II</li> </ul> Students: <ul style="list-style-type: none"> <li>explain the impact of the wars on returned soldiers/civilians</li> <li>analyse the changing relationship of Australia with other countries after World War II</li> </ul> Commemorations and the nature of the ANZAC legend           Students: <ul style="list-style-type: none"> <li>explain how and why Australians have commemorated the wars</li> </ul>
	<i>Life Skills Unit of Work Life Skills Assessment Task Name, weighting, number, outcomes Life Skills Outcomes</i>	HTLS-3, HTLS-4, HTLS-6, HTLS-7, HTLS-9, HTLS-11, HTLS-12, HTLS-13							
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Weighting:</b> 40% <b>Assessment Name:</b> Australians at War <b>Task Due:</b> Term 3, Week 9 <b>Outcomes Assessed:</b> HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past communicate effectively about the past for different audiences							
	<b>Reporting Outcomes</b>	HT5.5 identifies and evaluates the usefulness of sources in the historical inquiry process HT5.9 applies a range of relevant historical terms and concepts when communicating an understanding of the past HT5.10 selects and uses appropriate oral, written, visual and digital forms to communicate 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	
T e r m  4 , 2 0 2 4	<b>Unit of Work</b>	<b>The Cold War: Vietnam and the Assassination of JFK</b>										
	<b>Description</b>	Causes, Nature and Implications of the Cold War	The Nature of The Vietnam War			The Assassination of JFK – events and evidence			The Assassination of JFK – Theories			
	<b>Outcomes</b>	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences										
	<b>Content</b>	<ul style="list-style-type: none"> <li>sequence and annotate the time span of the following: The Cold War</li> <li>briefly outline each of the following ideas: capitalism, socialism, communism</li> </ul>	<ul style="list-style-type: none"> <li>trace changes in attitude to the idea over the period</li> <li>assess the short-term and long-term impacts of the idea on Australia and the world</li> <li>outline the nature of the contact of the Asian society with European power(s)</li> <li>explain how the Asian society was changed by its contact with European power(s)</li> <li>identify features of the Asian society that were unaffected by contact with Europeans</li> <li>The impact of at least ONE world event or development and its significance for Australia, such as the Vietnam War and Indochinese refugees</li> </ul> Students: <ul style="list-style-type: none"> <li>describe the impact of the Vietnam War</li> </ul>			<ul style="list-style-type: none"> <li>The impact of at least ONE world event or development and its significance for Australia</li> <li>students describe and sequence the events of the time span</li> <li>Using sources students investigate the possible explanations for the shooting of JFK</li> </ul>			<ul style="list-style-type: none"> <li>Students outline the possible theories for the assassination of JFK</li> <li>Students explain the strengths and weaknesses of these theories</li> <li>Students form their own opinions on the assassination of JFK</li> </ul>			
	<i>Life Skills Unit of Work</i> <i>Life Skills Assessment Task Name, weighting, number, outcomes</i> <i>Life Skills Outcomes</i>											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	N/A										
<b>Reporting Outcomes</b>	HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audience											



# INDUSTRIAL TECHNOLOGY MULTIMEDIA/TIMBER

Year: 9

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
		Timber	6 piece puzzle	Tool Box	Project Design	Examination
		Multimedia	Design Project	Web Design	Video Production	Examination
OUTCOMES	COMPONENTS	DATE DUE	Term 1 Week 8	Term 2 Week 9	Term 3 Week 10	Examination period
		IN CLASS OR TAKE HOME	In Class Take Home	In Class Take Home	In Class Take Home	In Class Take Home
IND5-1 IND5-7	WHS and risk management	15%	5%			10%
IND5-2 IND5-8	Design	15%			15%	
IND5-4 IND5-7	Materials	10%		10%		
IND5-3 IND5-7	Tools, equipment and techniques	30%	10%	5%		15%
IND5-5 IND5-6	Workplace communication skills	10%	5%	5%		
IND5-9 IND5-10	Societal and environmental impact	10%			10%	
IND5-9 IND5-10	Links to industry	10%			10%	
<b>TOTAL</b>		<b>100%</b>	20%	20%	35%	25%

	<b>OUTCOMES</b>
<b>A student develops:</b>	<b>A student:</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>IND5-2</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
<b>IND5-4</b>	selects, justifies and uses a range of relevant and associated materials for specific applications
<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
<b>IND5-7</b>	applies and transfers skills, processes and materials to a variety of contexts and projects
<b>IND5-8</b>	evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<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

## Scope and Sequence- 2024

Course:	Industrial Technology- Timber	Year:	9	Stage:	5
T e r m 1 2 0 2 4 - W e e k 1 - T e r m 1 W e e k 8	<b>Unit of Work- 8 Weeks</b>	<b>Unit 1- 6 Piece Puzzle</b>			
	<b>Description</b>	This is the first unit that will introduce students to the practical workshop and the risks that apply. Students will undertake various activities on the WHS requirements and how to utilise to the equipment safely. Students will learn how to safely utilise various Hand Tools and equipment throughout the construction of their 6 piece project. Students will be introduced to pictorial & Orthographic drawings and utilise the drawings to accurately mark out their puzzle pieces.			
	<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 pre sentation of ideas and projects			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS &amp; Risk Management</li> <li>○ Tools, equipment and techniques</li> <li>Workplace communication skills</li> </ul>			
	<i>Life Skills Unit of Work</i>	Unit of work will be modified 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-6			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1- 6 Piece Puzzle</b> ○ 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 <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and pre sentation of ideas andprojects</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 pre sentation of ideas and projects			

T e r m 1 2 0 2 4 - W e e k 9 - T e r m 2 W e e k 1 0	<b>Unit of Work- 12 Weeks</b>	<b>Unit 2- Toolbox</b>
	<b>Description</b>	This unit will introduce students to portable Power Tools & how they are utilised in the production of timber projects. They will learn how to adjust and safely operate the equipment. Students will learn about timber as a material and how it is sustainably harvested. Students will build upon their communication skills and their ability accurately mark out project components from an orthographic drawing.
	<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>IND5-6</b> identifies and participates in collaborative work practices in the learning environment
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<b>Materials</b> <b>Tools, equipment and techniques</b> <b>Workplace communication skills</b>
	<i>Life Skills Unit of Work</i>	Unit of work will be modified 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-7
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 2- Toolbox</b> 20% <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>IND5-6</b> identifies and participates in collaborative work practices in the learning environment
	<b>S2-Reporting Outcomes</b>	<b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment

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- 20 Weeks</b>	<b>Unit 3- Design Project (eg Tabletop Games)</b>
	<b>Description</b>	This unit will develop students design development skills through the design and production of an independent design project. Students will be required to evaluate existing market solutions for design inspiration and illustrate their design ideas through pictorial drawings. Students will investigate new and emerging technologies and how they have impacted the timber industry and the broader community. The unit will include a practical examination.
	<b>Outcomes</b>	<b>Table Top game</b> <b>IND5-2</b> applies design principles in the modification, development and production of projects <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications <b>EXAM</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>IND5-7</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 global ly
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS &amp; Risk Management</li> <li>○ Tools Equipment &amp; Techniques</li> </ul>
	<i>Life Skills Unit of Work</i>	Unit of work will be modified 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-9, INDLS-10
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3- Project Design 35%</b> <b>IND5-2</b> applies design principles in the modification, development and production of projects <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications <b>Assessment Task 4- Practical Examination 25%</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>IND5-7</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 global ly <b>Add IND5-1 WHS into exam</b>
	<b>S2-Reporting Outcomes</b>	<b>IND5-2</b> applies design principles in the modification, development and production of projects <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications

Course:	Industrial Technology - Multimedia	Year:	9	Stage:	5
T e r m 1 , W e e k 1 - T e r m 1 W e e k 8 - 2 0 2 4	<b>Unit of Work</b>	Unit 1 - Skill Development (Industrial Technology Multimedia - Module 1)			
	<b>Description</b>	This is an introductory unit that introduces students to the tools, equipment, processes and WHS required in the production of digital graphics. Students will develop knowledge and skills in the use of digital cameras, industry-standard digital image manipulation software and professional graphics creation and manipulation tools and techniques. There is a strong focus on complying with appropriate 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>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects			
	<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 will be modified 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-6			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>  <b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1 - Design Project 20%</b></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>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> </ul> <ul style="list-style-type: none"> <li>● <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</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>			

T e r m 1 , W e e k 9 - T e r m 2 W e e k 3 - 2 0 2 4	<b>Unit of Work-</b>	<b>Unit 2 - Web Design (Industrial Technology Multimedia - Module 1)</b>
	<b>Description</b>	This unit focuses on developing students' ability to design and plan a major project (Web site). Students explore design factors including the research, planning, sketching and project management required to effectively organise and facilitate a major project production.
	<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>IND5-6</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>○ Materials</li> <li>○ Tools, equipment and techniques</li> <li>○ Workplace communication skills</li> </ul>
	<i>Life Skills Unit of Work</i>	Unit of work will be modified 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-7
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2 - Web Design 20%</b></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 ○ <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</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>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</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 ▪ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>



T e r m 2  , W e e k 4 - T e r m 3 W e e k 1 0 - 2 0 2 4	<b>Unit of Work-</b>	<b>Unit 3 - Video Production (Industrial Technology Multimedia - Module 1)</b>
	<b>Description</b>	This unit allows student to expand and refine skills from the previous units while developing digital video recording and manipulation skills. Students use a range of tools and equipment in the production of their video project and uphold WHS protocol at all times. Students will document the planning, 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>● <b>IND5-2</b> applies design principles in the modification, development and production of 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>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> <li>● <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and global ly <b>Exam</b></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>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> </ul>
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Design</li> <li>○ Societal and environmental impact</li> <li>○ Links to industry</li> <li>○ WHS and risk management</li> <li>○ Tools, equipment and techniques</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 will be modified 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-9, INDLS-10
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 3 - Video Production 35%</b></li> <li>○ <b>IND5-2</b> applies design principles in the modification, development and production of 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>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> <li>○ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and global ly○</li> </ul>

		<p><b>Assessment Task 4 - Examination 25%</b></p> <ul style="list-style-type: none"> <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>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> </ul>
	<p><b>S2 - Reporting Outcomes</b></p>	<ul style="list-style-type: none"> <li>○ <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> <li>○ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and global ly</li> <li>○ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>○ <b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> </ul>



FORMAL ASSESSMENT SCHEDULE – 2024

**INTERNATIONAL STUDIES**

Year: 9

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 Type	Presentation	Research Project
		DATE DUE	Term 2 Week 4	Term 4 Week 6
		IN CLASS OR 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
IS5-1, IS5-2, IS5-3, IS5-4	Knowledge and understanding of the nature of culture	40%	20%	20%
IS5-5, IS5-6	Knowledge and understanding about factors that shape cultural interconnectedness and change	10%	5%	5%
IS5-7, IS5-8, IS5-9	Skills of cultural analysis	30%	10%	20%
IS5-10, IS5-11, IS5-12	Skills of intercultural communication	20%	15%	5%
<b>TOTAL</b>		<b>100%</b>	<b>50%</b>	<b>50%</b>

OBJECTIVES	HSC OUTCOMES
A student develops:	A student:
Knowledge and understanding of the nature of culture	IS5-1: analyses a variety of definitions of culture IS5-2: describes characteristics of culture IS5-3: examines cultural similarities and differences IS5-4: examines cultural diversity IS5-5: accounts for the dynamic nature of culture
Knowledge and understanding about factors that shape cultural interconnectedness and change	IS5-6: identifies influences on cultures and their interconnectedness
Skills of cultural analysis	IS5-7: recognises bias and stereotypes IS5-8: analyses different contexts, perspectives and interpretations of cultural beliefs and practices IS5-9: evaluates culturally significant issues, events and scenarios from a variety of perspectives
Skills of intercultural communication	IS5-10: applies understanding of cultural differences when communicating across cultures IS5-11: applies strategies to challenge stereotypes IS5-12: selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

## SCOPE & SEQUENCE –2024

International Studies Year 10												
Term 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>Core Study - culture and cultural diversity in the contemporary world</b>										
	<b>Description</b>	Study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.										
	<b>Outcomes</b>	IS5-1, IS5-2, IS5-4			IS5-5, IS5-6, IS5-8				IS5-3, IS5-7, IS5-9			
	<b>Subject Specific</b>	<b>Understanding culture</b>			<b>Culture and identity</b>				<b>Case study one: My culture</b>			
	<i>Life Skills Unit of Work</i>	Understanding culture			Culture and identity				Case study one: My culture			
	<i>Life Skills Assessment Task</i>	No Formal Assessment										
	<i>Life Skills Outcomes</i>	ISLS5-1, ISLS2, ISLS-4			ISLS5-5, ISLS5-6, ISLS-8				ISLS5-3, ISLS5-7, ISLS5-9			
	<b>Assessment Task Name, Weighting, Outcomes</b>	No Formal Assessment										
	<b>Reporting Outcomes</b>	IS5-2, IS5-5, IS5-8, IS5-10										

Term 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>Core Study - culture and cultural diversity in the contemporary world</b>										
	<b>Description</b>	Study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.										
	<b>Outcomes</b>	IS5-6, IS5-8, IS5-9, IS5-10, IS5-12							IS5-9, IS5-10, IS5-12			
	<b>Subject Specific</b>	<b>Case study two: Asia-Pacific region</b>				<b>Case study two: other region</b>			<b>Contemporary cultural issues</b>			
	<i>Life Skills Unit of Work</i>	Case study two: Asia-Pacific region				Case study two: other region			Contemporary cultural issues			
	<i>Life Skills Assessment Task</i>	Formal Assessment Task Name: <b>Presentation</b> Due: Term 2, Week 4 Weighting: 50% Task: 1 Outcomes: [ISLS5-2, IS5-5, IS5-10]										
	<i>Life Skills Outcomes</i>	ISLS5-6, ISLS5-8, ISLS5-9, ISLS5-10, ISLS5-12							ISLS5-9, ISLS5-10, ISLS5-12			
	<b>Assessment Task Name, Weighting, Outcomes</b>	Formal Assessment Task Name: <b>Presentation</b> Due: Term 2, Week 4 Weighting: 50% Task: 1 Outcomes: [IS5-2, IS5-5, IS5-8, IS5-10]										
	<b>Reporting Outcomes</b>	IS5-2, IS5-5, IS5-8, IS5-10										

