

# Elizabeth Macarthur High School



Year 10

## 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



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

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

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

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

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

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

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

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

#### **1.10'c' Non-serious attempt**

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

- Inappropriate written content submitted as part of a task
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

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

### 1.11 Appeals Process

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

The only areas to be considered in the review are:

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

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

### 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 NESAs for approval.

### **1.18 VET Assessment**

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

**NESA HAS MANDATED 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.

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

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

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

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

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

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

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

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

#### **Further Information**

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



## Student Drafts Procedure

### 1. Rationale:

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

### 2. Aim:

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

### 3. Procedures:

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



## Senior Examination Procedures

(For students in Years 10, 11, 12)

### 1. Rationale:

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

### 2. Aims:

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

### 3. Procedures:

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



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

## WHEN TO USE THIS FORM

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

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

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

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

*Refer to the assessment schedule for detailed information.*

## STUDENT AND PARENT TO COMPLETE THIS SECTION

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

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

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

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

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

Reason: Parent to complete

Evidence Attached (e.g. Medical Certificate): Yes  No

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

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

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

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

## SCHOOL USE ONLY

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

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

Head Teacher's Decision: Approved  Declined

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

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

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





## Term 1

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction						X				
Commerce 200hr										
Computing Technology									X	
English									X	
Elective History 200 & 100hr							X			
Food Technology									X	
Geography										
International Studies 100hr										
Mathematics										
Multimedia/ Timber						X				
Music								X		
Outdoor Education								X		
PDHPE								X		
Science										
SLR 100hr										X
Sport Science 200hr										
Textiles										X
Visual Arts 200 & 100hr									X	

## Term 2

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6A	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction					X					
Commerce 200hr				X						
Computing Technology									X	
English									X	
Elective History 200 & 100hr							X			
Food Technology										
Geography						X				
International Studies 100hr				X						
Mathematics				X	X					
Multimedia/ Timber				X						
Music								X		
Outdoor Education				X						
PDHPE				X						
Science	X									
SLR 100hr				X						
Sport Science 200hr			X	X						
Textiles									X	
Visual Arts 200 & 100hr									X	

### Term 3

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction										X
Commerce 200hr								X		
Computing Technology									X	
English									X	
Elective History 200 & 100hr								X		
Food Technology									X	
Geography					X					
International Studies 100hr										
Mathematics										
Multimedia/ Timber			X							
Music								X		
Outdoor Education								X		
PDHPE									X	
Science										
SLR 100hr									X	
Sport Science 200hr									X	
Textiles									X	
Visual Arts 200 & 100hr										X

### Term 4

Subject	Week 1A	Week 2B	Week 3A	Week 4B	Week 5A	Week 6B	Week 7A	Week 8B	Week 9A	Week 10B
Building & Construction								X	X	X
Commerce 200hr										
Computing Technology				X						
English										
Elective History 200 & 100hr										
Food Technology				X	X					
Geography			X							
International Studies 100hr						X				
Mathematics				X	X					
Multimedia/ Timber				X	X					
Music					X					
Outdoor Education		X								
PDHPE				X						
Science				X	X	X				
SLR 100hr				X						
Sport Science 200hr				X						
Textiles				X	X					
Visual Arts 200 & 100hr						X				



FORMAL ASSESSMENT SCHEDULE – 2024

**BUILDING & CONSTRUCTION**

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Concrete Float	Concreting	Timber Wall Framing	Examination
COMPONENTS	DATE DUE	Term 1 Week 6	Term 2 Week 5	Term 3 Week 10	Examination period	
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	
IND5-1 IND5-7	WHS and risk management	15%	5%		5%	5%
IND5-2 IND5-8	Design	10%			10%	
IND5-4 IND5-7	Materials	20%		10%	10%	
IND5-3 IND5-7	Tools, equipment and techniques	30%	5%	10%	5%	10%
IND5-5 IND5-6	Workplace communication skills	10%	5%			5%
IND5-9 IND5-10	Societal and environmental impact	5%			5%	
IND5-9 IND5-10	Links to industry	10%		5%	5%	
<b>TOTAL MARK</b>		<b>100%</b>	<b>15%</b>	<b>25%</b>	<b>40%</b>	<b>20%</b>

OBJECTIVES	HSC OUTCOMES
<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

<b>Course:</b>	Industrial Technology- Building & Construction	<b>Year:</b>	10	<b>Stage:</b>	5
<b>Term 1 2024 Week 1 - Term 1 Week 6.</b>	<b>Unit of Work-</b>	Unit 1 - Concrete Float -			
	<b>Description</b>	This unit introduces students to plan reading, how to use hand tools and machinery and the requirements of effective project management. Students work cooperatively to individually produce a Concrete Float to the desired specifications. Students learn how to uphold WHS protocol in the workshop as they learn new skills and explore new equipment to complete practical processes. (Duration: 6 weeks)			
	<b>Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS and workshop safety</li> <li>○ Tool and machinery use to produce practical projects</li> <li>○ Plan reading</li> </ul>			
	<i>Life Skills Unit of Work</i>	Units of work will be adjusted to suit individual students needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-1, INDLS-2, INDLS-4, INDLS-6, INDLS-7</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1-</b> Concrete Float 15%</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> <li>○ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>			
	<b>S1-Reporting Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment			



Course:	Industrial Technology- Building & Construction	Year:	10	Stage:	5
Term 1 2024 Week 7 - Term 2 Week 4.	<b>Unit of Work-</b>	Unit 2 - Concreting -			
	<b>Description</b>	This unit introduces students to the process of Concreting. Students learn the theory behind the planning, preparation, pouring and finishing of a slab on ground, then practically apply these skills in class learning activities. Students converge on a final day where they participate in a concrete pour for a slab on ground within the school premises. (Duration: 8 weeks)			
	<b>Outcomes</b>	<b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Concreting theory and its practical applications</li> <li>○ WHS on a work site</li> <li>○ Slab on Ground concrete pour</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-5, INDLS-10</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2</b> - Concreting</li> <li>○ 25%</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce ○ quality practical projects</li> <li>○ <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications ○ <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various ○ applications</li> </ul>			
	<b>S1-Reporting Outcomes</b>	<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>IND5-6</b> identifies and participates in collaborative work practices in the learning environment			

Course:	Industrial Technology- Building & Construction	Year:	10	Stage:	5
Term 2 2024 Week 5 - Term 2 Week 10.	<b>Unit of Work-</b>	Unit 3 - Reading & Interpreting Plans -			
	<b>Description</b>	Students explore the range of Building Plans required for effective construction planning. Students interact with the varied types of plans to establish competence in reading, interpreting and generating plans for specified applications. Students focus largely on the interpretation of Floor Plans, as a lead-in strategy to the following Wall Framing unit of work. (Duration: 6 weeks)			
	<b>Outcomes</b>	<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>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Reading, Interpreting and comprising Building Plans</li> <li>○ Floor Plans</li> <li>○ The application of plans for different trades</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual students needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-6, INDLS-8, INDLS-10</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ NA - Content to be Formally Assessed in final exam.</li> </ul>			
	<b>S1-Reporting 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>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects <b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally			

<b>Course:</b>	Industrial Technology- Building & Construction	<b>Year:</b>	10	<b>Stage:</b>	5
<b>Term 3 2024 Week 1 - Term 4 Week 10.</b>	<b>Unit of Work-</b>	Unit 4 - Timber Wall Framing			
	<b>Description</b>	<p>Students are introduced to the techniques and processes required to construct timber wall frames. Students interpret supplied floor plans to construct the wall frames for a model house. Students extend beyond timber wall framing as they explore the applications of cladding, bricklaying, roofing and the fitout of features including doors and windows in their model house.</p> <p>Students explore issues of sustainability in the building industry and are educated on the selection of appropriate materials when constructing wall frames.</p> <p>This unit includes a yearly theoretical examination, which encompasses all theory content explored throughout the course of the year. A two week exam revision sub-unit will take place in the lessons preceding the examination date. (Duration: 20 weeks)</p>			
	<b>Outcomes</b>	<p><b>Wall Framing:</b></p> <p><b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p><b>IND5-2</b> applies design principles in the modification, development and production of projects</p> <p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally <b>Exam:</b></p> <p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Wall Framing</li> <li>○ Carpentry principles and practices</li> <li>○ Suitable framing materials</li> <li>○ Interpreting Plans</li> <li>○ Group work and communication for achievement</li> <li>○ Technologies and the trade industry</li> <li>○ Project documentation and evaluation</li> <li>○ Exam revision &amp; feedback</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual students needs.</li> </ul>			
<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>				

	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● INDLS-3, INDLS-4, INDLS-8, INDLS-9</li> </ul>
	<p><b>Assessment Task Name, Weighting, Number, Outcomes</b></p>	<p><b>Assessment Task 3 - Timber Wall Framing</b></p> <ul style="list-style-type: none"> <li>○ 40%</li> <li>○ <b>Wall Framing:</b></li> <li>○ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>○ <b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> <li>○ <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>○ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally.</li> </ul> <p><b>Assessment Task 4 - Examination</b></p> <ul style="list-style-type: none"> <li>○ 20%</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> <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>	<p><b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>



FORMAL ASSESSMENT SCHEDULE – 2024

**COMMERCE 200HR**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

SYLLABUS OUTCOMES	COMPONENTS	Task No.	TASK 1	TASK 2
		Task Type	Research Task	Portfolio Task
		DATE DUE	Term 2 Week 4	Term 3 Week 8
		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
5.1, 5.2, 5.3, 5.4, 5.5, 5.6	Knowledge and understanding	50%	30	20
5.4, 5.5, 5.6, 5.9	Skills in decision making and problem solving	30%	10	20
5.1, 5.2, 5.4, 5.7, 5.8, 5.9	Skills in effective research and communication	20%	10	10
<b>TOTAL MARK</b>		<b>100%</b>	<b>50%</b>	<b>50%</b>

Outcome	Description
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

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

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

		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	Towards Independence									
	Description	Students investigate financial, consumer, legal and employment issues which may affect them in the future. They examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.									
	Outcomes	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									
	Subject Specific i.e. Module, Area of Study, Text etc	Moving from home, arranging accommodation, Managing finances, Major purchases, Community Involvement, Current Issues.									
	Life Skills Unit of Work	Independent living (Life Skills)									
	Life Skills Outcomes	COMLS-1, COMLS-2, COMLS-3, COMLS-4, COMLS-5, COMLS-7, COMLS-8, COMLS-9, COMLS-10, COMLS-11, COMLS-12, COMLS-13									
	Assessment Task Name, Weighting, Outcomes	<p><b>Task #2: Portfolio Task</b>  <b>Weighting: 50%</b>  <b>Outcomes: COM5-1, COM5-4, COM5-6, COM5-7, COM5-8, COM5-9</b></p>									
	Reporting Outcomes	COM5-5, 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	
Term 4	Unit of Work	Travel					School-developed Option					
	Description	Students learn how to plan for travel and how to solve problems encountered when travelling. They explore the considerations that need to be made when planning for travel and gather relevant data when developing a travel itinerary and budget.					Students are provided with the opportunity to develop their knowledge, understanding and skills related to a particular area of interest, and design and develop strategies for effective learning.					
	Outcomes	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					
	Subject Specific i.e. Module, Area of Study, Text etc	The nature of tourism, developing an itinerary, solving problems related to travel					Student-selected project task					
	Life Skills Unit of Work	Travel (Life skills)					School-developed Option (Life Skills)					
	Life Skills Outcomes	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					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					
	Assessment Task Name, Weighting, Outcomes	Not applicable										
	Reporting Outcomes	COM5-5, COM5-6, COM5-8, COM5-9										





FORMAL ASSESSMENT SCHEDULE – 2024

<b>COMPUTING TECHNOLOGY</b>	Year: 10
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<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>	Software Design	Software Production	User Experience Design	User Experience Production
<b>SYLLABUS OUTCOMES</b>	<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 4
		<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-EVL-01, CT5-COM-01, CT5-OPL-01, CT5-THI-01, CT5-DES-01	<b>Software Development:</b> Creating Games & Simulations	50%	25%	25%		
CT5-SAF-01, CT5-DPM-01, CT5-COL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5DAT-02, CT5-DES-01	<b>Enterprise Information Systems</b> Designing for user experiences	50%			25%	25%
<b>TOTAL</b>		<b>100%</b>	25%	25%	25%	25%