		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>Culture and Beliefs</b>									
	<b>Description</b>	Students study religions and beliefs and the ways in which these interact with, and influence, cultures.									
	<b>Outcomes</b>	IS5-2	IS5-3, IS5-6	IS5-4, IS5-6, IS5-8, IS5-12					IS5-6, IS5-8	IS5-2, IS5-8	
	<b>Subject Specific</b>	<b>Overview</b>	<b>Indigenous spirituality</b>	<b>Origins and beliefs</b>					<b>Practices</b>	<b>Focus study</b>	
	<i>Life Skills Unit of Work</i>	Overview	Indigenous spirituality	Origins and beliefs					Practices	Focus study	
	<i>Life Skills Assessment Task</i>	No Formal Assessment									
	<i>Life Skills Outcomes</i>	ISLS5-2, ISLS5-3, ISLS5-6			ISLS5-4, ISLS5-6, ISLS5-8, ISLS5-12					ISLS5-6, ISLS5-8, ISLS5-2, ISLS5-8	
	<b>Assessment Task Name, Weighting, Outcomes</b>	No Formal Assessment									
	<b>Reporting Outcomes</b>	IS5-3, IS5-6, IS5-9, IS5-12									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
T e r m 4	<b>Unit of Work</b>	<b>Culture and Food</b>					<b>Culture in Film and Literature</b>					
	<b>Description</b>	Students how culture is created and expressed through food					Students investigate the representation of culture in film and literature through a case study					
	<b>Outcomes</b>	IS5-3, IS5-4	IS5-6, IS5-10	IS5-6, IS5-10, IS5-12		IS5-2, IS5-3, IS5-5		IS5-5, IS5-6, IS5-12				
	<b>Subject Specific</b>	<b>Food</b>	<b>Practices</b>	<b>Customs</b>		<b>Portrayal of Culture</b>		<b>Case Study</b>				
	<i>Life Skills Unit of Work</i>	Food	Practices	Customs		Portrayal of Culture		Case Study				
	<i>Life Skills Assessment Task</i>	Formal Assessment Task Name: <b>Research Project</b> Due: Term 4, Week 6 Weighting: 50% Task: 2 Outcomes: [ISLS5-3, ISLS5-6, ISLS5-12]										
	<i>Life Skills Outcomes</i>	ISLS5-3, ISLS5-4, ISLS5-6, ISLS5-10, ISLS5-12					ISLS5-2, ISLS5-3, ISLS5-5, ISLS5-6, ISLS5-12					
	<b>Assessment Task Name, Weighting, Outcomes</b>	Formal Assessment Task Name: <b>Research Project</b> Due: Term 4, Week Weighting: 50% Task: 2 Outcomes: [IS5-3, IS5-6, IS5-9, IS5-12]										
	<b>Reporting Outcomes</b>	IS5-3, IS5-6, IS5-9, IS5-12										



## ASSESSMENT SCHEDULE – 2024

# MATHEMATICS

Year: 9

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	Topic Tests	Half-Yearly	Topic Tests	Yearly
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>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>
<b>Knowledge, Understanding and skills:</b> Number and Algebra, Measurement and Space, Statistics and Probability	<b>50%</b>	<b>15%</b>	<b>10%</b>	<b>15%</b>	<b>10%</b>
Note: 9M1, 9M2 & 9M3 will be assessed on pathways content (Extension)					
All other classes will be assessed on core content					
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

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> )

## SCOPE & SEQUENCE –2024

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
T e r m 1	<b>Unit of Work</b>	<b>Algebra</b>			<b>Trigonometry</b>			<b>Indices</b>			<b>Equations</b>		
	<b>Description</b>	As well as reinforcing Stage 4 concepts, this topic introduces operations involving algebraic fractions, simplifying expressions that include expansions and binomial product expansions.			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.			In this topic, students learn to operate with algebraic expressions with positive, zero and negative indices, and apply this to very small and large units of measurement			This topic is a review of Stage 4 content with an extension of solving simple quadratic equations for those students in mainstream classes.		
	<b>Core Outcomes</b>	<b>MAO-WM-01</b> <b>MA5-ALG-C-01:</b> simplifies algebraic fractions with numerical denominators and expands algebraic expressions			<b>MAO-WM-01</b> <b>MA5-TRG-C-01:</b> applies trigonometric ratios to solve right-angled triangle problems			<b>MAO-WM-01</b> <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</b> <b>MA5-EQU-C-01:</b> solves linear equations of up to 3 steps, limited to one algebraic fraction		
	<b>Path Outcomes</b>												
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A											
	<i>Life Skills Unit of Work</i>	<b>Language of Mathematics</b>			<b>Ordering Numbers</b>			<b>Patterns</b>			<b>Add and Subtract</b>		
	<i>Life Skills Outcomes</i>	<b>MALS-LAN-01:</b> recognises language that represents number <b>MALS-LAN-02:</b> responds to and uses language that represents number			<b>MALS-REP-01:</b> represents number in everyday contexts <b>MALS-COM-01:</b> compares and orders numbers			<b>MALS-PAT-01:</b> recognises and applies patterns in everyday contexts			<b>MALS-ADS-01:</b> uses strategies for addition and subtraction		
	<b>Assessment Task Name, Weighting, Number</b>				Algebra Topic Test 5%				Trigonometry Topic Test 5%			Indices Topic Test 5%	
	<b>Reporting (outcomes assessed)</b>				MAO-WM-01, MA5-ALG-C-01 Sem1 Report			MAO-WM-01, MA5-TRG-C-01 Sem1 Report			MAO-WM-01, MA5-IND-C-01 Sem1 Report		

		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>Equations</b>	<b>Half Yearly Exam</b>		<b>Earning Money</b>			<b>Data Analysis</b>				
	<b>Description</b>	Same as previous	This time will be used to review Term 1 content in preparation for the Half-Yearly Exam		In this topic, students solve problems involved in earning money and paying tax. Also look at simple interest calculations and spending money problems.			This topic builds upon the statistical measures taught in Stage 4. Standard Deviation, 5-figure summaries and box-&-whisker plots are introduced.				
	<b>Core Outcomes</b>	Same as previous			<b>MAO-WM-01</b> <b>MA5-FIN-C-01:</b> solves financial problems involving simple interest, earning money and spending money			<b>MAO-WM-01</b> <b>MA5-DAT-C-01:</b> compares and analyses datasets using summary statistics and graphical representations				
	<b>Path Outcomes</b>	N/A	N/A		N/A			N/A				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>		<b>Multiply and Divide</b>		<b>Working With Money</b>			<b>Fractions, Decimals and Percentages</b>				
	<i>Life Skills Outcomes</i>		<b>MALS-MDI-01:</b> uses strategies for multiplication and division		<b>MALS-FIN-01:</b> demonstrates knowledge of money in everyday contexts			<b>MALS-ADS-01:</b> uses strategies for addition and subtraction <b>MALS-MDI-01</b> uses strategies for multiplication and division				
	<b>Assessment Task Name, Weighting, Number</b>		Half-Yearly Examination 20%		Earning Money Topic Test 5%			Data Analysis Topic Test 5%				
	<b>Reporting (outcomes assessed)</b>		MAO-WM-01 MA5-ALG-C-01 MA5-TRG-C-01 MA5-IND-C-01 MA5-EQU-C-01 Semester 1 Rep		MAO-WM-01, MA5-FIN-C-01 Semester 2 Report			MAO-WM-01, MA5-DAT-C-01 Semester 2 Report				

		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>Measurement</b>		<b>Surface Area</b>			<b>Coordinate Geometry</b>			<b>Volume</b>		
	<b>Description</b>	This topic introduces common prefixes used for measurements, measurement error and working with very large or small numbers using scientific notation.		In this topic, students learn to find the perimeters and areas of composite shapes, the surface area of right prisms and cylinders with/without using its net. SA of composite are also found.			In this topic, students learn to graph linear equations, as well as find the length, midpoint and gradient of intervals of linear graphs.			This topic examines finding the volume of right prisms and cylinders, as well as volumes of composite solids comprised of the above.		
	<b>Core Outcomes</b>	<b>MAO-WM-01</b> <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>MAO-WM-01</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>MAO-WM-01</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>MAO-WM-01</b> <b>MA5-VOL-C-01:</b> solves problems involving the volume of composite solids consisting of right prisms and cylinders		
	<b>Path Outcomes</b>	N/A		N/A			N/A			N/A		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	<b>Working With Time</b>		<b>Decimals and Percentages</b>			<b>Length</b>			<b>Shapes and Solids</b>		
	<i>Life Skills Outcomes</i>	<b>MALS-TIM-02:</b> organises and measures time in everyday contexts		<b>MALS-DEP-01:</b> demonstrates knowledge of decimals and percentages in everyday contexts			<b>MALS-LEN-01:</b> measures and uses length in everyday contexts			<b>MALS-GEO-01:</b> explores 2-dimensional shapes and 3-dimensional objects		
	<b>Assessment Task Name, Weighting, Number</b>	Measurement Topic Test 5%		Surface Area Topic Test 5%			Coordinate Geometry Topic Test 5%			Volume Topic Test 5%		
	<b>Reporting (outcomes assessed)</b>	MAO-WM-01 MA5-MAG-C-01 Semester 2 Report		MAO-WM-01 MA5-ARE-C-01 Semester 2 Report			MAO-WM-01 MA5-LIN-C-01 Semester 2 Report			MAO-WM-01 MA5-VOL-C-01 Semester 2 Report		

		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>Probability</b>		<b>Yearly Examination</b>		<b>Similarity</b>			<b>Introduction to Networks</b>			
	<b>Description</b>	This topic builds upon probability principles covered in Stage 4. Multi-stage probabilities are determined using tree diagrams and probability tables.		This time will be used to review content in preparation for the Yearly Exam		In this topic, students identify and describe similar figures as well solve problems relating to scale drawings			This is a pathway topic which introduces many of the network principles that will be studied in the Mathematics Standard courses in Years 11 and 12.			
	<b>Core Outcomes</b>	<b>MAO-WM-01</b> <b>MA5-PRO-C-01:</b> solves problems involving probabilities in multistage chance experiments and simulations		All semester 2 outcomes		<b>MAO-WM-01</b> <b>MA5-GEO-C-01:</b> identifies and applies the properties of similar figures and scale drawings to solve problems			<b>MAO-WM-01</b>			
	<b>Path Outcomes</b>	N/A		N/A		N/A			<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> )			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	<b>Probability</b>		<b>Area</b>		<b>Volume</b>			<b>Statistics</b>			
	<i>Life Skills Outcomes</i>	<b>MALS-PRO-01:</b> applies chance and probability to everyday events		<b>MALS-ARE-01:</b> measures and uses area in everyday contexts		<b>MALS-VOL-01:</b> measures and uses volume, capacity and mass in everyday contexts			<b>MALS-DAT-02</b> interprets information from data displays			
	<b>Assessment Task Name, Weighting, Number</b>	Probability Topic Test 5%		Yearly Examination 20%		Similarity Assignment			Networks ssignment			
	<b>Reporting (outcomes assessed)</b>	MAO-WM-01 MA5-PRO-C-01 Semester 2 Report		All semester 2 outcomes Semester 2 Report		MAO-WM-01 MA5-GEO-C-01			MAO-WM-01 MA5-NET-P-01			

### Mathematics Extension

		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>Indices</b>			<b>Trigonometry 1</b>			<b>Financial Maths</b>		<b>Products and Factors</b>		
	<b>Description</b>	In this topic, students cover the core stage 5 algebra plus learn to operate with algebraic expressions with positive, zero and negative indices, and apply this to very small and large units of measurement			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			This topic examines problems involved in earning money, spending money and simple interest.		This topic will delve into expanding binomial products and factorising quadratic binomial/trinomials. It will also look at utilising these skills to perform operations with algebraic fractions.		
	<b>Core Outcomes</b>	<b>MAO-WM-01</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</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</b> <b>MA5-FIN-C-01:</b> solves financial problems involving simple interest, earning money and spending money.		<b>MAO-WM-01</b> <b>MA5-ALG-C-01:</b> simplifies algebraic fractions with numerical denominators and expands algebraic expressions.		
	<b>Path Outcomes</b>	<b>MA5-ALG-P-01:</b> simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions ( <i>Path: Adv</i> ) <b>MA5-IND-P-02:</b> describes and performs operations with surds and fractional indices ( <i>Path: Adv</i> )								<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> )		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<b>Life Skills Unit of Work</b>	N/A										
	<b>Life Skills Outcomes</b>	N/A										
	<b>Assessment Task Name, Weighting, Number</b>	Indices Topic Test 5%			Trigonometry 1 Topic Test 5%			Financial Maths 1 Topic Test 5%		Products and Factors Topic Test 5%		
	<b>Reporting (outcomes assessed)</b>	MAO-WM-01, MA5-ALG-C-01, MA5-IND-C-01 MA5-ALG-P-01, MA5-IND-P-02 Semester 1 Report			MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02 Semester 1 Report			MAO-WM-01, MA5-FIN-C-01 Semester 1 Report		MAO-WM-01, MA5-ALG-C-01 MA5-ALG-P-01, MA5-ALG-P-02 Semester 1 Report		

		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>Half Yearly Exam</b>			<b>Data Analysis</b>			<b>Equations</b>				
	<b>Description</b>	This time will be used to review Term 1 content in preparation for the Half-Yearly Exam			This topic builds upon the statistical measures taught in Stage 4. Standard Deviation, 5-figure summaries and box-&-whisker plots are introduced. Students will also involved in conducting and analysing their own surveys.			This topic involves solving linear equations up to 3 or more steps, linear inequalities, quadratic equations and simple cubic equations.				
	<b>Core Outcomes</b>	<b>MAO-WM-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-FIN-C-01</b>			<b>MAO-WM-01</b> <b>MA5-DAT-C-01:</b> compares and analyses datasets using summary statistics and graphical representations			<b>MAO-WM-01</b> <b>MA5-EQU-C-01:</b> solves linear equations of up to 3 steps, limited to one algebraic fraction				
	<b>Path Outcomes</b>	<b>MA5-ALG-P-01, MA5-ALG-P-02, MA5-IND-P-02</b>			<b>MA5-DAT-P-01:</b> plans, conducts and reviews a statistical inquiry into a question of interest ( <i>Path: Stn, Adv</i> )			<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>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<b>Life Skills Unit of Work</b>	N/A										
	<b>Life Skills Outcomes</b>	N/A										
	<b>Assessment Task Name, Weighting, Number</b>	Half-Yearly Examination 20%			Data Analysis Topic Test 5%			Equations Topic Test 5%				
	<b>Reporting (outcomes assessed)</b>	MAO-WM-01, MA5-ALG-C-01, MA5-IND-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MA5-FIN-C-01 MA5-ALG-P-01, MA5-ALG-P-02, MA5-IND-P-02 Semester 1 Report			MAO-WM-01, MA5-DAT-C-01 MA5-DAT-P-01 Semester 2 Report			MAO-WM-01, MA5-EQU-C-01 MA5-EQU-P-01, MA5-EQU-P-02 Semester 2 Report				

	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>Measurement</b>	<b>Surface Area</b>			<b>Coordinate Geometry</b>			<b>Volume</b>		
	<b>Description</b>	This topic introduces common prefixes used for measurements, measurement error and working with very large or small numbers using scientific notation.	In this topic, students learn to find the perimeters and areas of composite shapes, the surface area of right prisms and cylinders with/without using its net. SA of composite are also found. The extension component will examine finding SA of pyramids, cones and spheres.			In this topic, students learn to graph and solve linear equations, as well as find the length, midpoint and gradient of intervals of linear graphs. Extension students look further at non-linear equations and how to graph them. The extension component introduces the formulas for finding the gradient, midpoint and distance.			This topic examines finding the volume of right prisms and cylinders, as well as volumes of composite solids comprised of the above. Extension includes volume of pyramids, cones and spheres.		
	<b>Core Outcomes</b>	<b>MAO-WM-01</b> <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>MAO-WM-01</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>MAO-WM-01</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>MAO-WM-01</b> <b>MA5-VOL-C-01:</b> solves problems involving the volume of composite solids consisting of right prisms and cylinders		
	<b>Path Outcomes</b>	N/A	<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> )			<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-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> )		
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A									
	<b>Life Skills Unit of Work</b>	N/A									
	<b>Life Skills Outcomes</b>	N/A									
	<b>Assessment Task Name, Weighting, Number</b>	Surface Area Topic Test 5%					Coordinate Geometry Topic Test 5%			Volume Topic Test 5%	
	<b>Reporting (outcomes assessed)</b>	MAO-WM-01, MA5-MAG-C-01, MA5-ARE-P-01 Semester 2 Report					MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-01 Semester 2 Report			MAO-WM-01 MA5-VOL-C-01 MA5-VOL-P-01 Semester 2 Report	



		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>Probability</b>		<b>Yearly Examination</b>		<b>Similarity and Congruency</b>			<b>Introduction to Networks</b>			
	<b>Description</b>	This topic builds upon probability principles covered in Stage 4. Multi-stage probabilities are determined using tree diagrams and probability tables, Venn diagrams and two-way tables.		This time will be used to review content in preparation for the Yearly Exam		In this topic, students identify and describe similar figures as well solve problems relating to scale drawings			This is a pathway topic which introduces many of the network principles that will be studied in the Mathematics Standard courses in Years 11 and 12.			
	<b>Core Outcomes</b>	<b>MA5-PRO-C-01:</b> solves problems involving probabilities in multistage chance experiments and simulations		All semester 2 outcomes		<b>MAO-WM-01</b> <b>MA5-GEO-C-01:</b> identifies and applies the properties of similar figures and scale drawings to solve problems			<b>MAO-WM-01</b>			
	<b>Path Outcomes</b>	<b>MA5-PRO-P-01:</b> solves problems involving Venn diagrams, 2-way tables and conditional probability <i>(Path: Adv)</i>		All semester 2 outcomes		<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>			<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>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<b>Life Skills Unit of Work</b>	N/A										
	<b>Life Skills Outcomes</b>	N/A										
	<b>Assessment Task Name, Weighting, Number</b>	Probability Topic Test 5%		Yearly Examination 20%		Similarity Assignment			Networks assignment			
	<b>Reporting (outcomes assessed)</b>	MAO-WM-01 MA5-PRO-C-01, MA5-PRO-P-01 Semester 2 Report		All semester 2 outcomes Semester 2 Report		MAO-WM-01 MA5-GEO-C-01, MA5-GEO-P-01, MA5-GEO-P-02			MAO-WM-01 MA5-NET-P-01			



## ASSESSMENT SCHEDULE – 2024

# MUSIC 200HR

## Year: 9

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 Small Ensembles	Musical Theatre	Australian Music	Technology and its Influence on Music
OUTCOMES:	COMPONENTS	DATE DUE	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6
		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 type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
5.1, 5.2, 5.3 LS.1, LS.2, LS.3	PERFORMING	40%	Students perform their arrangement for small ensembles in either the pop or rock music genres. Students can choose either the Extension, Core or Differentiated tasks (Groups) 10%	Students perform a Musical theatre piece. Students can choose either the Extension, Core, or Differentiated Task. (Individual or Groups) 15%	Students arrange and perform an iconic Australian Music piece. Students can choose either the Extension, Core, or Differentiated Task. (Individual or Groups) 15%	
5.4, 5.5, 5.6 LS.4, LS.5, LS.6	COMPOSING	35%	Students arrange a piece of music for small ensembles in the pop or rock music genres. Students are to manipulate the concepts of music. Students will submit a written explanation of their musical choices of 600 words. Students can choose either the Extension, Core or Differentiated tasks (Groups) 15%			Students use sampled found sounds, record these using technology and create a composition using a music software program. Students can choose either the Extension, Core, or Differentiated Task 20%
5.7, 5.8 LS.7, LS.8	LISTENING	25%		Students are to work in pairs to create and present their research on a musical theatre composer. Students can choose either the Extension, Core, or Differentiated Task. (Groups) 15%	Students need to complete an aural analysis of the chosen Australian Music piece. Students can choose either the Extension, Core, or Differentiated Task 10%	
<b>TOTAL</b>		<b>100%</b>	25%	30%	25%	20%

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<p><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.</p>	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
<p><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.</p>	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
<p><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.</p>	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.

## SCOPE & SEQUENCE –2024

<b>Course:</b>	<b>Music</b>	<b>Year:</b>	<b>9 200hr</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 Small Ensembles</b>									
	<p><b>Description</b> Students will explore different small ensembles through a range of repertoire and genres. Through listening, composing and performing students will have a comprehensive understanding of how small ensembles work and how to cohesively perform within one.</p>	<b>Listening</b>									
		Medieval Music - Students are to watch and listen to the performance of 'Saltarello' by the Voices of Music answer concept questions.	Classical Music - What is classical music - Definition, Composers, and History.	Music of the 20th Century. students do an aural analysis and research of Stravinsky.	Jazz - A short history of Jazz ensembles. John Coltraine and Chad L.B Trio.	Musical Theatre - History of Musical Theatre, Shows - "In the Heights" focussing on "Breathe" discussions around feeling/moods and lyrics.	Ensemble Communication Skills. Funk Fusion - Recording of performance for AT.		Research and presentation of their favourite ensemble using scaffolded questioning.		
		<b>Composing</b>									
		Compose own eight bar melody for a 'Saltarello' using at least two of the four rhythms provided in the previous activity.	Graphic notation - Using Compositional Technique cards to create a graphic score to an excerpt of music.	Improvisation embedding that into their AT.		Pass the Rhythm - Creation of rhythms focusing on non verbal communication in ensembles.	Students writing their rationale for their concept manipulations within their Assessment Task performance. Viewing recording	Submission of 600 word rationale.			
		<b>Performing</b>									
Identify the rhythmic cells	Perform the								performance of		

	contained within the A section of the score of 'Saltarello'. Students are to perform the different rhythmic cells in groups.	classroom arrangement of 'Eine Kleine Nachtmusik' movement 1 – 'Allegro'.	Students work collaboratively on their Assessment Task performing in their small ensembles.					assessment piece	Students will perform their arrangement for small ensembles.	
<b>Outcomes</b>	L - 5.8 C - 5.4 P -5.1, 5.2	L - 5.8 C - 5.4 P -5.3	L - 5.7 C - 5.5 P -5.4	L - 5.12 C - 5.4 P -5.1	L - 5.12 C - 5.4 P -5.1	L - 5.11 C - 5.4 P -5.3	L - 5.7 C - 5.4	C - 5.4 P -5.1	L - 5.7	L - 5.7
<b>Concept focus</b>	Tone Colour, Pitch, Dynamics and Expressive Techniques									
<i>Life Skills Unit of Work</i>	<b>Music for Small Ensembles</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.1, LS.4</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 1: Music for Small Ensembles 25% 5.1, 5.4</b>									
<b>Reporting Outcomes</b>	<b>5.1, 5.4</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>Musical Theatre</b>									
	<b>Description</b>	<b>Listening</b>									
	Students in this unit will begin to build upon the skills developed during Term 1, expanding their repertoire with a Musical Theatre Focus.	Explore history, conventions and characteristics of Musical Theatre. Watch Matilda the Musical.	Exploration of sheet music - sourcing, reading and interpretation.	Revision of duration and pitch. Structuring paragraph responses.	Research task component of assessment task 2 individually or in pairs. Continue development of writing skills with focus on paragraph responses.	Presentation of research task	Defying gravity listening activity. Independent aural analysis of piece.				

		<b>Composing</b>					
						Composing their own lyrics to a musical theatre piece.	
		<b>Performing</b>					
		Begin exploring repertoire choices for assessment task 2	Selection of repertoire for assessment task 2 Exploration of working in a small ensemble setting.	Practicing and refining assessment task piece.	Performance of assessment task piece		
	<b>Outcomes</b>	L - 5.7, 5.10 P - 5.1, 5.2, 5.3	L - 5.8, 5.9 P - 5.1, 5.2, 5.3	L - 5.7, 5.8, 5.10 P - 5.1, 5.2, 5.3	L - 5.7, 5.8 P - 5.1, 5.3	L - 5.7, 5.8	C - 5.4
	<b>Concept focus</b>	Duration, Pitch					
	<i>Life Skills Unit of Work</i>	<b>Musical Theatre</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.3, LS.7</b>					
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 2: Musical Theatre 30% 5.2, 5.7</b>					
<b>Reporting Outcomes</b>	<b>5.2, 5.7</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>Australian Music</b>									
	<b>Description</b> Students in this unit will continue to build upon the skills developed terms 1 and 2, expanding their repertoire with an Australian Music Focus. Students will explore Australian music repertoire through a range of influential artists including traditional and contemporary First Nations peoples.	<b>Listening</b>									
		Introduction to new unit. Distribution of Assessment Task. Revision and exploration of traditional notation and note values.	Revision of pitch, structure, tone colour and texture. Analysis of Australian rock repertoire. Introduction to arranging.	Analysis of The Temper Trap D/S/TC	Analysis of Gang of Youths P/T/D+ET	Work on assessment task analysis	submission of aural analysis	Exploration of traditional First Nations music. Analysis of repertoire. Introduction to songlines.			
		<b>Composing</b>									
		Australian art composition - individually or in pairs composing a 30 second piece inspired by Australian Art	Lead sheet arrangement activity	practice and refinement of assessment task arrangement				Songlines and soundscapes composition using a range of traditional instruments and sound sources			
		<b>Performing</b>									
		Australian art composition practice, refinement and performance	Lead sheet arranging activity experimentation Begin work on assessment task piece.	practice and refinement of assessment task performance			performance of assessment piece	Performance of soundscape			
	<b>Outcomes</b>	L - 5.7, 5.8, 5.11, 5.12 P - 5.1, 5.2	L - 5.6, 5.8, 5.9 C - 5.4 P - 5.1, 5.3	L - 5.7, 5.9 C - 5.4 P - 5.1, 5.3			L - 5.7, 5.9 C - P - 5.1, 5.3	L - 5.7, 5.8, 5.9 C - 5.4, 5.5 P - 5.1, 5.2			
	<b>Concept focus</b>	Pitch, Tone Colour, Structure, Texture									
	<i>Life Skills Unit of Work</i>	<b>Australian Music</b>									
	<i>Life Skills Assessment</i>	formative assessment of student vocalising, singing or playing an instrument in response to a range of music. Formative assessment of communication in response to a variety of music.									
	<i>Life Skills Outcomes</i>	<b>LS.2, LS.8</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3: Australian Music 25% 5.3, 5.8</b>										
<b>Reporting Outcomes</b>	<b>5.3, 5.8</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>Technology and its Influence on Music</b>										
	<b>Description</b>	<b>Listening</b>										
		Introduction to Technology in Music. Students analyse pieces to discuss influence of technology.	Discussion with the teacher about student's creative process.	Assessment Task 4 - Technology and Its Influence on Music Due. Present and listen as a class. Discussions around intent.	Students complete research task on the use of technology in music recording, performing and consumption, and prepare a presentation	Students present research tasks. Students conduct artist study.						
		<b>Composing</b>										
		Introduction to DAW software - experimentation of sound sources.	Students continue Assessment Task composition work. Submit Task in Week 5.		Students select existing pieces of music to study and arrange in the style of their desired artist.	Students add augments to their arrangements.						
	<b>Performing</b>											
											Students perform arrangement with an emphasis on technology	
	<b>Outcomes</b>	L - 5.8, 5.9 C - 4.5, 4.6	L - 5.8, 5.9 C - 4.5, 4.6	L - 5.8, 5.9 C - 4.5, 4.6	C - 4.5, 4.6	C - 4.5, 4.6	L - 5.8, 5.9	C - 4.5, 4.6	C - 4.5, 4.6 P -5.1, 5.3, 5.4	C - 4.5, 4.6 P -5.1, 5.2, 5.3, 5.4	C - 4.5, 4.6 P -5.1, 5.2, 5.3, 5.4	
<b>Concept focus</b>	Texture, Structure, Dynamics and Expressive Techniques											



	<i>Life Skills Unit of Work</i>	<b>Technology and its Influence on Music</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</b>
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 4: Technology and its Influence on Music - 20%</b> <b>5.5, 5.6</b>
	<b>Reporting Outcomes</b>	<b>5.5, 5.6</b>



## ASSESSMENT SCHEDULE – 2024

# MUSIC 100HR

Year: 9

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 Small Ensembles	Musical Theatre	Australian Music	Technology and its Influence on Music
OUTCOMES:	COMPONENTS	DATE DUE	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6
		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 type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
5.1, 5.2, 5.3 LS.1, LS.2, LS.3	PERFORMING	40%	Students perform their arrangement for small ensembles in either the pop or rock music genres. Students can choose either the Extension, Core or Differentiated tasks (Groups) <b>10%</b>	Students perform a Musical theatre piece. Students can choose either the Extension, Core, or Differentiated Task. (Individual or Groups) <b>15%</b>	Students arrange and perform an iconic Australian Music piece. Students can choose either the Extension, Core, or Differentiated Task. (Individual or Groups) <b>15%</b>	
5.4, 5.5, 5.6 LS.4, LS.5, LS.6	COMPOSING	35%	Students arrange a piece of music for small ensembles in the pop or rock music genres. Students are to manipulate the concepts of music. Students will submit a written explanation of their musical choices of 600 words. Students can choose either the Extension, Core or Differentiated tasks (Groups) <b>15%</b>			Students use sampled found sounds, record these using technology and create a composition using a music software program. Students can choose either the Extension, Core, or Differentiated Task <b>20%</b>
5.7, 5.8 LS.7, LS.8	LISTENING	25%		Students are to work in pairs to create and present their research on a musical theatre composer. Students can choose either the Extension, Core, or Differentiated Task. (Groups) <b>15%</b>	Students need to complete an aural analysis of the chosen Australian Music piece. Students can choose either the Extension, Core, or Differentiated Task <b>10%</b>	
<b>TOTAL</b>		<b>100%</b>	25%	30%	25%	20%

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<p><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.</p>	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
<p><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.</p>	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
<p><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.</p>	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.