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

Course:	Computing Technology Stage 5 (100 hours)	Year:	10	Stage:	5
Term 1 2024 Week 1 - Term 1 Week 10.	<b>Unit of Work-</b>	User Experience Design			
	<b>Description</b>	Students develop their knowledge and skills in the use of a variety of tools, materials and techniques related to multimedia production, user interfaces and the user experience. This unit supports students as they design an interactive video (up to 3 minutes in length) that uses interactivity to store user input for future analysis and prediction modelling. Design qualities are emphasised to ensure functionality, accessibility, usability and aesthetics while adhering to privacy and copyright requirements including legal and ethical responsibilities.			
	<b>Outcomes</b>	CT5-DAT-01, CT5-DAT-02, CT5-COL-01			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Designing for User Experience; Analysing Data</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual student’s needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● CTLS-SAF-01, CTLS-DPM-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-THI-01, CTLS-DAT-02, CTLS-DES-01</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1 - User Experience Design</b></li> <li>○ 25%</li> <li>○ CT5-COL-01 manages, documents and explains individual and collaborative work practices</li> <li>○ CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts</li> <li>○ CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data</li> </ul>			
	<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>○ CT5-COL-01 manages, documents and explains individual and collaborative work practices</li> <li>○ CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts</li> <li>○ CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data</li> </ul>			

<b>Course:</b>	Computing Technology Stage 5 (100 hours)	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>
<b>Term 2 2024 Week 1 - Term 2 Week 10.</b>	<b>Unit of Work-</b>	User Experience Production			
	<b>Description</b>	Students develop their knowledge and skills in the use of a variety of tools, materials and techniques related to multimedia production, user interfaces and the user experience. This unit focuses on developing students' production skills as they produce an interactive video (up to 3 minutes in length) that uses interactivity to store user input for future analysis and prediction modelling. Design qualities are emphasised to ensure functionality, accessibility, usability, and aesthetics while adhering to privacy and copyright requirements including legal and ethical responsibilities.			
	<b>Outcomes</b>	CT5-THI-01, CT5-SAF-01			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Designing &amp; producing for User Experience; Analysing Data</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual student's needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>● CTLS-SAF-01, CTLS-DPM-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-THI-01, CTLS-DAT-02, CTLS-DES-01</li> </ul>			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2</b> - User Experience Production</li> <li>○ 25%</li> <li>○ CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology</li> <li>○ CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions</li> </ul>			
<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>○ CT5-COL-01 manages, documents and explains individual and collaborative work practices</li> <li>○ CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts</li> <li>○ CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data</li> <li>○ CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology</li> <li>○ CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions</li> </ul>				

<b>Course:</b>	Computing Technology Stage 5 (100 hours)	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>
<b>Term 3, Week 1 - Term 3, Week 10</b>	<b>Unit of Work-</b>	Software design			
	<b>Description</b>	Students develop their knowledge and skills in the use of a variety of tools, materials and techniques related to the design and development of a software application and simulation. This unit supports students as they develop a simple mobile app to track data and create a simulation to model data. Users will interact with the simulation to make informed decisions. Design qualities are emphasised to ensure functionality, accessibility and quality of code.			
	<b>Outcomes</b>	CT5-SAF-01, CT5-DPM-01, CT5-EVL-01, CT5-DAT-01, CT5-COM-01, CT5-THI-01, CT5-DAT-02, CT5-DES-01			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Creating Games and Simulations; Developing Apps and Web Software			
	<i>Life Skills Unit of Work</i>	Units of work will be adjusted to suit individual students' needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	CTLS-SAF-01, CTLS-DPM-01, CTLS-COL-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-ALG-01, CTLS-THI-01, CTLS DES-01			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 3</b> - Software Design</li> <li>○ 25%</li> <li>○ CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions</li> <li>○ CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology</li> <li>○ CT5-COM-01 communicates ideas, processes and solutions using appropriate media</li> </ul>			
	<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>○ CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions</li> <li>○ CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology</li> <li>○ CT5-COM-01 communicates ideas, processes and solutions using appropriate media</li> </ul>			

Course:	Computing Technology Stage 5 (100 hours)	Year:	10	Stage:	5
Term 4 2024 Week 1 - Term 4 Week 4.	<b>Unit of Work-</b>	Software Production			
	<b>Description</b>	Students develop their knowledge and skills in the use of a variety of tools, materials and techniques related to the production of a software application and simulation. This unit focuses on utilising a variety of software production techniques to produce a functioning mobile App.			
	<b>Outcomes</b>	CT5-SAF-01, <b>CT5-DPM-01</b> , CT5-EVL-01, <b>CT5-DAT-01</b> , CT5-COM-01, <b>CT5-THI-01</b> , CT5-DAT-02, CT5-DES-01			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Creating Games and Simulations; Developing Apps and Web Software</li> </ul>			
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual student's needs.</li> </ul>			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>	CTLS-SAF-01, CTLS-DPM-01, CTLS-COL-01, CTLS-EVL-01, CTLS-DAT-01, CTLS-COM-01, CTLS-ALG-01, CTLS-THI-01, CTLS-DES-01			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 4</b> - Software production</li> <li>○ 25%</li> <li>○ CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language</li> <li>○ CT5-DES-01 designs and creates user interfaces and the user experience</li> </ul>			
<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language</li> <li>● CT5-DES-01 designs and creates user interfaces and the user experience</li> </ul>				



FORMAL ASSESSMENT SCHEDULE – 2024

**ENGLISH**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

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>● EN5-1A</li> <li>● EN5-3B</li> <li>● EN5-9E</li> </ul>	Writing Creatively	12.5%	12.5%	25%	25%		
<ul style="list-style-type: none"> <li>● EN5-4B</li> <li>● EN5-5C</li> <li>● EN5-7D</li> </ul>	Shakespearean Tragedy	17.5%	17.5%	35 %		35 %	
<ul style="list-style-type: none"> <li>● EN5-2A</li> <li>● EN5-6C</li> <li>● EN5-8D</li> </ul>	New Texts for New Worlds	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>

<b>A student develops:</b>	<b>A student:</b>
A. communicate through speaking, listening, reading, writing, viewing and representing*	<b>EN5-1A</b> responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	<b>EN5-2A</b> effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
B. use language to shape and make meaning according to purpose, audience and context	<b>EN5-3B</b> selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
	<b>EN5-4B</b> effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
C. think in ways that are imaginative, creative, interpretive and critical	<b>EN5-5C</b> thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
	<b>EN5-6C</b> investigates the relationships between and among texts
D. express themselves and their relationships with others and their world	<b>EN5-7D</b> understands and evaluates the diverse ways texts can represent personal and public worlds
	<b>EN4-8D</b> identifies, considers and appreciates cultural expression in texts
E. learn and reflect on their learning through their study of English	<b>EN5-9E</b> purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness



## SCOPE & SEQUENCE –2024

<b>Course:</b>	English	<b>Year:</b>	10	<b>Stage:</b>	5
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Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	<b>Unit of Work</b>	<b>Writing Creatively</b>											
	<b>Description</b>	Students engage with the science and art of reading and composing creative narratives and texts. Students will participate in the reflection and collaboration process for the composition of a piece of personal writing, and consider the ways in which other composers integrate various forms of style into their own works.											
	<b>Outcomes</b>	EN5-1A, EN5-3B, EN5-9E											
	<b>Subject Specific Text</b>	<b>Text Type:</b> A range of fiction text types. <b>Text Experiences:</b> Fiction											
	<b>Life Skills Unit of Work</b>	<i>Writing Creatively</i>											
	<b>Life Skills Outcomes</b>	ENLS-3A, ENLS-9A, ENLS-15D											
	<b>Assessment Task Name, Number, Weighting, Outcomes</b>	<b>Assessment Task 1:</b> Imaginative Response & Reflection (25%) EN5-1A, EN5-3B, EN5-9E											
	<b>Reporting</b>	<b>Semester 1:</b> EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-9E											

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 Tragedy</b>										
	<b>Description</b>	In this unit, students will closely examine and engage with a Shakespearean tragedy and its appropriation into film. Students will undertake an in-depth analysis of the play itself, and create extended responses that convey their knowledge of the features of Shakespearean tragedy. Students will build upon their previous knowledge of Shakespearean drama from their study of Shakespeare in Stage 4, learning and appreciating the conventions contained within the play. The focus is on the play's ideas, construction, characterisation and dramatic techniques used to create meaning. Students will also examine how the context of the play shapes the dramatic events. Students will then examine the film, analysing film techniques and making connections between the original play and the film. Before watching a film version, it is expected that students are familiar with the play and have read the set scenes closely. 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 still kept alive today.										
	<b>Outcomes</b>	EN5-4B, EN5-5C, EN5-7D										
	<b>Subject SpecificText</b>	<b>Text Type:</b> Shakespearean Drama <b>Text Experiences:</b> Fiction										
	<b>Life Skills Unit of Work</b>	<i>Shakespearean Tragedy</i>										
	<b>Life Skills Outcomes</b>	ENLS-14D, ENLS-16D										
	<b>Assessment Task Name, Number, Weighting, Outcomes</b>	<b>Assessment Task 2 :</b> Critical Response (35%) EN5-4B, EN5-5C, EN5-7D										
	<b>Reporting</b>	<b>Semester 1:</b> EN5-1A, EN5-3B, EN5-5C, EN5-7D, EN5-9E										

		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	New Texts for New Worlds									
	Description	In this module, students will develop and extend their knowledge, understanding and appreciation of the ways that contemporary communication technologies shape the ways that we read, understand, and respond to digital, multimedia, multimodal and nonlinear texts. They will develop understanding of the changing possibilities for reader/responder engagement emerging through these new technologies in the ways we communicate and represent ideas and experiences. Students will engage in a detailed study of one core (common) multimodal or digital text. They will extend their understanding of the forms, functions and reading possibilities of multimedia and multimodal texts by studying a variety of supplementary texts. They will apply their understanding of the nature, scope, and ethical use of digital technology in their own responding and composing. The notions of audience and purpose will be examined through developing a deeper understanding and appreciation of the changing roles of both composer/s and responder in controlling and choosing the reading pathways through texts.									
	Outcomes	EN5-2A, EN5-6C, EN5-8D									
	Subject Specific Text	Text Type: A range of text types and media. Text Experiences: Intercultural and diverse experiences; diverse, cultural, social and gender perspectives.									
	Life Skills Unit of Work	New Texts for New Worlds									
	Life Skills Outcomes	ENLS-6A, ENLS-7A									
	Assessment Task Name, Number, Weighting, Outcomes	Assessment Task 3: Podcast and Transcript (40%) EN5-2A, EN5-6C, EN5-8D									
	Reporting	Semester 2: EN5-2A, EN5-4B, EN5-6C, EN5-8D									

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	Unit of Work	The Gothic Genre										
	Description	Students explore the ways in which the Gothic Genre is represented throughout a variety of texts across different contexts. Students examine a variety of texts, including those that have influenced the genre, such as those by Edgar Allan Poe. Students will examine the elements of gothic tradition used through film and literature to transfer understanding of language concepts into new and different contexts. In their responding and composing, students explore the ways the images we see and or visualise in texts are created. Students consider how the forms and language of different texts create these images, affect interpretation and shape meaning. Students develop an understanding of the Gothic conventions used across a range of different modes and medium learning to craft their own texts which represent their understanding of Gothic Genre.										
	Outcomes	EN5-2A, EN5-4B										
	Subject Specific Text	Text Type: Extended Prose Fiction Text Experiences: A range of fiction text types.										
	Life Skills Unit of Work	The Gothic Genre										
	Life Skills Outcomes	ENLS-5A, ENLA-17E										
	Assessment Task Name, Number, Weighting, Outcomes	Formative Assessment										
Reporting	Semester 2: EN5-2A, EN5-4B, EN5-6C, EN5-8D											