<b>Course:</b>	<b>Music</b>	<b>Year:</b>	<b>9 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 Small Ensembles</b>										
	<b>Description</b> Students will explore different small ensembles through a range of repertoire and genres. Through listening, composing and performing students will have a comprehensive understanding of how small ensembles work and how to cohesively perform within one.	<b>Listening</b>										
		Medieval Music - Students are to watch and listen to the performance of 'Saltarello' by the Voices of Music answer concept questions.	Classical Music - What is classical music - Definition, Composers, and History.	Music of the 20th Century. students do an aural analysis and research of Stravinsky.	Jazz - A short history of Jazz ensembles. John Coltraine and Chad L.B Trio.	Musical Theatre - History of Musical Theatre, Shows - "In the Heights" focussing on "Breathe" discussions around feeling/moods and lyrics.	Ensemble Communication Skills. Funk Fusion - Recording of performance for AT.					Research and presentation of their favourite ensemble using scaffolded questioning.
		<b>Composing</b>										
		Compose own eight bar melody for a 'Saltarello' using at least two of the four rhythms provided in the previous activity.		Graphic notation - Using Compositional Technique cards to create a graphic score to an excerpt of music.	Improvisation embedding that into their AT.		Pass the Rhythm - Creation of rhythms focusing on non verbal communication in ensembles.	Students writing their rationale for their concept manipulations within their Assessment Task performance. Viewing recording	Submission of 600 word rationale.			
<b>Performing</b>												
Identify the rhythmic cells contained within the A section of the	Perform the classroom arrangement	Students work collaboratively on their Assessment Task performing in their small ensembles.							performance of assessment piece			

	score of 'Saltarello'. Students are to perform the different rhythmic cells in groups.	ent of 'Eine Kleine Nachtmusik' movement 1 – 'Allegro'.						Students will perform their arrangement for small ensembles.		
<b>Outcomes</b>	L - 5.8 C - 5.4 P -5.1, 5.2	L - 5.8 C - 5.4 P -5.3	L - 5.7 C - 5.5 P -5.4	L - 5.12 C - 5.4 P -5.1	L - 5.12 C - 5.4 P -5.1	L - 5.11 C - 5.4 P -5.3	L - 5.7 C - 5.4	C - 5.4 P -5.1	L - 5.7	L - 5.7
<b>Concept focus</b>	Tone Colour, Pitch, Dynamics and Expressive Techniques									
<i>Life Skills Unit of Work</i>	<b>Music for Small Ensembles</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.1, LS.4</b>									
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 1: Music for Small Ensembles 25% 5.1, 5.4</b>									
<b>Reporting Outcomes</b>	<b>5.1, 5.4</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>Musical Theatre</b>										
	<b>Description</b> Students in this unit will begin to build upon the skills developed during Term 1, expanding their repertoire with a Musical Theatre Focus.	<b>Listening</b>										
		Explore history, conventions and characteristics of Musical Theatre. Watch Matilda the Musical.	Exploration of sheet music - sourcing, reading and interpretation.	Revision of duration and pitch. Structuring paragraph responses.	Research task component of assessment task 2 individually or in pairs. Continue development of writing skills with focus on paragraph responses.	Presentation of research task	Defying gravity listening activity. Independent aural analysis of piece.					
		<b>Composing</b>										
											Composing their own lyrics to a musical theatre piece.	
		<b>Performing</b>										
		Begin exploring repertoire choices for assessment task 2	Selection of repertoire for assessment task 2 Exploration of working in a small ensemble setting.	Practicing and refining assessment task piece.	Performanc e of assessment task piece							
	<b>Outcomes</b>	L - 5.7, 5.10 P - 5.1, 5.2, 5.3	L - 5.8, 5.9 P - 5.1, 5.2, 5.3	L - 5.7, 5.8, 5.10 P - 5.1, 5.2, 5.3	L - 5.7, 5.8 P - 5.1, 5.3	L - 5.7, 5.8	C - 5.4					
	<b>Concept focus</b>	Duration, Pitch										
	<i>Life Skills Unit of Work</i>	<b>Musical Theatre</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.3, LS.7</b>										
Assessment Task Name, Weighting, Number, Outcomes	<b>Assessment Task 2: Musical Theatre 30% 5.2, 5.7</b>											
<b>Reporting Outcomes</b>	<b>5.2, 5.7</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>Australian Music</b>										
	<b>Description</b> Students in this unit will continue to build upon the skills developed terms 1 and 2, expanding their repertoire with an Australian Music Focus. Students will explore Australian music repertoire through a range of influential artists including traditional and contemporary First Nations peoples.	<b>Listening</b>										
		Introduction to new unit. Distribution of Assessment Task. Revision and exploration of traditional notation and note values.	Revision of pitch, structure, tone colour and texture. Analysis of Australian rock repertoire. Introduction to arranging.	Analysis of The Temper Trap D/S/TC	Analysis of Gang of Youths P/T/D+ET	Work on assessment task analysis	submission of aural analysis	Exploration of traditional First Nations music. Analysis of repertoire. Introduction to songlines.				
		<b>Composing</b>										
		Australian art composition - individually or in pairs composing a 30 second piece inspired by Australian Art	Lead sheet arrangement activity	practice and refinement of assessment task arrangement					Songlines and soundscapes composition using a range of traditional instruments and sound sources			
		<b>Performing</b>										
	Australian art composition practice, refinement and performance	Lead sheet arranging activity experimentation Begin work on assessment task piece.	practice and refinement of assessment task performance				performance of assessment piece	Performance of soundscape				
	<b>Outcomes</b>	L - 5.7, 5.8, 5.11, 5.12 P - 5.1, 5.2	L - 5.6, 5.8, 5.9 C - 5.4 P - 5.1, 5.3	L - 5.7, 5.9 C - 5.4 P - 5.1, 5.3				L - 5.7, 5.9 C - P - 5.1, 5.3	L - 5.7, 5.8, 5.9 C - 5.4, 5.5 P - 5.1, 5.2			
	<b>Concept focus</b>	Pitch, Tone Colour, Structure, Texture										
	<i>Life Skills Unit of Work</i>	<b>Australian Music</b>										
<i>Life Skills Assessment</i>	formative assessment of student vocalising, singing or playing an instrument in response to a range of music. Formative assessment of communication in response to a variety of music.											
<i>Life Skills Outcomes</i>	<b>LS.2, LS.8</b>											
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3: Australian Music 25% 5.3, 5.8</b>											
<b>Reporting Outcomes</b>	<b>5.3, 5.8</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>Technology and its Influence on Music</b>										
	<b>Description</b>	<b>Listening</b>										
		Introduction to Technology in Music. Students analyse pieces to discuss influence of technology.	Discussion with the teacher about student's creative process.	Assessment Task 4 - Technology and Its Influence on Music Due. Present and listen as a class. Discussions around intent.	Students complete research task on the use of technology in music recording, performing and consumption, and prepare a presentation	Students present research tasks. Students conduct artist study.						
		<b>Composing</b>										
		Introduction to DAW software - experimentation of sound sources.	Students continue Assessment Task composition work. Submit Task in Week 5.			Students select existing pieces of music to study and arrange in the style of their desired artist.	Students add augments to their arrangements.					
		<b>Performing</b>										
											Students perform arrangement with an emphasis on technology	
	<b>Outcomes</b>	L - 5.8, 5.9 C - 4.5, 4.6	L - 5.8, 5.9 C - 4.5, 4.6	L - 5.8, 5.9 C - 4.5, 4.6	C - 4.5, 4.6	C - 4.5, 4.6	L - 5.8, 5.9	C - 4.5, 4.6	C - 4.5, 4.6 P -5.1, 5.3, 5.4	C - 4.5, 4.6 P -5.1, 5.2, 5.3, 5.4	C - 4.5, 4.6 P -5.1, 5.2, 5.3, 5.4	
	<b>Concept focus</b>	Texture, Structure, Dynamics and Expressive Techniques										
	<i>Life Skills Unit of Work</i>	<b>Technology and its Influence on Music</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</b>											
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 4: Technology and its Influence on Music - 20% 5.5, 5.6</b>											
<b>Reporting Outcomes</b>	<b>5.5, 5.6</b>											





## ASSESSMENT SCHEDULE – 2024

# PDHPE

Year: 9

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	Nutrition assessment task	Movement Skills assessment task	Sexual Health assessment task	Movement Skills assessment task
<b>COMPONENTS</b>	DATE DUE	Term 1, Week 10	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4
	IN CLASS OR TAKE HOME	<input 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>SYLLABUS OUTCOMES</b>		PD5-2, PD5-6, PD5-8	PD5-4, PD5-5	PD5-1, PD5-3, PD5-9	PD5-10, PD5-11
Knowledge and understanding	<b>50%</b>	25%		25%	
Skills	<b>50%</b>		25%		25%
<b>TOTAL MARK</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

Outcome	Description
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

## SCOPE & SEQUENCE –2024

Course:		PDHPE			Year:		9		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>Nutrition</b>											
	<b>Description</b>	This unit examines the various components of nutrition as it relates to health and movement. Students will investigate how to protect themselves from unhealthy diets, how to set goals, and the support services available to them should they need help.											
	<b>Outcomes</b>	<b>PD5-2, PD5-6, 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>Nutrition LS</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: Nutrition assessment task Weighting: 25%</b> <b>Outcomes: PD5-2, PD5-6, PD5-8</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>Mental Health</b>										
	<b>Description</b>	Students examine skills and attitudes that enhance resilience. They examine case studies of people that overcome adversity and identify their characteristics and qualities. They assess a range of positive management strategies and actions to advance their mental health. They explore community perceptions about mental health and critique media messages and how they impact mental health.										
	<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>Mental Health LS</b>										
	<i>Life Skills Outcomes</i>	<b>PDLS-1, PDLS-2, PDLS-10</b>										
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #2: Movement Skills assessment task Weighting: 25%</b> <b>Outcomes: PD5-4, PD5-5</b>										
	<b>Reporting Outcomes</b>	PD5-2, PD5-6, PD5-8, PD5-4, PD5-5										

		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>Sexual Health</b>									
	<b>Description</b>	Students are provided with learning experiences where they investigate a range of issues that impact their sexual health. They develop their self-management and interpersonal skills to enable them to lead healthy, safe lifestyles.									
	<b>Outcomes</b>	<b>PD5-1, PD5-2, PD5-3, 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>Sexual Health LS</b>									
	<i>Life Skills Outcomes</i>	<b>PDLS-3, PDLS-4, PDLS-8</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #3: Sexual Health assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PD5-1, PD5-3, PD5-9</b>									
	<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>Drug Use</b>									
	<b>Description</b>	This unit explores classification of drugs as well as short and long-term impacts of drug use. Students learn about a range of legal and illegal drugs. They analyse media messages and their impact on young people. They develop and apply criteria to assess health information, products and services aimed at young people relating to drug use.									
	<b>Outcomes</b>	<b>PD5-1, PD5-2, 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>Drug Use LS</b>									
	<i>Life Skills Outcomes</i>	<b>PDLS-1, PDLS-2, PDLS-3</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>	PD5-1, PD5-3, PD5-9, PD5-10, PD5-11									



## ASSESSMENT SCHEDULE – 2024

# PHOTOGRAPHIC AND DIGITAL MEDIA

Year: 9

<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	Body of Work	Case Study - Photographer	Portraiture Case Study	Portfolio of Works and Photographer Research
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 1, Week 10	Term 2, Week 7	Term 3, Week 10	Term 4 Week 6
		IN CLASS OR 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 type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
5.1, 5.4, 5.6 LS: LS5	Art Making	30%	30%			
5.7, 5.9 LS :LS.2, LS.3	Critical/Historical	20%		20%		
5.2, 5.3, 5.8 LS: LS4, LS6, LS7	Critical/Historical Art Making	20%			10% 10%	
5.5, 5.6, 5.10 LS: LS8, LS9	Critical/Historical Art Making	30%				10% 20%
<b>TOTAL MARK</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>30%</b>

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

## SCOPE & SEQUENCE –2024

<b>Course:</b>	<b>Photography and Digital Media</b>	<b>Year:</b>	<b>Year 9 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>Introduction to Digital Photography</b>									
	<b>Description</b>	<b>Making</b>									
	<p>In this unit of work students begin exploring digital photography as an artistic medium to capture the world around us. Through photographic skill building workshops, students will be exposed to a range of techniques utilising their BYOD or DSLR camera. Case studies of artists such as Elaine Campaner and David Levinthal will allow students to emulate photographic techniques to capture a miniature landscape of their own creation.</p>	<p>Students cut out images from newspapers and/or magazines that utilise the elements of photos. Students turn on grid mode on their Phone Devices. Students are to capture 7 photos of a person, object or shapes/patterns in a landscape. Students use flashlights on DSLR cameras to capture different perspectives of lighting on their face/hand/feet. Students will use the photography studio space and/or a black backdrop with lights turned off to capture hard/soft light.</p>	<p>Students learn the concept of Storyboarding. Students create a draft sketch of their narrative for their Assessment Task: Miniature Worlds.</p>	<p>Students will build their own miniature worlds and capture a series of 10 photos depicting a narrative inspired by artists Elaine Campaner and David Levinthal.</p> <p>Students are encouraged to get creative with their miniature world and depict a narrative. This could include explorers hiking through a forest of broccoli or a beach party created from a sandy beach and an ocean of blue cellophane.</p>	<b>Assessment Task Due</b>						
	<b>Critical and Historical Interpretations</b>										

	<p>Students construct their own perspective based on the visual elements.</p> <p>Students complete activity based on the Rule of Thirds using the Subjective and Structural Frames.</p> <p>Students learn about the use of lighting and shadow in Digital Photography.</p>	<p>Students participate in a Case Study of Elaine Campaner and David Levinthal using the Conceptual Framework for deep analysis.</p>	<p>Students present their 10 photographs as a slideshow presentation.</p> <p>Students create a content statement about their narratives.</p>	
<b>Outcomes</b>	<b>M</b> - 5.1 <b>CHI</b> - 5.7	<b>M</b> - 5.4 <b>CHI</b> - 5.8, 5.9	<b>M</b> - 5.2, 5.3, 5.4, 5.5	<b>M</b> - 5.1, 5.3, 5.4, 5.5, 5.6
<b>Art Movements and Art Forms</b>	Introduction to Digital Photography, Miniature Photography			
<i>Life Skills Unit of Work</i>	Introduction to Digital Photography, Miniature Photography			
<i>Life Skills Assessment</i>	Formative Assessment of Case Study of Elaine Campaner and David Levinthal and Photographs taken on DSLR.			
<i>Life Skills Outcomes</i>	LS.5			
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Miniature Worlds BOW - (M) 30%, Outcomes: 5.1, 5.4, 5.6			
<b>Reporting Outcomes</b>	5.1, 5.4, 5.6			



		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>Postmodern Movement</b>										
	<b>Description:</b> In this unit of work students begin exploring digital photography through the postmodern movement as a platform to critique and challenge the world around us. Students will utilise the frames to understand and critically analyse various photographic artworks of postmodern artists such as Barbara Kruger, Tony Albert, and Cindy Sherman. From these artists, students will emulate photographic and photoshop techniques to create their own unique and assertive digital artworks. Students will be assessed through a video presentation displaying their understanding of the frames and artists studied in this unit.	<b>Making</b>										
		Students create emotive digital artworks using skills taught in Photoshop demonstration.  Students will use photoshop to recreate Barbara Kruger's 'Your Body is a Battleground' by using themselves as the main photographic subject.	Students create a poster corresponding to each of the four frames (Structural, Subjective, Cultural and Postmodern) about Tony Albert's work 'Brothers' (2013) and Cindy Sherman's 'History Portraits' (1985).						<b>Assessment Task Due</b>	Students complete the 7 Day Photo Challenge by capturing photos each lesson centered around a theme: Line, Forced Perspectives, Long Exposure.		
		<b>Critical and Historical Interpretations</b>										
	Students are introduced to the concepts surrounding Postmodern Movements the studying Barbara Kruger using the Frames. Students look at the political critique through feminism, and the unique photographic and	Students complete a Case Study about Tony Albert's 'Brothers' (2013) and Cindy Sherman's 'History Portraits' (1985). Students use the frames to analyse the ways that each artist embeds themselves in the Postmodern Movement and how	<b>Assessment Task:</b> Students are to create a video presentation regarding the practice of a contemporary photographer of their choosing. Students are to research one of the artists studied: Barbara Kruger, Tony Albert, Cindy Sherman.							Students learn about the Exposure triangle: ISO, Shutter Speed, Aperture. Students learn how to create light balance on the DSLR using the exposure triangle.		

	graphical elements of Barbara Kruger's work and its effects on an audience. Students learn the fundamentals of Photography by learning how to use Photoshop.	they critique or challenge?	Students will present and review each other's work.		
<b>Outcomes</b>	<b>M</b> - 5.1, 5.6 <b>CHI</b> - 5.7, 5.9	<b>CHI</b> - 5.7, 5.9	<b>CHI</b> - 5.7, 5.9		<b>M</b> - 5.1, 5.3, 5.4, 5.6
<b>Art Movements and Art Forms</b>	Postmodern Movement, Photoshop Basics, Barbara Kruger, Tony Albert, Cindy Sherman				
<i>Life Skills Unit of Work</i>	Postmodern Movement, Photoshop Basics				
<i>Life Skills Assessment</i>	Postmodern Movement and Photoshop Basics Formative Assessment of Collection of works and Activities				
<i>Life Skills Outcomes</i>	LS.2, LS.3				
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Case Study Photographer - 20% (CHI) Outcomes: 5.7, 5.9				
<b>Reporting Outcomes</b>	5.1, 5.4, 5.6, 5.7, 5.9				

		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>From Portraiture to Still Life</b>										
		<b>Making</b>										
	<b>Description:</b> Students will explore the different styles and purposes of portraiture. Students will explore a range of analogue and digital photography that utilise backdrops and lighting. Students will research how portraiture has changed over time by exploring Cindy Sherman, Man Ray and Annie Leibovitz.	Taking inspiration from the photographer Annie Leibovitz, students will need to take a series of images (3min/5max) that documents the culture and lifestyle of particular students from their designated EMHS classroom.			Assessment Task Due		Students use these photos yourself utilising the DSLR manual settings and editing them on photoshop utilising the editing skills developed throughout this term.					
		<b>Critical and Historical Interpretations</b>										
		Along with the images, students will write a reflection that elaborates on the meaning of their work exploring the influences taken from Annie Leibovitz.					Students need to make considerations of the type of classroom you are taking these photos in, the subject matter of the photos, why they have edited them in the way that you have and what they want people to see from these images.			Students are required to approach this from both the subjective and structural frames.		
	<b>Outcomes</b>	<b>AM:</b> 5.4, 5.5 <b>CHS:</b> 5.8, 5.9			<b>AM:</b> 5.2, 5.3, <b>CHS:</b> 5.7, 5.8, 5.10		<b>AM:</b> 5.2, 5.3, <b>CHS:</b> 5.7, 5.8 5.10					
	<b>Art Movements and Art Forms</b>	Photography and Analysis Activities Annie Leibovitz, Cindy Sherman, Man Ray										
	<i>Life Skills Unit of Work</i>	From Portraiture to Still Life										
	<i>Life Skills Assessment</i>	Photography and Analysis Activities - Formative Assessment of Collection of works and Activities										
	<i>Life Skills Outcomes</i>	LS.4, LS.5, LS.6, LS.7										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Weighting: 20% - 10% Photography research 10% Digital portfolio of works, Outcomes: 5.2, 5.3, 5.8											
<b>Reporting Outcomes</b>	5.2, 5.3, 5.8											

		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>Still life Vanitas</b>										
		<b>Making</b>										
	<b>Description</b> Develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works in the area of still life and the vanitas. Understand and value the different beliefs that affect interpretation, meaning and significance in photographic and digital media by developing an understanding of representation, symbolism and meaning. Develop skills and understanding of the technical aspects of using a DSLR camera and basic photoshop skills to create refined and complex images that showcase a concept of identity.	Students are introduced through class discussion in regard to; what is still life What is vanitas	Students will create a series of finished still life images (2-3) inspired by the 17 th century Vanitas. This will pay homage to the use of strong symbolic techniques, arrangement and lighting to help convey a conceptual idea. The conceptual idea for this image will be either reflective of your past identity (childhood), resemble who you are now (teenage years), or be a projection into your future.				<b>Assessment Task Due</b>	To demonstrate your technical understanding of photo editing. You are to select one image for your series and submit a "how-to" tutorial on the editing process. This will show step by step editing instructions and show include the majority of the following editing techniques: - White Balance - Spot healing - Patch tool - Clone stamp tool - Content aware fill - Alongside any other editing tools you may use in the process. It would be beneficial to display multiple layers on the image that you edit to show proper process. This will be created on either a PowerPoint, google slide or canva presentation.				
		<b>Critical and Historical Interpretations</b>										
		This unit of work is designed to engage students with artworks and artists that vanitas. They are to submit a typed A4 page (size 11pt) about "Still life, the Vanitas, and the Contemporary". Students should include information about the history of the vanitas, symbolism, famous vanitas artworks and how contemporary photographers use the vanitas concept to create works.					Students are introduced to artists of the 17th century as well as contemporary photographers such as Marian Drew.			Critical reflection of own artworks and processes.		
	<b>Outcomes</b>	<b>AM:</b> 5.4 <b>CHS:</b> 5.9	<b>AM:</b> 5.1, 5.2,5.4, 5.5, 5.6 <b>CHS:</b> 5.7, 5.8, 5.9,5.10					<b>AM:</b> 5.2, 5.4 <b>CHS:</b> 5.10	<b>AM:</b> 5.1, 5.2,5.4 <b>CHS:</b> 5.7, 5.8		<b>CHS:</b> 5.8, 5.9	
	<b>Art Movements and Art Forms</b>	Vanitas, Photography, Photoshop. Focused Artists: 17th Century Vanitas Movement, Marian Drew										
	<i>Life Skills Unit of Work</i>	<b>Still life Vanitas</b>										
	<i>Life Skills Assessment</i>	Portfolio of Works and Photographer Research										
	<i>Life Skills Outcomes</i>	LS.7, LS.8, LS.9										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Portfolio of Works and Photographer 30% - 10% Photography research 20% Digital portfolio of works Outcomes: 5.5, 5.6, 5.10											
<b>Reporting Outcomes</b>	5.5, 5.6, 5.10											



## ASSESSMENT SCHEDULE – 2024

# SCIENCE

## Year: 9

### FORMAL ASSESSMENT SCHEDULE

### YEAR 9

### 2024

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>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>Task Type</b>	Ohm's Law	Yearly Examination		
		<b>DATE DUE</b>	Term 2, Week 2	Term 4, Week 4 - 6		
		<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home		
<b>Skills</b>	SC5-4WS to SC5-9WS Students assessed on their ability to plan, conduct, analyse and communicate both first hand and second hand information through examinations, practical examinations and research tasks.	<b>60%</b>	<b>45</b>	<b>15</b>		
<b>Knowledge</b>	<b>Body systems:</b> SC5-14LW <b>Electricity:</b> SC5-11PW <b>Plate tectonics:</b> SC5-12ES <b>Energy:</b> SC5-10PW <b>Energy Conservation:</b> SC5-11PW <b>Atomic structure/periodic table:</b> SC5-16CW <b>Ecology:</b> SC4-14LW	<b>40%</b>	<b>5</b>	<b>35</b>		
<b>TOTAL MARK</b>		<b>100%</b>	<b>50</b>	<b>50</b>		

Outcome	Description
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

## SCOPE & SEQUENCE –2024

Course:	Science	Year:	9	Stage:	Stage 5	
<b>Term 1</b>		<b>Week 1 - Week 6</b>	<b>Week 7 - Week 10</b>			
	<b>Unit of Work</b>	<b>Body Coordination</b>	<b>Electricity</b>			
	<b>Description</b>	Students investigate the process of homeostasis and how complex body systems interact	Students investigate electricity and its uses, circuits, Ohm's law and energy efficiency.			
	<b>Outcomes</b>	<u>Content outcomes:</u> SC5-14LW, LW1 a, b, c, d, e, f. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	<u>Content outcomes:</u> SC5-11PW, PW3 a, b, c, d. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A	N/A			
	<i>Life Skills Unit of Work</i>	Body Coordination	Electricity			
	<i>Life Skills Outcomes</i>	Life Skills content outcomes: SCLS-19LW Life Skills, skills outcomes: SCLS-4WS, SCLS-5WS, SCLS-6WS, SCLS-7WS, SCLS-8WS, SCLS-9WS	<u>Life skill outcomes:</u> SCLS-11PW, SCLS-12PW <u>Life skills skill outcomes:</u> SCLS 4WS-9WS			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<u>Task name:</u> Ohm's Law Assessment Task <u>Outcomes:</u> SC5-11PW <u>Skills:</u> 4WS, 6WS, 8WS <u>Task Weighting:</u> 50%				
		<u>Task Name:</u> Yearly Examination <u>Outcomes:</u> SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-16CW <u>Skills:</u> 7WS, 9WS <u>Task Weighting:</u> 50%				
	<b>Reporting Outcomes</b>	Reporting Outcomes Semester 1: SC5-14LW, SC5-11PW, SC5-6WS, SC5-8WS				

		Week 1 - Week 3	Week 4 - Week 8	Week 9 - Week 10
Term 2	<b>Unit of Work</b>	<b>Electricity</b>	<b>Plate Tectonics</b>	<b>Energy</b>
	<b>Description</b>	Students investigate electricity and its uses, circuits, Ohm's law and energy efficiency.	Students develop an understanding of the Theory of Plate Tectonics and relate this to phenomena on earth.	Students investigate the different types of electromagnetic radiation, their properties and uses.
	<b>Outcomes</b>	<u>Content outcomes:</u> SC5-11PW, PW3 a, b, c, d. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	<u>Content outcomes</u> SC5-12ES, ES2 a, b, c, d, e, f. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	<u>Content outcomes:</u> SC5-10PW, PW1 a, b, c, d, e, f. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A	N/A	N/A
	<i>Life Skills Unit of Work</i>	Electricity	Plate tectonics	Energy
	<i>Life Skills Outcomes</i>	<u>Life skill outcomes:</u> SCLS-11PW, SCLS-12PW <u>Life skills skill outcomes:</u> SCLS 4WS-9WS	<u>Life skill content outcomes:</u> SCLS-13ES, SCLS-14ES <u>Life skills skill outcomes:</u> SCLS 4WS-9WS	<u>Life skills content outcomes:</u> SCLS-11PW, SCLS-12PW <u>Life Skills, skills outcomes:</u> SCLS 4WS-9WS
	<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task name:</u> Ohm's Law Assessment Task <u>Outcomes:</u> SC5-11PW <u>Skills:</u> 6WS, 8WS <u>Task Weighting:</u> 50%		
		<u>Task Name:</u> Yearly Examination <u>Outcomes:</u> SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-16CW <u>Skills:</u> 7WS, 9WS <u>Task Weighting:</u> 50%		
	<b>Reporting Outcomes</b>	Reporting Outcomes Semester 1: SC5-14LW, SC5-11PW, SC5-6WS, SC5-8WS		