FORMAL ASSESSMENT SCHEDULE – 2023

**FOOD TECHNOLOGY**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Food for Specific Needs	Food for Special Occasions	Yearly Written Examination
COMPONENTS	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	
Task 1: FT5-6, FT5-7, FT5.8, FT5-13 Task 2: FT5-8, FT5.9, FT5-11	Assessments	50%	35%	15%	
Task 3: FT5-3, FT5-6, FT5-12	Examinations	20%			30%
Task 2: FT5-1, FT5-2, FT5-5	Practical Experiences	30%		20%	
<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 & SEQUENCE –2024

<b>Course:</b>	<b>Food Technology</b>	<b>Year:</b>	<b>10</b>	<b>Stage:</b>	<b>5</b>
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Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	<b>Unit of Work</b>	<b>Food for specific needs</b>											
	<b>Description</b>	Factors influencing eating habits	Circumstances which lead to specific food needs	Food Taboos	Nutritional requirements for the stages of the lifecycle	Recommended daily intake and the stages of the lifecycle	Allergies and intolerances	Nutritionally modified foods	Nutritional modified foods continued and fibre	Nutritional modified foods continued and fibre	The role of support networks	Reflection and evaluation	
	<b>Outcomes</b>	FT5-7, FT5-8	FT5-1, FT5-2, FT5-5, FT5-12, FT5-13										
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>												
	<i>Life Skills Unit of Work</i>	<b>Food For Specific Needs Booklet</b>											
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task # 1 Task Name-</b> Foods For Specific Needs <b>Task Weighting-</b> 35% <b>Outcomes-</b> FTLS-6, FTLS-7, FTLS-8											
	<i>Life Skills Outcomes</i>	FTLS-1,FTLS-2, FTLS-3,FTLS-4,FTLS-5,FTLS-6,FTLS-7,FTLS-8,FTLS-9,FTLS-10,FTLS-11FTLS-12											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task # 1 Task Name-</b> Foods For Specific Needs <b>Task Weighting-</b> 35% <b>Outcomes-</b> FT5-6, FT5-7, FT5.8, FT5-13											
	<b>Reporting Outcomes</b>	<b>Semester 1: FT5-1, FT5-4, FT5-6, FT5-7, FT5-13</b>											

Term 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>Food Service and Catering</b>											
	<b>Description</b>	Kitchen safety	Food service and catering operations	Contributions to the food service and catering industry: Economic, social and cultural	Rights and responsibilities	Causes of food deterioration and spoilage	Functional properties of food	Preservation and menu investigation	Recipe modification And evaluation				
	<b>Outcomes</b>	FT5-2	FT5-1, FT5-12	FT5-6	FT5-13	FT5-7	FT5-3	FT5-4, FT5-2	FT5-5				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>												
	<i>Life Skills Unit of Work</i>	<b>Food Service and catering booklet</b>											
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>N/A</b>											
	<i>Life Skills Outcomes</i>	FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-6, FTLS-7 FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12											
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>N/A</b>											
	<b>Reporting Outcomes</b>	<b>Semester 1: FT5-1, FT5-4, FT5-6, FT5-7, FT5-13</b>											

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 3	<b>Unit of Work</b>	<b>Food for special occasions</b>									
	<b>Description</b>	Significance of food throughout history	Reasons for celebrating with food	Factors which affect eating habits	Indigenous communities and food	Menu planning	Workflow plans	Presentation and service for special occasions	Food preservation now and then	Reflection and evaluation	
	<b>Outcomes</b>	FT5-12		FT5-7		FT5-1, FT5-2, FT5-5					
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>										
	<i>Life Skills Unit of Work</i>	<b>Food for special occasions Booklet</b>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task # 2 Task Name-</b> Food For Special Occasions <b>Task Weighting-</b> 35% <b>Outcomes-</b> FTLS-2, FTLS-5, FTLS-8, FTLS-9, FTLS-11									
	<i>Life Skills Outcomes</i>	FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task # 2 Task Name-</b> NYE Countdown Celebration <b>Task Weighting-</b> 35% <b>Outcomes-</b> FT5-8, FT5.9, FT5-11, FT5-1, FT5-2, FT5-5									
<b>Reporting Outcomes</b>	<b>Semester 2: FT5-2, FT5-3, FT5-5, FT5-11, FT5-12</b>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 4	<b>Unit of Work</b>	<b>Food Trends</b>									
	<b>Description</b>	Current trends in food		Issues surrounding food sustainability		Emerging technologies	Trends in food presentation and styling	The role of media in the promotion of food	Factors affecting food trends and the acceptance of food trends	Reflection on emerging technologies and evaluation	
	<b>Outcomes</b>	FT5-3, FT5-13		FT5-13, FT5-7		FT5-6, FT5-8, FT5-9		FT5-6	FT5-12, FT5-13		FT5-6
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>										
	<i>Life Skills Unit of Work</i>	<b>Food Trends Booklet</b>									
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Task # 3 Task Name-</b> Quiz <b>Task Weighting</b> 30% <b>Outcomes -</b> FTLS-3, FTLS-6, FTLS-12									
	<i>Life Skills Outcomes</i>	<b>N/A</b>									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task # 3 Task Name-</b> Yearly Examination <b>Task Weighting-</b> 30% <b>Outcomes-</b> FT5-3, FT5-6, FT5-12									
<b>Reporting Outcomes</b>	<b>Semester 2: FT5-2, FT5-3, FT5-5, FT5-11, FT5-12</b>										



FORMAL ASSESSMENT SCHEDULE – 2024

**GEOGRAPHY**

Year: 10

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

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
<ul style="list-style-type: none"> <li>• develop knowledge and understanding of the features and characteristics of places and environments across a range of scales</li> </ul>	GE5-1 explains the diverse features and characteristics of a range of places and environments GE5-2 explains processes and influences that form and transform places and environments GE5-3 analyses the effect of interactions and connections between people, places and environments GE5-4 accounts for perspectives of people and organisations on a range of geographical issues GE5-5 assesses management strategies for places and environments for their sustainability GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing
<ul style="list-style-type: none"> <li>• develop knowledge and understanding of interactions between people, places and environments</li> </ul>	
<ul style="list-style-type: none"> <li>• apply geographical tools for geographical inquiry</li> </ul>	GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry GE5-8 communicates geographical information to a range of audiences using a variety of strategies
<ul style="list-style-type: none"> <li>• develop skills to acquire, process and communicate geographical information</li> </ul>	



## SCOPE & SEQUENCE –2024

<b>Course:</b>	Geography	<b>Year:</b>	10	<b>Stage:</b>	5
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Term 1	Human Wellbeing	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>	Human Wellbeing											
	<b>Description</b>	Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.											
	<b>Outcomes</b>	GE5-1, GE5-2				GE5-2, GE5-6			GE5-6, GE5-7			GE5-6, GE5-7	
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Human wellbeing and development				Spatial variations in human wellbeing			Human wellbeing in Australia			Improving human wellbeing	
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	No Formal Assessment Task											
	<b>Reporting Outcomes</b>	GE5-1, GE5-3, GE5-6, GE5-7											
	<i>Life Skills Unit of Work</i>	Human wellbeing					Human wellbeing and development				Improving human wellbeing		
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	No Formal Assessment Task											
	<i>Life Skills Outcomes</i>	GELS5-1, GELS5-3, GELS5-8					GELS5-2, GELS5-5, GELS5-6				GELS5-5, GELS5-7		
<i>Life Skills Reporting Outcomes</i>	GELS5-1, GELS5-3, GELS5-6, GELS5-7												

Term 2	Environmental Change and Management	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>	Environmental Change and Management										
	<b>Description</b>	Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.										
	<b>Outcomes</b>	GE5-2, GE5-3,	GE5-2, GE5-3			GE5-4, GE5-5			GE5-5, GE5-7, GE5-8			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Environments	Environmental change			Environmental management			Investigative study			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Formal Assessment Task Name: Response</b> Weighting: 50% Due: Term 2, Week 6 Task 1 Outcomes: [GE5-3, GE5-5, GE5-6, GE5-8]										
	<b>Reporting Outcomes</b>	GE5-1, GE5-3, GE5-6, GE5-7										
	<i>Life Skills Unit of Work</i>	Environments				Environmental changes				Environmental management		
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Formal Assessment Task Name: Response</b> Weighting: 50% Task 1 Outcomes: [GELS5-3, GELS5-5, GELS5-8]										
	<i>Life Skills Outcomes</i>	GELS5-2, GELS5-3				GELS5-2, GELS5-3, GELS5-8				GELS5-4, GELS5-5, GELS5-7		
<i>Life Skills Reporting Outcomes</i>	GELS5-1, GELS5-3, GELS5-6, GELS5-7											

Term 3	Changing Places	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit of Work	Changing Places											
	Description	Students examine the patterns and trends in population movements and the increasing urbanisation of countries. They discuss the reasons for internal and international migration patterns and the consequences of population movements, including the increased concentration of populations within countries. Students examine strategies to create liveable and sustainable urban places, propose solutions and suggest opportunities for active citizenship.											
	Outcomes	GE5-2, GE5-5		GE5-2, GE5-3		GE5-3, GE5-5		GE5-3, GE5-5		GE5-7, GE5-8			
	Subject Specific i.e. Module, Area of Study, Text etc	Causes and consequences of urbanisation		Urban settlement patterns		Internal migration		International migration		Australia's urban future			
	Assessment Task Name, Weighting, Number, Outcomes	<b>Formal Assessment Task Name: Junior Geography Project (JGP)</b> Weighting: 10% Due: Term 3, Week 5 Task 2, <b>Part a</b> Outcomes: [GE5-7, GE5-8]											
	Reporting Outcomes	<b>GE5-2, GE5-4, GE5-5, GE5-8</b>											
	<i>Life Skills Unit of Work</i>	Urban environments		Urban migration				International migration		Management for future urban environments			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	No Formal Assessment Task											
	<i>Life Skills Outcomes</i>	GELS5-2		GELS5-3, GELS5-5, GELS5-8				GELS5-3		GELS5-5, GELS5-7			
	<i>Life Skills Reporting Outcomes</i>	GELS5-2, GELS5-4, GELS5-5, GELS5-8											

Term 4	Sustainable Biomes	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
	Unit of Work	Sustainable Biomes											
	Description	Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future food supply-and-demand issues. Challenges to food production are explored and management strategies investigated.											
	Outcomes	GE5-1, GE5-2,			GE5-1, GE5-2		GE5-2, GE5-3		GE5-1, GE5-5		GE5-7, GE5-8		
	Subject Specific i.e. Module, Area of Study, Text etc	Biomes			Changing biomes		Biomes produce food		Challenges to food production		Food security		
	Assessment Task Name, Weighting, Number, Outcomes	<b>Formal Assessment Task Name: Junior Geography Project (JGP)</b> Weighting: 40% Due: Term 4, Week 3 Task 2, <b>Part b</b> Outcomes: [GE5-2, GE5-3, GE5-5, GE5-7, GE5-8]											
	Reporting Outcomes	<b>GE5-2, GE5-4, GE5-5, GE5-8</b>											
	<i>Life Skills Unit of Work</i>	World biomes			Changing biomes		Food production			Food for future populations			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<b>Formal Assessment Task Name: Research project</b> Weighting: 50% Due: Term 4, Week 3 Task 2 Outcomes: [GELS-3, GELS4, GELS-7]											
	<i>Life Skills Outcomes</i>	GELS5-1, GELS5-2, GELS5-3, GELS5-5, GELS5-7, GELS5-8											
	<i>Life Skills Reporting Outcomes</i>	GELS5-2, GELS5-4, GELS5-5, GELS5-8											