		Week 1	Week 2 - Week 4	Week 5 - Week 10
<b>Term 3</b>	<b>Unit of Work</b>	<b>Energy</b>	<b>Energy Conservation</b>	<b>Atomic Structure/periodic table</b>
	<b>Description</b>	Students investigate the different types of electromagnetic radiation, their properties and uses.	Students apply the scientific knowledge of energy conservation to everyday situations	Students explore atomic structure and elements of the periodic table, identifying common properties and uses.
	<b>Outcomes</b>	<u>Content outcomes:</u> SC5-10PW, PW1 a, b, c, d, e, f. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	<u>Content Outcome:</u> SC5- 11PW, PW4(a-d) <u>Skill Outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS	<u>Content outcomes:</u> SC5-16CW, CW1 a, b, c, d, e. CW2 a, b, c, d, e, f. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A	N/A	N/A
	<i>Life Skills Unit of Work</i>	Energy	Energy conservation	Atomic structure and the periodic table
	<i>Life Skills Outcomes</i>	<u>Life skills content outcomes:</u> SCLS-11PW, SCLS-12PW <u>Life Skills, skills outcomes:</u> SCLS 4WS-9WS	<u>Life skill content outcomes:</u> SCLS-11PW,SCLS-12 PW <u>Life Skills skill outcome:</u> SCLS 4, 7, 8, 9WS	<u>Life skill outcomes:</u> SCLS-22CW, SCLS-23CW <u>Life skills skill outcomes:</u> SCLS 4WS-9WS
	<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task Name:</u> Yearly Examination <u>Outcomes:</u> SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-16CW <u>Skills:</u> 7WS, 9WS <u>Task Weighting:</u> 50%		
	<b>Reporting Outcomes</b>	Reporting Outcomes Semester 2: SC5-10PW, SC5-16CW, SC5-7WS, SC5-9WS		

Term 4		Week 1	Week 2 - 4	Week 5 - Week 10
	<b>Unit of Work</b>	<b>Atomic Structure/Periodic Table</b>	<b>Buffer time and revision for Yearly examination</b>	<b>Ecology</b>
	<b>Description</b>	Students explore atomic structure and elements of the periodic table, identifying common properties and uses.	Teachers spend time revising topics, answering examination questions and preparing for the examination	Students investigate the complex interactions occurring within ecosystems and the importance of sustainability in society to conserve and protect the environment.
	<b>Outcomes</b>	<u>Content outcomes:</u> SC5-16CW, CW1 a, b, c, d, e, CW2 a, b, c, d, e, f. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS		<u>Content outcomes:</u> SC5-14LW, LW2 a, b, c, d, e, f. <u>Skill outcomes:</u> 4WS, 5WS, 6WS, 7WS, 8WS, 9WS
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A		N/A
	<i>Life Skills Unit of Work</i>	Atomic structure and the periodic table		Ecology
	<i>Life Skills Outcomes</i>	<u>Life skill outcomes:</u> SCLS-22CW, SCLS-23CW <u>Life skills skill outcomes:</u> SCLS 4WS-9WS		<u>Life skill outcomes:</u> SCLS-20LW, SCLS-21LW <u>Life skills skill outcomes:</u> SCLS 4WS-9WS
	<b>Assessment Task Name, Weighting, Outcomes</b>	<u>Task Name:</u> Yearly Examination <u>Outcomes:</u> SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-16CW <u>Skills:</u> 7WS, 9WS <u>Task Weighting:</u> 50%		
<b>Reporting Outcomes</b>	Reporting Outcomes Semester 2: SC5-10PW, SC5-16CW, SC5-7WS, SC5-9WS			



## ASSESSMENT SCHEDULE – 2024

# SPORT, LIFESTYLE & RECREATION (100HR)

Year: 9

<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 4</b>
	<b>Task Type</b>	Australia's Sporting Identity Assessment Task	Skill Collaboration Assessment Task	Physical Activity for Health Assessment Task	Practical Application Assessment Task
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1, Week 9	Term 2, Week 4	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 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>SYLLABUS OUTCOMES</b>		PASS5-3, PASS5-4, PASS5-10	PASS5-4, PASS5-7, PASS5-9	PASS5-2, PASS5-8, PASS5-10	PASS5-7, PASS5-9
Knowledge and understanding of course content	50%	20%	5%	20%	5%
Skills in critical thinking, research, analysis, communicating and movement	50%	5%	20%	5%	20%
<b>TOTAL MARK</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>Outcome</b>	<b>Description</b>
<b>PASS5-1</b>	discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b>	discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b>	evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b>	works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	performs movement skills with increasing proficiency
<b>PASS5-10</b>	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

## SCOPE & SEQUENCE –2024

Course:		SLR			Year:	9		Stage:	Stage 5		
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	Unit of Work	Australia's Sporting Identity									
	Description	This module examines the role of sport in shaping Australia's identity and reputation. Students investigate the factors influencing Australia's sporting identity and the implications these factors can have on players, spectators and Australia's identity. Students explore current and future perspectives and how these could impact on Australia's sporting identity.									
	Outcomes	PASS5-3, PASS5-4, PASS5-10									
	Subject Specific i.e. Module, Area of Study	Physical Activity and Sport in Society									
	<i>Life Skills Unit of Work</i>	Australia's Sporting Identity LS									
	<i>Life Skills Outcomes</i>	PASSLS-3, PASSLS-4, PASSLS-10									
	Assessment Task Name, Weighting, Number, Outcomes	Task #1: Australia's Sporting Identity Assessment Task Weighting: 25% Outcomes: PASS5-3, PASS5-4, 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
<b>Term 2</b>	Unit of Work	Promoting Active Lifestyles									
	Description	This module identifies and promotes opportunities for physical activity based on available resources. Students conduct research on current trends to inform judgements they make on the roles and responsibilities of individuals and groups in promoting physical activity. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance.									
	Outcomes	PASS5-5, PASS5-6, PASS5-10									
	Subject Specific i.e. Module, Area of Study, Text etc	Promoting Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Promoting Active Lifestyles LS									
	<i>Life Skills Outcomes</i>	PASSLS5-5, PASSLS5-6									
	Assessment Task Name, Weighting, Number, Outcomes	Task #2: Skill Collaboration Assessment Task Weighting: 25% Outcomes: PASS5-4, PASS5-7, PASS5-9									
Reporting Outcomes	PASS5-3, PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	Unit of Work	Physical Activity for Health									
	Description	This module develops the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals.									
	Outcomes	PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10									
	Subject Specific i.e. Module, Area of Study, Text etc	Foundations of Physical Activity									
	<i>Life Skills Unit of Work</i>	Physical Activity for Health LS									
	<i>Life Skills Outcomes</i>	PASSLS-1, PASSLS-2, PASSLS-7, PASSLS-8, PASSLS-10									
	Assessment Task Name, Weighting, Number, Outcomes	Task #3: Physical Activity for Health Assessment Task Weighting: 25% Outcomes: PASS5-2, PASS5-8, PASS5-10									
	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	Enhancing performance – strategies and techniques									
	Description	This module assesses and develops strategies and techniques to make movement experiences more successful. Students explore a variety of ways to provide feedback to themselves and others to improve their performance. 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, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10									
	Subject Specific i.e. Module, Area of Study, Text etc	Enhancing Participation and Performance									
	<i>Life Skills Unit of Work</i>	Enhancing performance – strategies and techniques LS									
	<i>Life Skills Outcomes</i>	PASSLS-7, PASSLS-9									
	Assessment Task Name, Weighting, Number, Outcomes	Task #4: Practical Application Assessment Task Weighting: 25% Outcomes: PASS5-7, PASS5-9									
	Reporting Outcomes	PASS5-2, PASS5-7, PASS5-8, PASS5-9, PASS5-10									



## ASSESSMENT SCHEDULE – 2024

# SPORTS SCIENCE (200HR)

Year: 9

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	Physical Fitness assessment task	Skill Collaboration assessment task	Event Management assessment task	Practical Application assessment task
COMPONENTS	DATE DUE	Term 1, Week 10	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
	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
SYLLABUS OUTCOMES		PASS5-1, PASS5-2, PASS5-8	PASS5-4, PASS5-7, PASS5-9	PASS5-5, PASS5-8, PASS5-10	PASS5-7, PASS5-9
Knowledge and understanding	<b>50%</b>	15%	10%	25%	
Skills	<b>50%</b>	10%	15%		25%
TOTAL MARK	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

<b>Outcome</b>	<b>Description</b>
<b>PASS5-1</b>	discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b>	discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	demonstrates actions and strategies that contribute to active participation and skilful performance
<b>PASS5-6</b>	evaluates the characteristics of participation and quality performance in physical activity and sport
<b>PASS5-7</b>	works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	performs movement skills with increasing proficiency
<b>PASS5-10</b>	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.



## SCOPE & SEQUENCE –2024

Course:	PASS				Year:	9				Stage:	Stage 5			
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
<b>T e r m 1</b>	<b>Unit of Work</b>	<b>Physical Fitness</b>												
	<b>Description</b>	This module develops the knowledge and understanding of physical activity, physical fitness and its components. Through practical participation, students apply concepts to improve their fitness levels by increasing both planned and incidental activity through the use of fitness measurement and evaluation to set and work towards goals. 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>PASS 5-1, 5-2, 5-6, 5-7, 5-8, 5-9, 5-10</b>												
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Physical Fitness												
	<i>Life Skills Unit of Work</i>	<b>Physical Fitness LS</b>												
	<i>Life Skills Outcomes</i>	<b>PASSLS-1, PASSLS-2, PASSLS-6, PASSLS- 7, PASSLS-8, PASSLS-9, PASSLS-10</b>												
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #1: Physical Fitness assessment task Weighting: 25%</b> <b>Outcomes: PASS5-1, PASS5-2, PASS5-8</b>												
	<b>Reporting Outcomes</b>	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
<b>T e r m 2</b>	<b>Unit of Work</b>	<b>Issues in Sport and Physical Activity</b>									
	<b>Description</b>	This module analyses various issues in physical activity and sport and their impact. Students examine ethical and legal implications to participants, spectators and the community. They evaluate strategies to bring about positive outcomes for the issue. This module promotes a case study approach to investigating issues in physical activity and sport. Schools can apply the framework to one or more selected issues drawn from broad categories such as drugs, violence, obesity, media, politics, gender, equity, amateurism, reduction in participation rates, sponsorship and the law.									
	<b>Outcomes</b>	<b>PASS 5-3, 5-4, 5-10</b>									
	<b>Subject Specific i.e. Module,</b>	Issues in Sport and Physical Activity									
	<i>Life Skills Unit of Work</i>	<b>Issues in Sport and Physical Activity LS</b>									
	<i>Life Skills Outcomes</i>	<b>PASSLS- 3, PASSLS- 4, PASSLS-10</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #2: Skill Collaboration assessment task Weighting: 25%</b> <b>Outcomes: PASS5-4, PASS5-7, PASS5-9</b>									
<b>Reporting Outcomes</b>	PASS5-1, PASS5-2, PASS5-8, PASS5-4, 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>Event Management</b>									
	<b>Description</b>	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.									
	<b>Outcomes</b>	<b>PASS 5-5, 5-7, 5-8, 5-10</b>									
	<b>Subject Specific i.e. Module,</b>	Event Management									
	<i>Life Skills Unit of Work</i>	<b>Event Management LS</b>									
	<i>Life Skills Outcomes</i>	<b>PASSLS-5, PASSLS-7, PASSLS- 8, PASSLS-10</b>									
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #3: Event Management assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PASS5-5, PASS5-8, PASS5-10</b>									
	<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>Technology &amp; Sport</b>									
	<b>Description</b>	This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport by exploring the benefits and limitations. Students will engage in the use of various sports technology such as drones, photography, computer software, GPS tracking and video recording.									
	<b>Outcomes</b>	<b>PASS5-6, 5-7, 5-10</b>									
	<b>Subject Specific i.e. Module</b>	Technology, Participation and Performance									
	<i>Life Skills Unit of Work</i>	<b>Technology &amp; Sport LS</b>									
	<i>Life Skills Outcomes</i>	<b>PASSLS6, PASSLS- 7, PASSLS-10</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #4: Practical Application assessment task</b> <b>Weighting: 25%</b> <b>Outcomes: PASS5-7, PASS5-9</b>									
	<b>Reporting Outcomes</b>	PASS5-5, PASS5-8, PASS5-10, PASS5-7, PASS5-9									



# FORMAL ASSESSMENT SCHEDULE – 2024

TEXTILES TECHNOLOGY 100 HOURS

Year: 9

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.