FORMAL ASSESSMENT SCHEDULE – 2024

**HISTORY ELECTIVE 200 & 100HR**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

		Task No.	TASK 1	TASK 2	TASK 3
		Task Type	Thematic Study Investigation	Societies Essay	Thematic Portfolio
		DATE DUE	Term 1 Week 7	Term 2 Week 7	Term 3 Week 7
COMPONENTS		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
HTE5-1, HTE5-9	Research and historical inquiry skills	25%	5%	10%	10%
HTE5-5, HTE5-6, HTE5-8	Analysis and use of sources (historical knowledge)	25%	5%	5%	10%
HTE5-3, HTE5-10	Communication	30%	10%	15%	10%
HTE5-2, HTE5-4, HTE5-7	Perspectives and interpretations (historical understanding)	20%	5%	5%	10%
<b>TOTAL</b>		<b>100</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
Students develop knowledge and understanding of: ■ history and historical inquiry	<b>HTE5-1</b> applies an understanding of history, heritage, archaeology and the methods of historical inquiry
	<b>HTE5-2</b> examines the ways in which historical meanings can be constructed through a range of media
Students develop knowledge and understanding of: ■ past societies and historical periods	<b>HTE5-3</b> sequences major historical events or heritage features, to show an understanding of continuity, change and causation
	<b>HTE5-4</b> explains the importance of key features of past societies or periods, including groups and personalities
	<b>HTE5-5</b> evaluates the contribution of cultural groups, sites and/or family to our shared heritage
Students develop skills to: ■ undertake the processes of historical inquiry	<b>HTE5-6</b> identifies and evaluates the usefulness of historical sources in an historical inquiry process
	<b>HTE5-7</b> explains different contexts, perspectives and interpretations of the past
	<b>HTE5-8</b> selects and analyses a range of historical sources to locate information relevant to an historical inquiry
Students develop skills to: ■ communicate their understanding of history	<b>HTE5-9</b> applies a range of relevant historical terms and concepts when communicating an understanding of the past
	<b>HTE5-10</b> selects and uses appropriate forms to communicate effectively about the past for different audiences

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

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

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Unit of Work	<b>Thematic 3</b>										
Description	This topic focuses on the development of students' understanding of the nature of history and the ways in which different perspectives and interpretations of the past are reflected in a variety of historical constructions. Teachers may examine a single option or explore a range of options to broaden students' understanding of the various ways that historical meaning can be developed. The content provides opportunities for students to investigate learning across the curriculum content, including Aboriginal and Torres Strait Islander histories and cultures.										
Outcomes	applies an understanding of history, heritage, archaeology and the methods of historical inquiry HTE5-1 › evaluates the contribution of cultural groups, sites and/or family to our shared heritage HTE5-5 › identifies and evaluates the usefulness of historical sources in an historical inquiry process HTE5-6 › selects and analyses a range of historical sources to locate information relevant to an historical inquiry HTE5-8 › applies a range of relevant historical terms and concepts when communicating an understanding of the past HTE5-9 › selects and uses appropriate forms to communicate effectively about the past for different audiences HTE5-10										
Subject specific i.e. Module, Area of study Text etc	Historical inquiry Students: apply an understanding of the methods of historical inquiry evaluate the value of sources as evidence for an historical inquiry locate, select, organise and communicate historical information from a number of sources to address historical problems and issues  Historical themes and concepts Students: identify historical themes and concepts in appropriate historical contexts outline and explain continuity and change within a specific historical context sequence major events or cultural practices to show an understanding of continuity and change						Events and people in the context of their time Students: explain how people from the past were influenced by different values, attitudes and motives				
Life Skills Unit of work	Thematic 3 - Life Skills										
Life Skills Assessment Task Name, weighting, number, outcomes	No assessment task										
Life Skills Outcomes	HTELS-1, HTELS-2, HTELS-8, HTELS-9, HTELS-11, HTELS-12, HTELS-13										
Assessment Task Name, Weighting, Number, Outcomes	No assessment task										
Reporting outcomes	HTE5-2, HTE5-7, HTE5-10										





FORMAL ASSESSMENT SCHEDULE – 2024

**INTERNATIONAL STUDIES**

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>
		<b>Task Type</b>	Presentation	Research Project
	<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 2 Week 4	Term 4 Week 6
		<b>IN CLASS OR TAKE HOME</b>	<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	<b>40%</b>	20%	20%
IS5-5, IS5-6	Knowledge and understanding about factors that shape cultural interconnectedness and change	<b>10%</b>	5%	5%
IS5-7, IS5-8, IS5-9	Skills of cultural analysis	<b>30%</b>	10%	20%
IS5-10, IS5-11, IS5-12	Skills of intercultural communication	<b>20%</b>	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

International Studies Year 10												
		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>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										

		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>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	Unit of Work	Culture and Beliefs										
	Description	Students study religions and beliefs and the ways in which these interact with, and influence, cultures.										
	Outcomes	IS5-2	IS5-3, IS5-6	IS5-4, IS5-6, IS5-8, IS5-12					IS5-6, IS5-8	IS5-2, IS5-8		
	Subject Specific	Overview	Indigenous spirituality	Origins and beliefs					Practices	Focus study		
	<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		
	Assessment Task Name, Weighting, Outcomes	No Formal Assessment										
	Reporting Outcomes	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	Unit of Work	Culture and Food					Culture in Film and Literature					
	Description	Students how culture is created and expressed through food					Students investigate the representation of culture in film and literature through a case study					
	Outcomes	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			
	Subject Specific	Food	Practices	Customs		Portrayal of Culture			Case Study			
	<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					
	Assessment Task Name, Weighting, Outcomes	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]										
	Reporting Outcomes	IS5-3, IS5-6, IS5-9, IS5-12										



## FORMAL ASSESSMENT SCHEDULE – 2024

# MATHEMATICS

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Task Type</b>	Topic Tests	Half-Yearly Examination	Topic Tests	Yearly Examination
COMPONENTS	DATE DUE	Term 1/2 one per topic	Term 2 Week 4/5	Term 3/4 one per topic	Term 4 Week 4/5	
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input 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	
MA5.1-4NA, MA5.1-6NA, MA5.1-8MG, MA5.2-11MG, MA5.1-5NA, MA5.1-12SP, MA5.2-8NA	<b>Working Mathematically:</b> Reasoning, Communication and Applying strategies	<b>50%</b>	15%	10%	15%	10%
MA5.1-7NA, MA5.1-10 MG, MA5.2-8 NA, MA5.1-13SP, MA5.1-11MG MA5.1-11MG	<b>Knowledge, Understanding and skills:</b> Number and Algebra, Measurement and Geometry, Statistics and Probability	<b>50%</b>	15%	10%	15%	10%
	<b>10M1/10M2/10M3 will be assessed on outcomes up to and including Stage 5.3</b>					
	<b>All other classes will be assessed on outcomes up to and including Stage 5.2</b>					
<b>TOTAL</b>		<b>100%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>

<b>Outcome</b>	A student:
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MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-8MG	Calculate the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media.
MA5.2-8NA	<b>Solves linear and simple quadratic equations, linear</b> inequalities and linear simultaneous equations, using analytical and graphical techniques.
MA5.1-7NA	Graphs simple non-linear relationships
MA5.1-10 MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-8 NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events
MA5.1-11MG	Describes and applied the properties of similar figures and scale drawings
MA5.2-4NA	Solves financial problems involving compound interest
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-6NA	Simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.
MA5.2-5NA	Recognises direct and direct proportion, and solves problems involving direct proportion
MA5.2-10NA	Connects algebraic and graphical representations of simple non-linear relationships
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments
MA5.2-14MG	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
MA5.3-6NA	Performs operations with surds and indices

# SCOPE & SEQUENCE –2024

Course:	Mathematics					Year:	10 Common					Stage:	5	
Term 1	Unit of Work	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11		
	<b>Interest</b>	<b>Interest</b>			<b>Coordinate Geometry</b>			<b>Surface Area and Volume</b>		<b>Algebra</b>		<b>Review</b>		
	<b>Description</b>	In this topic, students solve financial problems involving simple interest investments. Extension students focus on both simple and compound interest investments.			In this topic, students look at the features of linear relationships, such as the gradient, midpoint and length of an interval. They also look at the gradient-intercept form to interpret and graph linear relationships.			In this topic, students learn to calculate the area of composite shapes and the surface area and volume of rectangular and triangular prisms. Extension students further learn to calculate the surface area and volume of cylinders and composite shapes composed to right prisms and cylinders.		In this topic, students review the index laws and learn to expand and factorise algebraic expressions. Extension students focus further on the negative and fractional index laws as well as simplifying, expanding and factorising algebraic fractions and quadratic equations.		This time will be used to review the content of this term as well as more time for extension students to cover their extra content.		
	<b>Outcomes</b>	MA5.1-2WM, MA5.1-3WM, MA5.1-4NA: Solves financial problems involving earning money, spending and investing money			MA5.1-1/3WM, MA5.2-1/3, MA5.1-6NA: Determines the midpoint, gradients and length of an interval, and graph linear relationships			MA5.1-1/2WM, MA5.2-1/2WM, MA5.1-8MG: Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms		MA5.1-1/3WM, MA5.2-1/3WM, MA5.1-5NA: operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				
	<b>Extension Outcomes</b>	MA5.2-4NA: Solves financial problems involving compound interest			MA5.2-9NA: Uses the gradient-intercept form to interpret and graph linear relationships MA5.3-8NA: Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line			MA5.2-11MG: calculates the surface areas of right prisms, cylinders and related composite solids MA5.2-12MG: Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.3-13MG: applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.3-14MG: applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids		MA5.2-7NA: applies index laws to operate with algebraic expressions involving integer indices MA5.2-6NA: Simplifies algebraic fractions and expands and factorises quadratics. MA5.3-5NA: selects and applies appropriate algebraic techniques to operate with algebraic expressions				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A												
	<i>Life Skills Unit of Work</i>	<b>Money</b>					<b>Area</b>		<b>Repeating Patterns</b>					
	<i>Life Skills Outcomes</i>	<b>Reading and Writing money</b>		<b>Calculating with money</b>	<b>Making decisions about purchases</b>			<b>MALS-29MG: applies formal units to estimate and calculate area</b>		<b>MALS-18NA: recognises and continues patterns</b>				
	<b>Assessment Task Name, Weighting, Number</b>				Interest Topic Test 5%			Coordinate Geometry Topic Test 5%		SA & V Topic Test 5%				
	<b>Reporting (outcomes assessed)</b>				MA5.1-2/3WM, MA5.1-4NA, MA5.2-4NA (EXT) Sem1 Report			MA5.1-1/3WM, MA5.2-1/3, MA5.1-6NA, MA5.2-9NA (EXT) Sem1 Report		MA5.1-1/2WM, MA5.2-1/2WM, MA5.1-8MG, MA5.2-11/12MG (EXT) Sem1 Report				

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>Investigating Data</b>			<b>Review</b>	<b>Equations</b>			<b>Probability</b>			
	<b>Description</b>	In this topic, students learn to compare sets of data by focusing on the shape, and reviewing the measures of centre, i.e. mean, median and mode. Extension students look further into other modes of displaying data, i.e. box plots, and measures of spread, i.e. quartiles.			This time will be dedicated to revision or the half yearly exam	In this topic, mainstream students review solving equations up to 3 steps while extensions students look into quadratic equations, equation and formula problems, and inequalities.			For mainstream students, this topic is a review of relative frequencies, Venn diagrams and two-way tables to better interpret simple and compound probability events. Extension students look further into multi-step experiments and conditional probability.			
	<b>Outcomes</b>	MA5.1-1/3, MA5.2-1/2WM, MA5.1-12SP: uses statistical displays to compare sets of data, and evaluates statistical claims made in the media				MA5.2-1/2/3WM, MA5.2-8NA: Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques			MA5.1-1/2/3WM, MA5.2-1/2/3WM MA5.1-13SP: Calculates relative frequencies to estimate probabilities of simple and compound events			
	<b>Extension Outcomes</b>	MA5.2-15SP: uses quartiles and box plots to compare sets of data, and evaluate sources of data MA5.2-16SP: Investigates relationships between two statistical variables, including their relationship over time MA5.3-18SP: uses standard deviation to analyse data MA5.3-19SP: Investigates the relationships between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes				MA5.3-7NA: solves complex linear, quadratic, simple cubic and simultaneous equations and rearrange literal equations MA5.3-11NA: uses the definition of a logarithm to establish and apply the laws of logarithms			MA5.2-17SP: Describes and calculates probabilities in multi-step chance experiments			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	<b>Data</b>				<b>Number Sentences</b>			<b>Chance and Probability</b>			
		<b>Organising Data</b>		<b>Interpreting Data</b>								
	<i>Life Skills Outcomes</i>	MALS-36SP: gathers, organises and displays data		MALS-37SP: interprets information draws conclusions from data displays		MALS-19NA: calculates missing values by completing simple number sentences			MALS-39SP: recognises the elements of chance and probability in everyday events			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>				Half-Yearly Exam 20%			Equations Topic Test 5%				Probability Topic Test 5%
<b>Reporting</b>			MA4-1/2/3WM, MA5.1-1/3WM, MA5.2-1/2WM, MA4-5/7NA, MA5.1-5NA, MA5.2-13MG (EXT), MA5.2-6/7NA (EXT) Sem1 Report		MA5.2-1/2/3WM, MA5.2-8NA Sem2 Report			MA5.1-1/2/3WM, MA5.2-1/2/3WM, MA5.1-13SP, MA5.2-17SP (EXT) Sem2 Report				



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>Trigonometry</b>			<b>Graphs</b>				<b>Simultaneous Equations</b>			
	<b>Description</b>	This topic highlights the relationship between the sides and angles of a right-angled triangle and how it can be applied to a variety of contexts, specifically angles of elevation and depression, and bearing for extension students			In this topic, students are introduced to non-linear relationships, such as parabolas, exponentials and circles. Extension students learn more about how to relate the algebraic and graphical representation of these non-linear relationships.				This topic introduces students to solving simultaneous equations graphically and algebraically. This is important for all students who wish to participate in the Stage 6 Mathematics course in the future.			
	<b>Outcomes</b>	MA5.1-1/2/3WM, MA5.2-1/2WM, MA5.1-10MG: Applies trigonometry, given diagrams, to solve problems involving angles of elevation and depression			MA5.1-1/3WM, MA5.21/2/3WM, MA5.1-7NA: Graphs simple non-linear relationships							
	<b>Extension Outcomes</b>	MA5.2-13MG: applies trigonometry to solve problems, including problems involving bearings MA5.3-15MG: applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.			MA5.2-5NA: Recognises direct and direct proportion, and solves problems involving direct proportion MA5.2-10NA: Connects algebraic and graphical representations of simple non-linear relationships 5.3-4NA: Draws, interprets and analyses graphs of physical phenomena MA5.3-9NA: sketches and interprets a variety of non-linear relationships				MA5.2-1/2WM, MA5.2-8NA: solves linear simultaneous equations, using analytical and graphical techniques.			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A										
	<i>Life Skills Unit of Work</i>	<b>Recognising shapes and objects</b>			<b>Position</b>				<b>Time</b>			
	<i>Life Skills Outcomes</i>	MALS-30MG: recognised, matches and sorts 3D objects and 2D shapes			<b>Position Language</b>	<b>Recognising Maps and Plans</b>	<b>Using Maps and Plans</b>		<b>Calculating and Measuring Time</b>		<b>Managing Time</b>	
	<i>Life Skills Outcomes</i>	MALS-30MG: recognised, matches and sorts 3D objects and 2D shapes			MALS-32MG: responds to and uses the language of position in everyday contexts	MALS-33MG: recognises that maps and plans are a representation of positions in space	MALS-34MG: uses maps and plans in a range of contexts		MALS-23MG: calculates and measures time and duration in everyday contexts		MALS-24 MG: organises personal time and manages scheduled activities	
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>				Trigonometry Topic Test 5%							
<b>Reporting</b>				MA5.1-1/2/3WM, MA5.2-1/2WM, MA5.1-10MG, MA5.2-13MG (EXT) Sem2 report								

		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>Geometry</b>			<b>Yearly Exams</b>		<b>Transition to Stage 6 Mathematics</b>				
	<b>Description</b>	This topic revises similar figures for mainstream students. Extension students will look further at other properties of polygons, i.e. finding the interior and exterior angle of polygons, and proving similarity, using its minimum conditions.									
	<b>Outcomes</b>	MA5.1-1/2/3WM, MA5.2-1/3WM MA5.1-11MG: Describes and applies the properties of similar figures and scale drawings									
	<b>Extension Outcomes</b>	MA5.2-14MG: calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	N/A									
	<i>Life Skills Unit of Work</i>	<b>Features of objects and shapes</b>									
	<i>Life Skills Outcomes</i>	MALS-31MG: identifies the features of 3D objects and 2D shapes and applies these in a range of contexts									
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>				Yearly Examination 20%						
	<b>Reporting</b>				MA5.1-1/2/3WM, MA5.2-1/2/3WM, MA5.1-7NA, MA5.1-11MG, MA5.2-5/8/10NA (EXT), MA5.2-14MG (EXT) Sem2 Report						

	Course:	Mathematics			Year:	10 EXTENSION					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>Interest &amp; Depreciation</b>			<b>Coordinate Geometry</b>			<b>Surface Area and Volume</b>				
	<b>Description</b>	In this topic, students solve financial problems involving simple interest investments. Extension students focus on both simple and compound interest investments.			In this topic, students look at the features of linear relationships, such as the gradient, midpoint and length of an interval. They also look at the gradient-intercept form to interpret and graph linear relationships.			In this topic, students learn to calculate the area of composite shapes and the surface area and volume of rectangular and triangular prisms. Extension students further learn to calculate the surface area and volume of cylinders and composite shapes composed to right prisms and cylinders.				
	<b>Outcomes</b>	MA5.1-2WM, MA5.1-3WM, MA5.1-4NA: Solves financial problems involving earning money, spending and investing money			MA5.1-1/3WM, MA5.1-6NA: Determines the midpoint, gradients and length of an interval, and graph linear relationships			MA5.1-1/2WM, , MA5.1-8MG: Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms				
	<b>Extension Outcomes</b>	MA5.2-4NA: Solves financial problems involving compound interest			MA5.2-1/3, MA5.2-9NA: Uses the gradient-intercept form to interpret and graph linear relationships MA5.3-8NA: Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line			MA5.2-1/2WM MA5.2-11MG: calculates the surface areas of right prisms, cylinders and related composite solids MA5.2-12MG: Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders MA5.3-13MG: applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids MA5.3-14MG: applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids				
	<b>Assessment Task Name, Weighting, Number</b>	Interest Topic Test 5%			Coordinate Geometry Topic Test 5%			SA & Volume Topic Test 5%				
	<b>Reporting (outcomes assessed)</b>	MA5.1-2/3WM, MA5.1-4NA MA5.2-4NA (EXT) Sem1 Report			MA5.1-1/3WM, MA5.2-1/3, MA5.1-6NA MA5.2-9NA (EXT) MA5.3-8NA (EXT) Sem1 Report			MA5.1-1/2WM, MA5.2-1/2WM, MA5.1-8MG MA5.2-11/12/13/14MG (EXT) Sem1 Report				

This time will be used to review the content of this term as well as more time for extension students to cover their extra content

		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>Products and Factors</b>			<b>This time will be dedicated to revision or the half yearly exam</b>	<b>Investigating Data</b>			<b>Equations and Inequalities</b>		
	<b>Description</b>	In this topic, students review the index laws and learn to expand and factorise algebraic expressions. Extension students focus further on the negative and fractional index laws as well as simplifying, expanding and factorising algebraic fractions and quadratic equations.				In this topic, students learn to compare sets of data by focusing on the shape, and reviewing the measures of centre, i.e. mean, median and mode. Extension students look further into other modes of displaying data, i.e. box plots, and measures of spread, i.e. quartiles.			In this topic, students look into quadratic equations, equation and formula problems, and inequalities.		
	<b>Outcomes</b>	MA5.1-1/3WM, MA5.1-5NA: operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases				MA5.1-1/3, MA5.1-12SP: uses statistical displays to compare sets of data, and evaluates statistical claims made in the media					
	<b>Extension Outcomes</b>	MA5.2-1/3WM, MA5.2-7NA: applies index laws to operate with algebraic expressions involving integer indices MA5.2-6NA: Simplifies algebraic fractions and expands and factorises quadratics. MA5.3-5NA: selects and applies appropriate algebraic techniques to operate with algebraic expressions				MA5.2-1/2WM, MA5.2-15SP: uses quartiles and box plots to compare sets of data, and evaluate sources of data MA5.2-16SP: Investigates relationships between two statistical variables, including their relationship over time MA5.3-18SP: uses standard deviation to analyse data MA5.3-19SP: Investigates the relationships between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes			MA5.2-1/2/3WM, MA5.2-8NA: Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques MA5.3-7NA: solves complex linear, quadratic, simple cubic and simultaneous equations and rearrange literal equations		
	<b>Assessment Task Name, Weighting, Number</b>	Products and Factors Topic Test 5%				Investigating Data Topic Test 5%			Equations and Inequalities Topic Test 5%		
	<b>Reporting (outcomes assessed)</b>	MA5.1-1/3WM, MA5.2-1/3WM, MA5.1-5NA MA5.2-6/7NA (EXT) MA5.3-5NA (EXT) Sem1 Report				MA5.1-1/3WM, MA5.1-12SP MA5.2-15/16SP (EXT) MA5.3-18/19SP (EXT) Sem1 Report			MA5.2-1/2/3WM, MA5.2-8NA (EXT) MA5.3-7 (EXT) Sem 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>Equations and Inequalities Week 4</b>	<b>Probability</b>		<b>Trigonometry</b>			<b>Graphs</b>			
	<b>Description</b>		For mainstream students, this topic is a review of relative frequencies, Venn diagrams and two-way tables to better interpret simple and compound probability events. Extension students look further into multi-step experiments and conditional probability.		This topic highlights the relationship between the sides and angles of a right-angled triangle and how it can be applied to a variety of contexts, specifically angles of elevation and depression, and bearing for extension students			In this topic, students are introduced to non-linear relationships, such as parabolas, exponentials and circles. Extension students learn more about how to relate the algebraic and graphical representation of these non-linear relationships.			
	<b>Outcomes</b>		MA5.1-1/2/3WM, MA5.1-13SP: Calculates relative frequencies to estimate probabilities of simple and compound events		MA5.1-1/2/3WM, MA5.1-10MG: Applies trigonometry, given diagrams, to solve problems involving angles of elevation and depression			MA5.1-1/3WM, MA5.1-7NA: Graphs simple non-linear relationships			
	<b>Extension Outcomes</b>		MA5.2-1/2/3WM MA5.2-17SP: Describes and calculates probabilities in multi-step chance experiments		MA5.2-1/2WM, MA5.2-13MG: applies trigonometry to solve problems, including problems involving bearings MA5.3-15MG: applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.			MA5.2-1/2/3WM , MA5.2-5NA: Recognises direct and direct proportion, and solves problems involving direct proportion MA5.2-10NA: Connects algebraic and graphical representations of simple non-linear relationships MA5.3-4NA: Draws, interprets and analyses graphs of physical phenomena MA5.3-9NA: sketches and interprets a variety of non-linear relationships			
	<b>Assessment Task Name, Weighting, Number</b>		Probability Topic Test 5%		Trigonometry Topic Test 5%			Graphs Topic Test 5%			
	<b>Reporting (outcomes assessed)</b>		MA5.1-1/2/3WM, MA5.2-1/2/3WM, MA5.1-13SP, MA5.2-17SP (EXT) Sem2 Report		MA5.1-1/2/3WM, MA5.1-10MG MA5.2-13MG (EXT) MA5.3-15MG (EXT) Sem1 Report			MA5.1-1/3WM, MA5.1-7NA MA5.2-5NA, MA5.2-10NA (EXT) MA5.3-4NA, MA5.3-9NA (EXT) Sem 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>Exponentials and Logs</b>		<b>Yearly Exams And Revision</b>		<b>Simultaneous Eqns</b>		<b>Transition to Stage 6 Mathematics</b>			
	<b>Description</b>	In this topic, students uses the definition of a logarithm to establish and apply the laws of logarithms				This topic introduces students to solving simultaneous equations graphically and algebraically. This is important for all students who wish to participate in the Stage 6 Mathematics course in the future.					
	<b>Outcomes</b>										
	<b>Extension Outcomes</b>	MA5.3-11NA: uses the definition of a logarithm to establish and apply the laws of logarithms				MA5.2-1/2WM, MA5.2-8NA: solves linear simultaneous equations, using analytical and graphical techniques.					
	<b>Assessment Task Name, Weighting, Number</b>	Exponentials and Logarithms Topic Test 5%		Yearly Examination 20%		Simultaneous Equations Topic Test 5%					
	<b>Reporting (outcomes assessed)</b>	MA5.3-11NA (EXT) Sem2 Report		MA5.1-1/2/3WM, MA5.2-1/2/3WM, MA5.1-7NA, MA5.1-11MG, MA5.2-5/8/10NA (EXT), MA5.2-14MG (EXT) Sem2 Report		MA5.2-1/2WM 5.2-8NA (EXT) Sem2 Report					