OUTCOMES	COMPONENTS	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Experimental Portfolio	Home furnishings Portfolio	Purr-Fect Op-paw-tunity Assessment Task	Yearly Written Examination
		DATE DUE	Week 10, Term 1	Week 9, Term2	Week 9, Term 3	Week 4/5, Term 4
		IN CLASS OR 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 checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
Task 1- TX 5.8 Task 2 – TX 5.4, TX 5.8, TX 5.12 Task 3 – TX 5.4, TX 5.8, TX 5.12	Assignments	30%	10%	10%	10%	
Task 1- TX 5.9, TX 5.10 Task 2 – TX 5.5, TX 5.9, TX 5.11 Task 3 – TX 5.10, TX 5.11	Practical Experiences	50%	10%	20%	20%	
Task 4 – TX 5.1, TX 5.2, TX 5.6	Examinations	20%				20%
<b>TOTAL MARK</b>		<b>100%</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>

<b>OBJECTIVES</b>	<b>OUTCOMES</b>
<b>A student develops:</b>	<b>A student:</b>
Knowledge and understanding of the properties and performance of textiles	<b>TEX5-1</b> - explains the properties and performance of a range of textile items <b>TEX5-2</b> - justifies the selection of textile materials for specific end uses
Knowledge and understanding of, and skills in design for a range of textile applications	<b>TEX5-3</b> - explains the creative process of design used in the work of textile designers <b>TEX5-4</b> - generates and develops textile design ideas <b>TEX5-5</b> - 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	<b>TEX5-6</b> - analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use <b>TEX5-7</b> - evaluates the impact of textiles production and use on the individual consumer and society
Skills in the creative documentation, communication and presentation of design ideas	<b>TEX5-8</b> - 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	<b>TEX5-9</b> - critically selects and creatively manipulates a range of textile materials to produce quality textile items <b>TEX5-10</b> - selects appropriate techniques and uses equipment safely in the production of quality textile projects <b>TEX5-11</b> - demonstrates competence in the production of textile projects to completion
Knowledge and skills to evaluate quality in the design and construction of textile items	<b>TEX5-12</b> - evaluates textile items to determine quality in their design and construction

## SCOPE & SEQUENCE –2024

		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>	Properties and Performance of Textiles 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.										
	<b>Description</b>	Performance of textile items	Fabric					Properties of Fabrics				
	<b>Outcomes</b>	TX 5.8, TX 5.9, TX 5.10										
	<b>Subject Specific i.e. Module,</b>	Focus Area – Non Apparel/Apparel Area of Study – Properties and Performance of Textiles										
	<i>Life Skills Unit of Work</i>	Properties & Performance of Textiles										
	<i>Life Skills Assessment Task, weighting, number, outcomes</i>	Experimental Portfolio Weighting - 20%										
	<i>Life Skills Outcomes</i>	TEXLS-1, TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9										
	<b>Assessment Task, Weighting, Number, Outcomes</b>	Assessment Task 1 - Experimental Portfolio Weighting - 20% Outcomes – TX 5.8, TX 5.9, TX 5.10										
	<b>Reporting Outcomes</b>	Semester 1 -TX 5.4, TX 5.8, TX 5.9, TX 5.10										

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>T e r m 2</b>	<b>Unit of Work</b>	<p style="text-align: center;">Design</p> <p>Students learn to design, produce and evaluate textile items across the apparel and furnishing focus areas. 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.</p>									
	<b>Description</b>	The Practice of Textile Designers	Designing	Producing							Evaluating
	<b>Outcomes</b>	TX 5.4, TX 5.5, TX 5.8, TX 5.9, TX 5.11, TX 5.12									
	<b>Subject Specific i.e. Module,</b>	<p style="text-align: center;">Focus Area – Furnishings Area of Study – Project work &amp; Design</p>									
	<i>Life Skills Unit of Work</i>	Design									
	<i>Life Skills Assessment Task, weighting, outcomes</i>	Assessment Task 2 - Home Furnishings Portfolio Weighting 30% TEXLS-2, TEXLS-3, TEXLS-5, TEXLS-6.									
	<i>Life Skills Outcomes</i>	TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-4, TEXLS-5, TEXLS-6, TEXLS8, TEXLS-9.									
	<b>Assessment Task, Weighting, Outcomes</b>	Assessment Task 2 - Home Furnishings Portfolio Weighting - 30% Outcomes – TX 5.4, TX 5.5, TX 5.8, TX 5.9, TX 5.11, TX 5.12									
	<b>Reporting Outcomes</b>	Semester 1 -TX 5.4, TX 5.8, TX 5.9, TX 5.10									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>T e r m 3</b>	<b>Unit of Work</b>	Purr-fect Op-paw-tunity (Project Work) Students are to design and produce a textile item that will bring joy or comfort to an animal living in a care facility. Completion of projects is integral to developing skills and confidence in the manipulation and use of a range of textile materials, equipment and techniques. Students learn to design, produce and evaluate textile items across a range of focus areas. 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>	Yarn	Fibre	Designing	Producing					Evaluating	
	<b>Outcomes</b>	TX 5.2, TX 5.4, TX 5.8, TX 5.10, TX 5.11, TX 5.12									
	<b>Subject Specific i.e. Module,</b>	Focus Area – Non Apparel, Apparel or Furnishings Area of Study – Project Work & Properties and Performance of Textiles									
	<i>Life Skills Unit of Work</i>	Purr-fect Op-Paw-tunity (Project Work)									
	<i>Life Skills Assessment Task, weighting, number, outcomes</i>	Purr-Fect Op-paw-tunity Weighting 30% TEXLS-1, TEXLS-4, TEXLS-5, TEXLS-6.									
	<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>	Assessment Task 3 - Purr-Fect Op-paw-tunity Weighting - 30% Outcomes – TX 5.4, TX 5.8, TX 5.10, TX 5.11, TX 5.12									
	<b>Reporting Outcomes</b>	Semester 2 - TX 5.1, TX 5.5, TX 5.6, TX5.11, TX 5.12									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (Ass)	Week 7	Week 8	Week 9	Week 10	
T e r m  4	<b>Unit of Work</b>	<p>Textiles and Society</p> <p>Successful textile designers bring together aspects of historical, cultural and contemporary perspectives to make their designs a relevant expression of the times. Understanding these perspectives will inform students for their own design practice in textile project work.</p>										
	<b>Description</b>	Historical perspectives of textiles			Cultural perspectives of textiles			Contemporary perspectives of textiles				
	<b>Outcomes</b>	TX 5.1, TX 5.2, TX 5.6										
	<b>Subject Specific i.e. Module,</b>	<p><b>Focus Area – Apparel/Furnishings</b></p> <p>Area of Study – Textiles &amp; Society</p>										
	<i>Life Skills Unit of Work</i>	Textiles and Society										
	<i>Life Skills Assessment Task, weighting, number, outcomes</i>	<p>Assessment Task 4 - Yearly Written Examination</p> <p>Weighting - 20%</p> <p>TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-5, TEXLS-9.</p>										
	<i>Life Skills Outcomes</i>	TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-5, TEXLS-9										
	<b>Assessment Task, Weighting, Number, Outcomes</b>	<p>Assessment Task 4 - Yearly Written Examination</p> <p>Weighting - 20%</p> <p>Outcomes – TX 5.1, TX 5.2, TX 5.6</p>										
	<b>Reporting Outcomes</b>	Semester 2 - TX 5.1, TX 5.5, TX 5.6, TX5.11, TX 5.12										





## ASSESSMENT SCHEDULE – 2024

# VISUAL ARTS 100 HOUR

Year: 9

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	Still life and Research Report	Australiana and Artwork Analysis	Printmaking and In class Examination	Pop Art Portraits
COMPONENTS		DATE DUE	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4/5	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
5.4, 5.8, 5.9 LS: LS.5	ART MAKING CRITICAL AND HISTORICAL STUDIES	30%	15% 15%			
5.3, 5.5, 5.6 LS: LS.1, LS.2, LS.3, LS.4,	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%		15% 10%		
5.1, 5.7, 5.9 LS: LS.6, LS.7	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%			10% 15%	
5.2, 5.4, 5.10 LS: LS.8, LS.9.	ART MAKING	20%				20%
<b>TOTAL</b>		<b>100%</b>	30%	25%	25%	20%

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<b>Artmaking:</b> develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	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
<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	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

## SCOPE & SEQUENCE –2024

<b>Course:</b>	<b>Visual Arts</b>	<b>Year:</b>	<b>Year 9 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>Still Life</b>										
	<b>Description</b>	<b>Art Making</b>										
	<b>The Concept of Still Life:</b> Still life in the Visual Arts is the representation of inanimate objects through various mediums and forms. The subject matter has a strong focus on household objects, flowers, or fruits. Still life work contrasts figure drawing which focuses on a live human model. Through this unit of work students develop a strong understanding of composition and how it can embed conceptual meaning and structure.	Drawing Tasks for Still Life is creating shapes and recreating objects in drawing formation.	Students explore the techniques behind still life and use the modelled, guided, independent model to guide students through techniques.	Students will be introduced to a range of artmaking techniques and materials including graphite, charcoal, ink and painting in relation to the still life style of artmaking. Students during these weeks will practice, extend, refine and reform their skill sets whilst working on their Still Life Body of Work. Refinement of frames with activities to demonstrate their understanding of how frames can allow the audience to acknowledge different interpretations of art.	Assessment Task Due							
	<b>Outcomes</b>	<b>AM</b> - 5.2, 5.4, 5.5, 5.6 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10	<b>AM</b> - 5.1, 5.4, 5.6 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10	<b>AM</b> - 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, <b>CHS</b> - 5.7, 5.9								
	<b>Art Movements and Art Forms</b>	Still life, Drawing, Painting, Mixed media										
	<b>Critical and Historical Studies</b>	Students will develop a deeper understanding about still life and the contemporary. Artists that will be explored during this unit are Pablo Picasso, Giorgio Morandi, Elements of Art, Frames, Conceptual Framework	Students will be exposed to a range of traditional, postmodern and contemporary still life artists and artworks to develop a deeper understanding of the meaning behind still life artworks.	Students will develop a deeper understanding about still life and the contemporary. Artists that will be explored during this unit are Paul Cezanne, and Carmen Hui.								Critical reflection of artists, artworks and processes.

	<i>Life Skills Unit of Work</i>	Still life
	<i>Life Skills Assessment</i>	Formative Assessment of Collection of works - Carmen Hui Sketch, Carmen Hui Worksheet, Carmen Hui Watercolor and Worksheet.
	<i>Life Skills Outcomes</i>	LS.5
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Still Life and Research Report - 30% (CHS 15%, AM 15%), Outcomes: 5.1, 5.4, 5.8, 5.9
	<b>Reporting Outcomes</b>	5.4, 5.8, 5.9

		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>Australiana and Artwork Analysis</b>									
	<b>Description:</b> Students will explore the topic of Australiana through the practice of handbuilding in ceramics. Students will complete a case study about Peter Cooley. They will learn about the structural frame and develop their analysis skills using the frames to interpret and decode the structure qualities of sculptures.	<b>Art Making</b>									
		Students will explore the topic of Australiana through the practice of handbuilding in Ceramics.	Students explore the various handbuilding techniques. They will look at his ceramic works of Australian Fauna and explore the references to bushfires in Australia. They will create a vessel and develop mark making and graffiti techniques with reference to Australian flora to cover the surface.				Students experiment with dry brush glaze techniques to finish their works. This will segway to the next topic in Term 3 'Flora and Fauna'.				<b>Assessment Task Due</b>
			Students will make their own Australian animal using clay. They will finish their work using ink, oil pastel and glaze.								
		<b>Critical and Historical Studies</b>									
		Students develop an understanding of the topic Australiana and learn how this topic is a source of inspiration /representation	Students will complete a case study about artist Peter Cooley. They will learn about the Structural Frame and develop their analysis skills using the Frames to interpret and decode the Structural qualities of sculptures.				Students will extend their analysis skills with further learning about Penny Evans and Indigenous Artist: Danie Mellor.				
	<b>Outcomes</b>	<b>AM</b> - 5.4, 5.5 <b>CHS</b> - 5.10	<b>AM</b> - 5.1, 5.2, 5.4, 5.5 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10				<b>AM</b> - 5.3, 5.5, 5.6 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10				<b>AM:</b> 5.3, 5.5, 5.6, <b>CHS:</b> 5.9,
	<b>Art Movements and Art Forms</b>	Sculpture, Ceramics, The Frames, Conceptual Framework, Peter Cooley, Penny Evans, Indigenous Artist: Danie Mellor									
	<i>Life Skills Unit of Work</i>	Australiana and Art Work Analysis									
	<i>Life Skills Assessment</i>	Australiana and Art Work Formative Assessment of Collection of works and Activities									
<i>Life Skills Outcomes</i>	LS.1, LS.2, LS.3, LS.4,										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Australiana and Art Work Analysis 25% - (15% AM, 10% CHS) Outcomes: 5.3, 5.5, 5.6, 5.9										
<b>Reporting Outcomes</b>	5.3, 5.5, 5.6										

		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>Flora and Fauna</b>										
		<b>Art Making</b>										
	<b>Description:</b> Students are introduced to printmaking with a focus on how drawing /printmaking has been utilized for the documentation of Flora and Fauna in both the science and art worlds . Students study artists that cover traditional art, scientific drawings and contemporary art . Printmaking is generally a more accessible art form in terms of purchasing because they are duplicates rather than originals, allowing students to understand reasons that this is good and bad. Students are introduced to the idea of editions and what is needed to produce a successful edition of prints.	Students work on a series of study sketches using Flora and Fauna from the school environment to inspire their practice. These sketches will then be used to create a montage design which students will complete in their VAPD. Preliminary studies.	<b>Assessment Task Due</b>	Students use their preliminary studies to then create a series of prints using etching as an artform. To extend this artmaking activity students can do a variety of hand colouring techniques and include mixed media to refine their prints.								
		<b>Critical and Historical Studies</b>										

	Students are introduced to printmaking with a focus on how drawing/printmaking has been utilised for the documentation of Flora and Fauna in both the science and art worlds . Students were introduced to the idea of editions and what is needed to produce a successful edition of prints. Printmaking is generally a more accessible art form in terms of purchasing because they are duplicates rather than originals, allowing students to understand reasons that this is good and bad.		Students will learn about the structural and subjective frame and world as an agency. Students conduct study of artists Maragret Preston and Eli and learn about her artist practice.	Students work on a gallery proposal for their Body of Work. Students will need to refer specifically to the world and break down their artist practice.
<b>Outcomes</b>	<b>AM:</b> 5.4, 5.5 <b>CHS:</b> 5.8, 5.9	<b>AM:</b> 5.1 <b>CHS:</b> 5.7, 5.9	<b>AM:</b> 5.1, 5.2, 5.4, 5.5, 5.6 <b>CHS:</b> 5.7, 5.8, 5.9,	
<b>Art Movements and Art Forms</b>	Printmaking – lino, etching and Photoshop. Margaret Preston, Eliza Slater, John Wolseley, Angus Fisher.			
<i>Life Skills Unit of Work</i>	Flora and Fauna			
<i>Life Skills Assessment</i>	Print Making and Analysis Activities - Formative Assessment of Collection of works and Activities			
<i>Life Skills Outcomes</i>	LS.6, LS.7			
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Printmaking and In Class Examination 25% - (AM 10%, CHS 15%), Outcomes: 5.1, 5.4 ,5.5, 5.7, 5.9			
<b>Reporting Outcomes</b>	5.1, 5.7, 5.9			