FORMAL ASSESSMENT SCHEDULE – 2024

**INDUSTRIAL TECHNOLOGY TIMBER & MULTIMEDIA**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		<b>Timber</b>	Skill development	Project Construction	Project Design	Examination
		<b>Multimedia</b>	App skills	Game production	App Development	Examination
		<b>DATE DUE</b>	Term 1 Week 6	Term 2 Week 4	Term 3 Week 3	Examination period
		<b>IN CLASS OR TAKE HOME</b>	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<b>IND5-1 IND5-7</b>	<b>WHS and risk management</b>	<b>15%</b>	5%			10%
<b>IND5-2 IND5-8</b>	<b>Design</b>	<b>15%</b>			15%	
<b>IND5-4 IND5-7</b>	<b>Materials</b>	<b>10%</b>		10%		
<b>IND5-3 IND5-7</b>	<b>Tools, equipment and techniques</b>	<b>30%</b>	10%	5%		15%
<b>IND5-5 IND5-6</b>	<b>Workplace communication skills</b>	<b>10%</b>	5%		5%	
<b>IND5-9IND5-10</b>	<b>Societal and environmental impact</b>	<b>10%</b>				10%
<b>IND5-9 IND5-10</b>	<b>Links to industry</b>	<b>10%</b>		10%		
<b>TOTAL</b>		<b>100%</b>	20%	25%	20%	35%

<b>OBJECTIVES</b>	<b>HSC 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 & SEQUENCE –2024

Course:	Industrial Technology- Timber		Year:	10		Stage:	5	
<b>Term 1</b> - <b>2024</b> - <b>Week 1</b> - <b>Term 1</b> - <b>Week 6</b>	<b>Unit of Work-</b>	Unit 1 - Skill Development - (Industrial Technology Timber - Module 2)						
	<b>Description</b>	This is an introductory unit that introduces students to the tools, equipment, processes and WHS required in the manufacture of framing, widening and carcass joinery, as a means of content and skill development for the major project. Students will develop knowledge and skills in the use of hand tools and powered machinery and learn how to operate equipment safely whilst complying with WHS procedures.						
	<b>Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment						
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS and Risk Management</li> <li>○ Tools, equipment and techniques</li> <li>○ Workplace communication skills and cooperation in a workshop setting</li> </ul>						
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.						
	<i>Life Skills Assessment TaskName, weighting, number, outcomes</i>	NA- Formative Assessment						
	<i>Life Skills Outcomes</i>	INDLS-2, INDLS-4, INDLS-7						
	<b>Assessment Task Name, Weighting, Number, Outcome</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1-</b> Skill Development 20%</li> <li>○ <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>○ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>						
	<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>● <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>● <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>						

Course:	Industrial Technology- Timber		Year:	10	Stage:	5
<b>Term 1</b> - <b>2024</b> - <b>Week 7</b> - <b>Term 2</b> - <b>Week 10</b>	<b>Unit of Work-</b>	Unit 2 - Project Production - (Industrial Technology Timber - Module 2)				
	<b>Description</b>	This unit will require students to construct a small timber project utilizing the skills and knowledge they have developed in the skills based activity. Students will use a range of tools and machinery in the production of their project and uphold WHS protocol at all times. Students will document the design, management and production of their project through a digital portfolio.				
	<b>Outcomes</b>	<b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS and workshop safety</li> <li>○ Evaluation, selection and use of a range of appropriate materials to produce practical projects</li> <li>○ Use of appropriate tools and machinery to produce quality products.</li> <li>○ Works cooperatively in workshop settings.</li> <li>○ Project management skills and production documentation (portfolio)</li> </ul>				
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment				
	<i>Life Skills Outcomes</i>	INDLS-4, INDLS-5, INDLS-10				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2</b> - Project Construction 25%</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>○ <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</li> <li>○ <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> </ul>				
<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>● <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>● <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects</li> <li>● <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>					

Course:	Industrial Technology- Timber		Year:	10	Stage:	5
<b>Term 3</b> - <b>2024</b>  <b>Week 1</b> - <b>Term 4</b> <b>Week 10</b>	<b>Unit of Work-</b>	Unit 3 - Major Project Design - (Industrial Technology Timber - Module 2)				
	<b>Description</b>	This unit focuses on developing students' ability to design and plan a major project (bar stool / coffee table). Students explore design factors including the research, planning, sketching and project management required to effectively organise and facilitate a major project construction. The unit will include a practical and theoretical examination at the conclusion of term 4.				
	<b>Outcomes</b>	<p><b>IND5-2</b> applies design principles in the modification, development and production of projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p><b>Exam</b></p> <p><b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Project Design and Planning</li> <li>○ Material, process and Joinery Research, Evaluation and Selection</li> <li>○ Project Drawings</li> </ul>				
	<i>Life Skills Unit of Work</i>	Unit of work to be adjusted to suit individual students' needs.				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment				
	<i>Life Skills Outcomes</i>	INDLS-3, INDLS-6, INDLS-9				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 3 - Project Design</b> 20%</li> <li>○ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>○ <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>○ <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>○ <b>Assessment Task 4 - Examination</b> 35%</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>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> <li>○ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>				
<b>S2-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>▪ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>▪ <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>▪ <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>▪ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>					

Course:	Industrial Technology - Multimedia		Year:	10	Stage:	5
Term 1 Week 1 - Term 1 Week 6	<b>Unit of Work-</b>	Unit 1 - App Skills (Industrial Technology Multimedia - Module 2)				
	<b>Description</b>	This is an introductory unit that introduces students to the tools, equipment, processes and WHS required in the production of software applications, as a means of content and skill development for software application development. Students will develop knowledge and skills in the use of programming languages, software mockup tools and digital media manipulation techniques as well as learn how to operate equipment safely whilst complying with WHS procedures.				
	<b>Outcomes</b>	<b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ WHS and Risk Management</li> <li>○ Tools, equipment and techniques</li> <li>○ Workplace communication skills and cooperation in a workshop setting</li> </ul>				
	<i>Life Skills Unit of Work</i>	Unit of Work to be adjusted to individual students' needs.				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment				
	<i>Life Skills Outcomes</i>	INDLS-2, INDLS-4, INDLS-7				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1-</b> App Skills 20%</li> <li>○ <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects ○ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>				
<b>S1-Reporting Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects ○ <b>IND5-6</b> identifies and participates in collaborative work practices in the learning environment</li> </ul>					

Course:	Industrial Technology - Multimedia		Year:	10	Stage:	5
Term 1	Unit of Work-	Unit 2 - Game Production (Industrial Technology Multimedia - Module 2)				
Week 7	Description	This unit allows students to produce a video game. Students use a range of software tools and techniques in the production of their project and uphold WHS protocol at all times. Students will document the design, management and production of their project through a digital portfolio. The unit will include a practical and theoretical examination at the conclusion of term 4.				
Term 2	Outcomes	<p><b>Unit</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 ● <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</li> <li>● <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> </ul>				
Week 10	Subject Specific i.e. Module, Area of Study, Text etc	<ul style="list-style-type: none"> <li>○ WHS and workshop safety</li> <li>○ Evaluation, selection and use of a range of appropriate materials to produce practical projects ○ Use of appropriate tools and machinery to produce quality products.</li> <li>○ Works cooperatively in workshop settings.</li> <li>○ Project management skills and production documentation (portfolio)</li> </ul>				
	<i>Life Skills Unit of Work</i>	Unit of Work to be adjusted to individual students' needs.				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	NA- Formative Assessment				
	<i>Life Skills Outcomes</i>	INDLS-4, INDLS-5, INDLS-10				
	Assessment Task Name, Weighting, Number, Outcomes	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2</b> – Game Production 25%</li> <li>○ <b>IND5-3</b> identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects ○ <b>IND5-4</b> selects, justifies and uses a range of relevant and associated materials for specific applications</li> <li>○ <b>IND5-9</b> describes, analyses and uses a range of current, new and emerging technologies and their various applications</li> </ul>				

Course:	Industrial Technology - Multimedia		Year:	10		Stage:	5	
Term 3 , Week 1 - Term 4 Week 10	Unit of Work-	Unit 3 - App Development (Industrial Technology Multimedia - Module 2)						
	Description	This unit focuses on developing students' ability to design and plan a major project (software application). Students explore design factors including the research, planning, storyboarding and project management required to effectively organise and facilitate a major project production.						
	Outcomes	<p><b>IND5-2</b> applies design principles in the modification, development and production of projects</p> <p><b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</p> <p><b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</p> <p><b>Exam</b></p> <p><b>IND5-1</b> identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies</p> <p><b>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</p> <p><b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</p>						
	Subject Specific i.e. Module, Area of Study, Text etc	<ul style="list-style-type: none"> <li>○ Project Design and Planning - storyboarding</li> <li>○ Material and process research, evaluation and selection</li> <li>○ Workplace communication skills</li> </ul>						
	Life Skills Unit of Work	Unit of Work to be adjusted to individual students' needs.						
	Life Skills Assessment Task Name, weighting, number, outcomes	NA- Formative Assessment						
	Life Skills Outcomes	INDLS-3, INDLS-6, INDLS-9						
	Assessment Task Name, Weighting, Number, Outcomes	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 3 – App Development 20%</b></li> <li>○ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>○ <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>○ <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>○ <b>Assessment Task 4 - Examination 35%</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>IND5-7</b> applies and transfers skills, processes and materials to a variety of contexts and projects</li> <li>○ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>						
S2-Reporting Outcomes	<ul style="list-style-type: none"> <li>▪ <b>IND5-2</b> applies design principles in the modification, development and production of projects</li> <li>▪ <b>IND5-5</b> selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects</li> <li>▪ <b>IND5-8</b> evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction</li> <li>▪ <b>IND5-10</b> describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally</li> </ul>							



## FORMAL ASSESSMENT SCHEDULE – 2024

# Music

## Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Music for Radio, Film, Television and Multimedia	Music of the 20th and 21st Centuries	Music of a Culture	Popular Music
<b>COMPONENTS</b>		DATE DUE	Term 1 - 2024 Week - 8	Term 2 - 2024 Week - 8	Term 3 - 2024 Week - 8	Term 4 - 2024 Week - 5
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
5.1, 5.2, 5.3 LS: LS.1, LS.2, LS.3	Performing	40%		Students individually or in groups are to select and perform a piece of music from the 20th or 21st Centuries (Individually or Groups) Students can choose either the Extension, Core, or Differentiated Task. (Individually or in Groups) 15%	Students perform a piece of music from a Culture of their choice for the class. Students can choose either the Extension, Core, or Differentiated Task. (Individual or Groups) 15%	Students perform a portion of their arrangement/mash up that clearly demonstrates where they have made changes and arranged the pieces together. (Individually or Groups) Students can choose either the Extension, Core, or Differentiated Task. (Individually or in Groups) 10%
5.4, 5.5, 5.6, 5.10 LS: LS.4, LS.5, LS.6	Composing	35%	Students are to submit a copy of their marketing proposal and jingle for their selected product and provide a form of notated score. Students can choose either the Extension, Core, or Differentiated Task. (Individually or in Groups) 20%	Students will complete an aural analysis of the use of the concepts of music in excerpts of music from the 20th and 21st Centuries. Students can choose either the Extension, Core, or Differentiated Task. (Individually or in Groups) 15%		Students compose a "mashup" of songs using the popular progression of I-V-vi-IV. Students can choose either the extension, core or differentiated task. (Individually or in Groups) 15%
5.7, 5.8, 5.9 LS: LS.7, LS.8	Listening	25%			Students will submit an aural analysis of the use of the concepts of music in a song from a culture of their choice. Students can choose either the Extension, Core, or Differentiated Task. (Individually or in Groups) 10%	
<b>TOTAL</b>		<b>100</b>	20%	30%	25%	25%