		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>Pop Art</b>										
		<b>Art Making</b>										
	<b>Description</b> <b>The concept of Pop Art:</b> By creating paintings or sculptures of mass culture objects and media stars, the Pop Art movement aimed to blur the boundaries between "high" art and "low" culture. The concept that there is no hierarchy of culture and that art may borrow from any source has been one of the most influential characteristics of Pop Art.	Students develop a series of small Pop Art portrait sketches in their VAPD.	Students will create artworks that are reflective of today's society and will create a celebrity Pop Art painting inspired by pop artist Andy Warhol and the Postmodern Frame. Students will begin to develop digital photoshop skills to help them create a cartoon celebrity head, which they will use to help create their painting. Students will also develop their knowledge of colour, including tints and shades, value, monochromatic, warm/cool, primary colours, and colour mixing through this unit of work.				Assessment Task Due		Students use their own Pop Art sketches to create a cartoon comic strip, to extend this students could turn this into an animation.			
		<b>Critical and Historical Studies</b>										
		This unit of work is designed to engage students with artworks and artists that embraced popular culture. The art movement Pop Art, was created to portray popularity in a fun and creative way. Students will explore and investigate how society has placed an importance on celebrities, and the impact they have on society's culture/ idolising of popular icons. Students learn about Andy Warhol and use the Postmodern Frame to analyse his art making practice.						Students are introduced to Artist Roy Lichtenstein they learn about his appropriation of comic strips and cartoons.			Critical reflection of own artworks and processes.	
	<b>Outcomes</b>	<b>AM:</b> 5.4 <b>CHS:</b> 5.9	<b>AM:</b> 5.1, 5.2,5.4, 5.5, 5.6 <b>CHS:</b> 5.7, 5.8, 5.9,5.10				<b>AM:</b> 5.2, 5.4 <b>CHS:</b> 5.10		<b>AM:</b> 5.1, 5.2,5.4 <b>CHS:</b> 5.7, 5.8		<b>CHS:</b> 5.8, 5.9	
	<b>Art Movements and Art Forms</b>	Pop art, Drawing, Painting, Sculpture, Photoshop. Focused Artists: Andy Warhol and Roy Lichtenstein										
	<i>Life Skills Unit of Work</i>	Pop Art Portraits										
	<i>Life Skills Assessment</i>	Pop Art Portraits - Formative Assessment of Collection of works and Activities - Collection Week 2, 4, 6, 8, and 10										
	<i>Life Skills Outcomes</i>	LS.8, LS.9.										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Pop Art Portraits - 20% AM Outcomes: 5.2, 5.4, 5.6, 5.10											
<b>Reporting Outcomes</b>	5.2, 5.4, 5.10											





## ASSESSMENT SCHEDULE – 2024

# VISUAL ARTS 200 HOUR

Year: 9

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	Still life and Research Report	Australiana and Artwork Analysis	Printmaking and In class Examination	Pop Art Portraits
COMPONENTS		DATE DUE	Term 1 Week 9	Term 2 Week 10	Term 3 Week 4/5	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
5.4, 5.8, 5.9 LS: LS.5	ART MAKING CRITICAL AND HISTORICAL STUDIES	30%	15% 15%			
5.3, 5.5, 5.6 LS: LS.1, LS.2, LS.3, LS.4,	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%		15% 10%		
5.1, 5.7, 5.9 LS: LS.6, LS.7	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%			10% 15%	
5.2, 5.4, 5.10 LS: LS.8, LS.9.	ART MAKING	20%				20%
<b>TOTAL</b>		<b>100%</b>	30%	25%	25%	20%

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<b>Artmaking:</b> develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	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
<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	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

## SCOPE & SEQUENCE –2024

<b>Course:</b>	<b>Visual Arts</b>	<b>Year:</b>	<b>Year 9 200hr</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>Still Life</b>									
	<b>Description</b>	<b>Art Making</b>									
	<p><b>The Concept of Still Life:</b> Still life in the Visual Arts is the representation of inanimate objects through various mediums and forms. The subject matter has a strong focus on household objects, flowers, or fruits. Still life work contrasts figure drawing which focuses on a live human model. Through this unit of work students develop a strong understanding of composition and how it can embed conceptual meaning and structure.</p>	<p>Drawing Tasks for Still Life is creating shapes and recreating objects in drawing formation.</p>	<p>Students explore the techniques behind still life and use the modelled, guided, independent model to guide students through techniques.</p>	<p>Students will be introduced to a range of artmaking techniques and materials including graphite, charcoal, ink and painting in relation to the still life style of artmaking. Students during these weeks will practice, extend, refine and reform their skill sets whilst working on their Still Life Body of Work. Refinement of frames with activities to demonstrate their understanding of how frames can allow the audience to acknowledge different interpretations of art.</p>	<p>Assessment Task Due</p>	<p>.</p>					
	<b>Outcomes</b>	<p><b>AM</b> - 5.2, 5.4, 5.5, 5.6 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10</p>	<p><b>AM</b> - 5.1, 5.4, 5.6 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10</p>	<p><b>AM</b> - 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, <b>CHS</b> - 5.7, 5.9</p>	<p><b>AM</b> - 5.1, 5.2, 5.3, 5.4, <b>CHS</b> - 5.7, 5.8, 5.9,</p>	<p><b>CHS</b> - 5.8, 5.9</p>					
		<b>Critical and Historical Studies</b>									
	<p>Students will develop a deeper understanding about still life and the contemporary. Artists that will be explored during this unit are Pablo Picasso, Giorgio Morandi, Elements of Art, Frames, Conceptual Framework</p>	<p>Students will be exposed to a range of traditional, postmodern and contemporary still life artists and artworks to develop a deeper understanding of the meaning behind still life artworks.</p>	<p>Students will develop a deeper understanding about still life and the contemporary. Artists that will be explored during this unit are Paul Cezanne, and Carmen Hui.</p>	<p></p>	<p>Critical reflection of artists, artworks and processes.</p>						

	<b>Art Movements and Art Forms</b>	Still life, Drawing, Painting, Mixed media
	<i>Life Skills Unit of Work</i>	Still life
	<i>Life Skills Assessment</i>	Formative Assessment of Collection of works - Carmen Hui Sketch, Carmen Hui Worksheet, Carmen Hui Watercolor and Worksheet.
	<i>Life Skills Outcomes</i>	LS.5
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Still Life and Research Report - 30% (CHS 15%, AM 15%), Outcomes: 5.1, 5.4, 5.8, 5.9
	<b>Reporting Outcomes</b>	5.4, 5.8, 5.9

		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>Australiana and Artwork Analysis</b>									
	<b>Description:</b> Students will explore the topic of Australiana through the practice of handbuilding in ceramics. Students will complete a case study about Peter Cooley. They will learn about the structural frame and develop their analysis skills using the frames to interpret and decode the structure qualities of sculptures.	<b>Art Making</b>									
		Students will explore the topic of Australiana through the practice of handbuilding in Ceramics.	Students explore the various handbuilding techniques. They will look at his ceramic works of Australian Fauna and explore the references to bushfires in Australia. They will create a vessel and develop mark making and graffiti techniques with reference to Australian flora to cover the surface.	Students experiment with dry brush glaze techniques to finish their works. This will segway to the next topic in Term 3 'Flora and Fauna'.						<b>Assessment Task Due</b>	
			Students will make their own Australian animal using clay. They will finish their work using ink, oil pastel and glaze.								
		<b>Critical and Historical Studies</b>									
	Students develop an understanding of the topic Australiana and learn how this topic is a source of inspiration/representation	Students will complete a case study about artist Peter Cooley. They will learn about the Structural Frame and develop their analysis skills using the Frames to interpret and decode the Structural qualities of sculptures.	Students will extend their analysis skills with further learning about Penny Evans and Indigenous Artist: Danie Mellor.				<b>Assessment Task Due</b>				
	<b>Outcomes</b>	<b>AM</b> - 5.4, 5.5 <b>CHS</b> - 5.10	<b>AM</b> - 5.1, 5.2, 5.4, 5.5 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10				<b>AM</b> - 5.3, 5.5, 5.6 <b>CHS</b> - 5.7, 5.8, 5.9, 5.10			<b>AM:</b> 5.3, 5.5, 5.6, <b>CHS:</b> 5.9,	
	<b>Art Movements and Art Forms</b>	Sculpture, Ceramics, The Frames, Conceptual Framework, Peter Cooley, Penny Evans, Indigenous Artist: Danie Mellor									
	<i>Life Skills Unit of Work</i>	Australiana and Art Work Analysis									
<i>Life Skills Assessment</i>	Australiana and Art Work Formative Assessment of Collection of works and Activities										
<i>Life Skills Outcomes</i>	LS.1, LS.2, LS.3, LS.4,										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Australiana and Art Work Analysis - 25% (15% AM, 10% CHS) Outcomes: 5.3, 5.5, 5.6, 5.9										
<b>Reporting Outcomes</b>	5.3, 5.5, 5.6										

		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>Flora and Fauna</b>										
		<b>Art Making</b>										
	<p><b>Description:</b>            Students are introduced to printmaking with a focus on how drawing/printmaking has been utilized for the documentation of Flora and Fauna in both the science and art worlds . Students study artists that cover traditional art, scientific drawings and contemporary art . Printmaking is generally a more accessible art form in terms of purchasing because they are duplicates rather than originals, allowing students to understand reasons that this is good and bad. Students are introduced to the idea of editions and what is needed to produce a successful edition of prints.</p>	<p>Students work on a series of study sketches using Flora and Fauna from the school environment to inspire their practice. These sketches will then be used to create a montage design which students will complete in their VAPD. Preliminary studies.</p>	<b>Assessment Task Due</b>	<p>Students use their preliminary studies to then create a series of prints using etching as an artform. To extend this artmaking activity students can do a variety of hand colouring techniques and include mixed media to refine their prints.</p>								
		<b>Critical and Historical Studies</b>										

	Students are introduced to printmaking with a focus on how drawing/printmaking has been utilised for the documentation of Flora and Fauna in both the science and art worlds . Students were introduced to the idea of editions and what is needed to produce a successful edition of prints. Printmaking is generally a more accessible art form in terms of purchasing because they are duplicates rather than originals, allowing students to understand reasons that this is good and bad.		Students will learn about the structural and subjective frame and world as an agency. Students conduct study of artists Maragret Preston and Eli and learn about her artist practice.	Students work on a gallery proposal for their Body of Work. Students will need to refer specifically to the world and break down their artist practice.
<b>Outcomes</b>	<b>AM:</b> 5.4, 5.5 <b>CHS:</b> 5.8, 5.9	<b>AM:</b> 5.1 <b>CHS:</b> 5.7, 5.9	<b>AM:</b> 5.1, 5.2, 5.4, 5.5, 5.6 <b>CHS:</b> 5.7, 5.8, 5.9,	
<b>Art Movements and Art Forms</b>	Printmaking – lino, etching and Photoshop. Margaret Preston, Eliza Slater, John Wolseley, Angus Fisher.			
<i>Life Skills Unit of Work</i>	Flora and Fauna			
<i>Life Skills Assessment</i>	Print Making and Analysis Activities - Formative Assessment of Collection of works and Activities			
<i>Life Skills Outcomes</i>	LS.6, LS.7			
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Printmaking and In Class Examination 25% (AM 10%, CHS 15%), Outcomes: 5.1, 5.4, 5.5, 5.7, 5.9			
<b>Reporting Outcomes</b>	5.1, 5.7, 5.9			

		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>Pop Art</b>										
		<b>Art Making</b>										
	<b>Description</b> <b>The concept of Pop Art:</b> By creating paintings or sculptures of mass culture objects and media stars, the Pop Art movement aimed to blur the boundaries between "high" art and "low" culture. The concept that there is no hierarchy of culture and that art may borrow from any source has been one of the most influential characteristics of Pop Art.	Students develop a series of small Pop Art portrait sketches in their VAPD.	Students will create artworks that are reflective of today's society and will create a celebrity Pop Art painting inspired by pop artist Andy Warhol and the Postmodern Frame. Students will begin to develop digital photoshop skills to help them create a cartoon celebrity head, which they will use to help create their painting. Students will also develop their knowledge of colour, including tints and shades, value, monochromatic, warm/cool, primary colours, and colour mixing through this unit of work.				Assessment Task Due		Students use their own Pop Art sketches to create a cartoon comic strip, to extend this students could turn this into an animation.			
		<b>Critical and Historical Studies</b>										
		This unit of work is designed to engage students with artworks and artists that embraced popular culture. The art movement Pop Art, was created to portray popularity in a fun and creative way. Students will explore and investigate how society has placed an importance on celebrities, and the impact they have on society's culture/ idolising of popular icons. Students learn about Andy Warhol and use the Postmodern Frame to analyse his art making practice.						Students are introduced to Artist Roy Lichtenstein they learn about his appropriation of comic strips and cartoons.			Critical reflection of own artworks and processes.	
	<b>Outcomes</b>	<b>AM:</b> 5.4 <b>CHS:</b> 5.9	<b>AM:</b> 5.1, 5.2, 5.4, 5.5, 5.6 <b>CHS:</b> 5.7, 5.8, 5.9, 5.10						<b>AM:</b> 5.2, 5.4 <b>CHS:</b> 5.10		<b>AM:</b> 5.1, 5.2, 5.4 <b>CHS:</b> 5.7, 5.8 <b>CHS:</b> 5.8, 5.9	
	<b>Art Movements and Art Forms</b>	Pop art, Drawing, Painting, Sculpture, Photoshop. Focused Artists: Andy Warhol and Roy Lichtenstein										
	<i>Life Skills Unit of Work</i>	Pop Art Portraits										
	<i>Life Skills Assessment</i>	Pop Art Portraits - Formative Assessment of Collection of works and Activities - Collection Week 2, 4, 6, 8, and 10										
	<i>Life Skills Outcomes</i>	LS.8, LS.9.										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	Pop Art Portraits - 20% AM. Outcomes: 5.2, 5.4, 5.6, 5.10											
<b>Reporting Outcomes</b>	5.2, 5.4, 5.10											