OBJECTIVES	OUTCOMES
<b>A student develops:</b>	<b>A student:</b>
develop knowledge, understanding and skills in the musical concepts through performing as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	5.1 - Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts.
	5.2 - Performs repertoire in a range of musical styles and genres demonstrating interpretation of musical notation and the application of different technology.
	5.3 - Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness.
develop knowledge, understanding and skills in the musical concepts through composing as a means of self-expression, musical creation and problem solving	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
develop knowledge, understanding and skills in the musical concepts through listening as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	5.7 - Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts.
	5.8 - demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
	5.9 - Demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
	5.10 - Demonstrates an understanding of the influence and impact of technology on music



## SCOPE & SEQUENCE –2024

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

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Term 3</b>	<b>Unit of Work</b>	<b>Music of a Culture</b>									
	<b>Description</b> Students explore music across a range of cultures with a strong focus on exploring both traditional and contemporary First Nations music. Students will develop all three learning experiences within the course with a deeper focus placed on listening and performing. Students investigate a range of cultures using the concepts of music to further develop their analytical and listening ability.	<b>Listening</b>									
		Introduction to new unit of work. Broad exploration of class cultural identity. Australian Music Case Study. First Nations artist exploration - Archie Roach and Baker Boy.	Exploration of traditional First Nations instrumentation and dreamtime stories	Independent research project of Culture of choice to inform Assessment Task 3.	Continue and finalise presentation of Culture of study.	<b>Submission of presentation</b>	Comparative study - king stingray vs coldplay using the song 'Yellow'. Exploration of covers - rearranging, changes in instrumentation, structural differences				
		<b>Composing</b>									
			Dreamtime story soundscape construction using nontraditional sound sources								
		<b>Performing</b>									
		Introduction to assessment task. Exploration and organisation of repertoire.	Performance of soundscape	Repertoire finalisation for Assessment Task 3.	Preparation and refinement of piece for assessment task 3	<b>Assessment Task performance</b>	Development and practice of one version of Yellow. Class performance of piece.				
	<b>Outcomes</b>	L - 5.7, 5.9 C P - 5.1, 5.3	L - 5.7, 5.8 C - 5.4, 5.5 P - 5.2, 5.3	L - 5.7, 5.8, 5.9 C P 5.1, 5.3	L - 5.7, 5.8, 5.9 C P 5.1, 5.3	L - 5.7 C P - 5.1	L - 5.7, 5.9 C P - 5.1, 5.3				
	<b>Concept focus</b>	Texture, Tone Colour, Structure									
	<i>Life Skills Unit of Work</i>	<b>Music of a Culture</b>									
	<i>Life Skills Assessment</i>	Formative assessment of Performance through playing, vocalising or experiencing musical sounds in a small group setting. Formative assessment of listening via worksheets or conversations responding to a variety of musical styles.									
<i>Life Skills Outcomes</i>	<b>LS.3, LS.8, LS.9, LS.10</b>										
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 3: Music of a Culture 25% (5.3, 5.8)</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>Popular Music</b>										
	<b>Description</b> Capstone unit of stage 5 course, this unit prepares students for music in stage 6, through the exploration and development of popular music over a range of decades and context. Students are Introduced to a deeper understanding of the concepts of music and musical metalanguage via listening experiences as well as develop compositional skills through assessment task 4.	<b>Listening</b>										
		Introduction to unit. Distribution and explanation of assessment task	Exploration of I-V-vi-IV progression. Watch/analyse Axis of Awesome 4 chord song.				Exploration of popular music/genres during the 1950s/60s. Development of collaborative analysis skills	Exploration of popular music/genres during the 1970s/80s. Development of extended response skills.	Exploration of popular music/genres during the 1990s/00s. Development of metalanguage understanding/s kills	Exploration of popular music/genres during the 2010s. Putting analysis, extended response and metalanguage skills together. Analysis and discussion of the current musical landscape - what has contributed and where it's headed.		
		<b>Composing</b>										
		Introduction to I-V-vi-IV progression. Basics of arranging chord progressions.	Selection of pieces and experimentation	Organisation and arrangement of mashup using hookpad or alternative notation methods.	Submission of 'mashup'							
		<b>Performing</b>										
		introduction to repertoire choices	Exploration of repertoire	Practice and refinement of mashup performance	Performance of portion of 'mashup'	Decades repertoire booklet. Individual/small ensemble practice of repertoire pieces from studied decades.						
	<b>Outcomes</b>	L - 5.7, 5.8, 5.10 C - 5.4, 5.6 P - 5.2, 5.3	L - 5.7, 5.8, 5.10 C - 5.4, 5.6 P - 5.2, 5.3	L - 5.7, 5.8, 5.10 C - 5.4, 5.6 P - 5.2, 5.3	L - 5.10 C - 5.4 P - 5.2	L - 5.7, 5.8 C P - 5.1, 5.3	L - 5.7, 5.8 C P - 5.1, 5.3	L - 5.7, 5.9 C P - 5.1, 5.3	L - 5.7, 5.8, 5.9, 5.10 C P - 5.1, 5.3			
	<b>Concept focus</b>	Dynamics and Expressive Techniques, Structure, Texture, Tone Colour										
	<i>Life Skills Unit of Work</i>	<b>Popular Music</b>										
<i>Life Skills Assessment</i>	Formative assessment of Performance through playing, vocalising or experiencing musical sounds individually. Formative assessment of composition through experimentation of making musical sounds.											
<i>Life Skills Outcomes</i>	<b>LS.2, LS.4, LS.9, LS.10</b>											
<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 4: Popular Music 25% (5.2, 5.4, 5.10)</b>											
<b>Reporting Outcomes</b>	<b>5.2, 5.4, 5.10</b>											



## FORMAL ASSESSMENT SCHEDULE – 2024

# OUTDOOR EDUCATION

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
			Experiencing the Outdoors	Bushcraft Topic Test	Mental and Physical Preparation for the outdoors	Adventurous Journey Preparation
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Week 8 Term 1	Week 4 Term 2	Week 8 Term 3	Week 2 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 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
OE5-1, OE5-2, OE5-3, OE5-6, OE5-7, OE5-8, OE5-9, OE5-11	<b>Core:</b> Experiencing the outdoors. (Indicative time – 25 hours)	<b>25%</b>	25%			
OE5-4, OE5-8	<b>Option 1:</b> Bushcraft and navigation in the outdoors. (Indicative time – 25 hours)	<b>25%</b>		25%		
OE5-3, OE5-4, OE5-10	<b>Option 6:</b> Mental and physical preparation for the outdoors. (Indicative time – 25 hours)	<b>25%</b>			25%	
OE5-4, OE5-5, OE5-8	<b>Option 7:</b> Expedition preparation. (Indicative time – 25 hours)	<b>25%</b>				25%
<b>TOTAL MARK</b>		<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>

**Note- The 100 hour course will require students to undertake 25 hours of the core area of study and 3 options of study ranging in time from 15-30 hours of study.**

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

Course:	Outdoor Education	Year:	10	Stage:	5
Term 1 2024 Week 1- 10.	Unit of Work-	Unit 1- Core: Experiencing the outdoors			
	Description	Through this mandatory core module, an experiential approach is used to discover what being active in the natural environment is all about. Students are introduced to outdoor education and its importance to their personal growth, skill development and overall wellbeing. They investigate foundational knowledge and skills for outdoor education activities.			
	Outcomes	<ul style="list-style-type: none"> <li>• OE5-1 participates safely in outdoor education activities demonstrating knowledge of natural environments • OE5-2 investigates natural environments and their role in promoting health and wellbeing</li> <li>• OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing</li> <li>• OE5-6 understands first aid and emergency response procedures relevant to outdoor education activities • OE5-7 demonstrates skills and knowledge for relationship building and effective group functioning</li> <li>• OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities • OE5-9 demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments • OE5-11 describes the impact of participation in practical outdoor education activities on natural environment/s over time • OE5-12 proposes ways in which natural environments can be protected and/or managed.</li> </ul>			
	Subject Specific i.e. Module, Area of Study, Text etc	<ul style="list-style-type: none"> <li>○ Investigate the importance of outdoor environments.</li> <li>○ Navigation plans and procedures</li> <li>○ Weather &amp; forecasting</li> <li>○ Equipment, clothing &amp; nutrition</li> </ul>			
	<i>Life Skills Unit of Work</i>	Units of work will be adjusted to suit individual students needs.			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>			
	<i>Life Skills Outcomes</i>				
	Assessment Task Name, Weighting, Number, Outcomes	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 1-</b> Experiencing the outdoors</li> <li>○ 25%</li> </ul> <p>OE5-1 participates safely in outdoor education activities demonstrating knowledge of natural environments OE5-6 understands first aid and emergency response procedures relevant to outdoor education activities</p> <p>OE5-9 demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments</p>			
	S1-Reporting Outcomes	<p>OE5-1 participates safely in outdoor education activities demonstrating knowledge of natural environments OE5-6 understands first aid and emergency response procedures relevant to outdoor education activities</p> <p>OE5-9 demonstrates interpersonal and self-management skills to achieve personal and group goals in outdoor environments</p>			

<b>Course:</b>	Outdoor Education	<b>Year:</b>	10	<b>Stage:</b>	5
<b>Term 2 2024 Week 1-10</b>	<b>Unit of Work-</b>	Unit 2 - Option 1: Bushcraft and navigation in the outdoors			
	<b>Description</b>	Students will learn the skills necessary to travel through and be safe in a range of outdoor environments. Students will develop navigation skills and use these within a practical context. This will include competent use of navigation equipment. They will develop and apply their understanding of shelters, campsites, food collection and preparation for future expeditions.			
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• <b>OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities</b></li> <li>• <b>OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities.</b></li> </ul>			
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Navigation Skills</li> <li>○ Camp site selection</li> <li>○ Food Collection</li> </ul>			
	<i>Life Skills Unit of Work</i>	○			
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● <b>NA- Formative Assessment</b></li> </ul>			
	<i>Life Skills Outcomes</i>	●			
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<ul style="list-style-type: none"> <li>○ <b>Assessment Task 2 – Bush Craft Topic test</b></li> <li>○ <b>25%</b></li> </ul> <p><b>OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities</b></p> <p><b>OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities.</b></p>			



Course:	Outdoor Education		Year:	10	Stage:	5
Term 3 2024 Week 1-10	<b>Unit of Work-</b>	Unit 3: Option 6 – Mental and physical preparation for the outdoors				
	<b>Description</b>	Students explore the relationships between people and the environment. These could be explored through a variety of outdoor activities. They will explore the role of food and fluid as fuel sources for a range of outdoor activities. Students identify and plan for the physical fitness requirements of different outdoor education activities.				
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing</li> <li>• OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities</li> <li>• OE5-10 explains the relationship between environments and the health and wellbeing of people.</li> </ul>				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	<ul style="list-style-type: none"> <li>○ Relationship between people and the environment</li> <li>○ Plan and prepare mentally and physically for outdoor Adventurous Activities.</li> </ul>				
	<i>Life Skills Unit of Work</i>	<ul style="list-style-type: none"> <li>○ Units of work will be adjusted to suit individual students needs.</li> </ul>				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	<ul style="list-style-type: none"> <li>● NA- Formative Assessment</li> </ul>				
	<i>Life Skills Outcomes</i>	<ul style="list-style-type: none"> <li>•</li> </ul>				
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<p><b>Assessment Task 3-</b> Mental Physical Preparation for the outdoors  <b>Weighting- 25%</b>  OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing  OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities  OE5-10 explains the relationship between environments and the health and wellbeing of people.</p>				
	<b>S2-Reporting Outcomes</b>	OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities OE5-10 explains the relationship between environments and the health and wellbeing of people.				

Course:	Outdoor Education		Year:	10	Stage:	5
Term 4 2024 Week 1 -10.	<b>Unit of Work-</b>	Unit 4: Option 7 – Expedition preparation				
	<b>Description</b>	Students develop, understand and apply logistical planning and preparations for a range of outdoor adventure activities in different environments, for example: ocean, mountain, snow or bush. Students will also evaluate the risks involved in the activities and learn to develop risk management and emergency response plans appropriate to the activity.				
	<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities •</li> <li>OE5-5 applies risk management techniques in outdoor education activities</li> <li>• OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities</li> </ul>				
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	○				
	<i>Life Skills Unit of Work</i>	○ Units of work will be adjusted to suit individual students needs.				
	<i>Life Skills Assessment Task Name, weighting, number, outcomes</i>	● NA- Formative Assessment				
	<i>Life Skills Outcomes</i>					
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Assessment Task 4- Adventurous Journey Preparation</b> <b>Weighting- 25%</b> OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities OE5-5 applies risk management techniques in outdoor education activities OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities				
	<b>S2-Reporting Outcomes</b>	OE5-3 analyses the benefits of participation in experiences in natural environments to promote personal growth, health and wellbeing OE5-4 explains and applies key considerations and skills related to planning and preparing for outdoor education activities OE5-5 applies risk management techniques in outdoor education activities OE5-8 demonstrates actions and strategies that contribute to enjoyable participation in outdoor education activities				



FORMAL ASSESSMENT SCHEDULE – 2024

**PDHPE**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Get Moving assessment task	Movement Skills assessment task	Road Safety assessment task	Movement Skills assessment task
COMPONENTS	DATE DUE	Term 1, Week 8	Term 2, Week 4	Term 3, Week 9	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
SYLLABUS OUTCOMES		PD5-6, PD5-7, PD5-8	PD5-4, PD5-5	PD5-6, PD5-7, PD5-9	PD5-10, PD5-11
Knowledge and understanding	50%	25%		25%	
Skills	50%		25%		25%
<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>
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

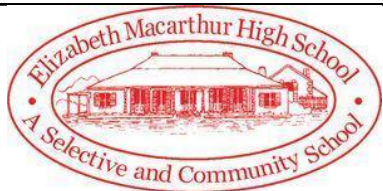
## SCOPE & SEQUENCE –2024

Course:	PDHPE				Year:	10				Stage:	Stage 5			
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10			
Term 1	Unit of Work	Get Moving												
	Description	The Get Moving unit explores health issues affecting men and women and their impact on physical activity choices. Students analyse how norms, stereotypes and expectations influence their own participation. They examine marketing strategies and media messages that influence the fitness behaviours and actions of young men and women, and formulate goals and strategies to achieve them.												
	Outcomes	PD5-6, PD5-7, PD5-8												
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles												
	<i>Life Skills Unit of Work</i>	Get Moving LS												
	<i>Life Skills Outcomes</i>	PDL5-7, PDL5-8, PDL5-9												
	Assessment Task Name, Weighting, Number, Outcomes	Task #1: Get Moving assessment task <b>Weighting:</b> 25% <b>Outcomes:</b> PD5-6, PD5-7, PD5-8												
	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
Term 2	Unit of Work	Mental Health									
	Description	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.									
	Outcomes	PD5-6, PD5-7, PD5-9									
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Mental Health LS									
	<i>Life Skills Outcomes</i>	PDL5-1, PDL5-2, PDL5-10									
	Assessment Task Name, Weighting, Outcomes	Task #2: Movement Skills assessment task <b>Weighting:</b> 25% <b>Outcomes:</b> PD5-4, PD5-5									
	Reporting Outcomes	PD5-6, PD5-7, 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
Term 3	Unit of Work	Road Safety									
	Description	In this unit, students explore strategies to support their own and others' personal safety relating to road use. They formulate a safety plan to meet the needs of a challenging situation that is potentially dangerous. Students examine online safety programs and support services for young people facing issues relating to road use. They propose and practise a range of responses where peers are encouraging them to behave in an unsafe manner on the road.									
	Outcomes	PD5-6, PD5-7, PD5-9									
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Road Safety LS									
	<i>Life Skills Outcomes</i>	PDLS-1, PDLS-10									
	Assessment Task Name, Weighting, Outcomes	Theoretical Task #2: Road Safety assessment task Weighting: 25% Outcome: PD5-6, PD5-7, PD5-9									
	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	Future Challenges									
	Description	In this unit, students evaluate challenges relating to future employment and health issues affecting young adults. This includes strategies for maintaining physical activity, and financial planning skill development.									
	Outcomes	PD5-1, PD5-8, PD5-9									
	Subject Specific i.e. Module, Area of Study, Text etc	Health, Wellbeing and Relationships Healthy, Safe and Active Lifestyles									
	<i>Life Skills Unit of Work</i>	Future Challenges LS									
	<i>Life Skills Outcomes</i>	PDLS-1, PDLS-7, PDLS-9									
	Assessment Task Name, Weighting, Outcomes	Task #4: Movement Skills assessment task Weighting: 25% Outcomes: PD5-10, PD5-11									
	Reporting Outcomes	PD5-6, PD5-7, PD5-9, PD5-10, PD5-11									



FORMAL ASSESSMENT SCHEDULE – 2024

**SCIENCE**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

SYLLABUS OUTCOMES	COMPONENTS	Task No.	TASK 1	TASK 2
		Task Type	Student Research Project	Yearly Examination
SYLLABUS OUTCOMES	COMPONENTS	DATE DUE	Term 2 Week 1	Term 4 Week 4-6
		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
<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>	45%	15%
<b>Knowledge</b>	<b>Types of chemical reactions:</b> SC5-17CW <b>Newtons Laws:</b> SC5-10PW <b>Genetics and Evolution:</b> SC5-15LW <b>Rates of chemical reactions:</b> SC5-17CW <b>The universe:</b> SC5-12ES <b>Global systems:</b> SC5-13ES	<b>40%</b>	5%	35%
<b>TOTAL MARK</b>		<b>100%</b>	<b>50%</b>	<b>50%</b>

<b>Outcome</b>	<b>Description</b>
SC5-4WS	develops questions or hypotheses to be investigated scientifically
SC5-5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
SC5-6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
SC5-7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
SC5-8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
SC5-9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
SC5-10PW	applies models, theories and laws to explain situations involving energy, force and motion
SC5-11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
SC5-12ES	describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
SC5-13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
SC5-14LW	analyses interactions between components and processes within biological systems
SC5-15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
SC5-16CW	explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
SC5-17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials



## SCOPE & SEQUENCE –2024

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

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

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

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



FORMAL ASSESSMENT SCHEDULE – 2024

**SPORT, LIFESTYLE & RECREATION (100HR)**

Year: 10

<p>Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.</p>	<b>Task No.</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	<b>TASK 4</b>
	<b>Task Type</b>	Participating with Safety assessment task	Skill Collaboration assessment task	Coaching assessment task	Practical Application assessment task
<b>COMPONENTS</b>	<b>DATE DUE</b>	Term 1, Week 10	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 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>		PASS5-1, PASS5-2, PASS5-10	PASS5-7, PASS5-9	PASS5-5, PASS5-6, PASS5-8	PASS5-7, PASS5-9
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>

<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:	10			Stage:	Stage 5			
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 1	<b>Unit of Work</b>	<b>Participating with Safety</b>										
	<b>Description</b>	This module examines issues of safety and risk management when planning and participating in physical activity. Students explore risk environments and strategies to mitigate risks. Students practically apply injury management strategies to a variety of situations.										
	<b>Outcomes</b>	<b>PASS5-1, PASS5-2, PASS5-3, PASS5-7, PASS5-8, PASS5-9, PASS5-10</b>										
	<b>Subject Specific i.e. Module</b>	Foundations of Physical Activity										
	<i>Life Skills Unit of Work</i>	<b>Participating with Safety LS</b>										
	<i>Life Skills Outcomes</i>	<b>PASSLS-1, PASSLS-7, PASSLS-8, PASSLS-10</b>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #1: Participating with Safety assessment task Weighting: 25%</b> <b>Outcomes: PASS5-1, PASS5-2, PASS5-10</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
Term 2	<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>PASS5-5, PASS5-7, PASS5-8, PASS5-10</b>									
	<b>Subject Specific i.e. Module, Area of Study, Text etc</b>	Enhancing Participation and Performance									
	<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, Number, Outcomes</b>	<b>Task #2: Skill Collaboration assessment task Weighting: 25%</b> <b>Outcomes: PASS5-7, PASS5-9</b>									
	<b>Reporting Outcomes</b>	PASS5-1, PASS5-2, PASS5-10, PASS5-7, PASS5-9									

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

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



FORMAL ASSESSMENT SCHEDULE – 2024

**SPORTS SCIENCE (200HR)**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
	Task Type	Body Systems and Energy assessment task	Skill Collaboration assessment task	Coaching assessment task	Practical Application assessment task
<b>COMPONENTS</b>	DATE DUE	Term 2, Week 3	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
	IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
<b>SYLLABUS OUTCOMES</b>		PASS5-1, PASS5-2	PASS5-7, PASS5-9	PASS5-5, PASS5-6, PASS5-8	PASS5-7, PASS5-9
Knowledge and understanding of course content	<b>50%</b>	30%		20%	
Skills in critical thinking, research, analysis, communicating and movement	<b>50%</b>		25%	10%	15%
<b>TOTAL MARK</b>	<b>100%</b>	<b>30%</b>	<b>25%</b>	<b>30%</b>	<b>15%</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	10			Stage	Stage 5			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10		
Term 1	<b>Unit of Work</b>	<b>Body Systems and Energy</b>										
	<b>Description</b>	This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications. The intention of the module is to examine energy production and the roles and contributions of the body systems to efficient movement.										
	<b>Outcomes</b>	<b>PASS5-1, 5-2, 5-5, 5-6, 5-7, 5-8, 5-9, 5-10</b>										
	<b>Subject Specific i.e. Module,</b>	Body Systems for Energy										
	<i>Life Skills Unit of Work</i>	<b>Body Systems and Energy LS</b>										
	<i>Life Skills Outcomes</i>	<b>PASSLS-1, 2, 9, 10</b>										
	<b>Assessment Task Name, Weighting, Outcomes</b>	<b>Task #1: Body Systems and Energy Weighting: 30%</b> <b>Outcomes: PASS5-1, PASS5-2</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		
Term 2	<b>Unit of Work</b>	<b>Nutrition and Physical Activity</b>										
	<b>Description</b>	This module encourages students to think critically about nutrition to make informed choices. Students have the opportunity to assess a wide range of products on the market, and evaluate their value and authenticity in supporting good health, wellbeing and weight management. Students participate in physical activities across a variety of groups. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.										
	<b>Outcomes</b>	<b>PASS5-1, 5-2, 5-7, 5-8, 5-9, 5-10</b>										
	<b>Subject Specific i.e. Module,</b>	Nutrition and Physical Activity										
	<i>Life Skills Unit of Work</i>	<b>Nutrition and Physical Activity LS</b>										
	<i>Life Skills Outcomes</i>	<b>PASSLS-1, 2, 8, 10</b>										
	<b>Assessment Task Name, Weighting, Number, Outcomes</b>	<b>Task #2: Skill Collaboration assessment task Weighting: 25%</b> <b>Outcomes: PASS5-7, PASS5-9</b>										
	<b>Reporting Outcomes</b>	PASS5-1,PASS5-2, PASS5-7, PASS5-9										

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

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



# FORMAL ASSESSMENT SCHEDULE – 2024

TEXTILES TECHNOLOGY 100 HOURS

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

OUTCOMES	COMPONENTS	Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Experimental Portfolio	Portfolio and Practical Project - Cushions	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

<b>Course:</b>	Textiles Technology	<b>Year:</b>	10	<b>Stage:</b>	Stage 5
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Term 1		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
	<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 - 25%											
	<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 - 25% Outcomes – TX 5.8, TX 5.9, TX 5.10											
<b>Reporting Outcomes</b>	TX 5.4, TX 5.8, TX 5.9, TX 5.10												

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>	Design: 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.										
	<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>	Focus Area – Furnishings Area of Study – Project work & Design										
	<i>Life Skills Unit of Work</i>	Design										
	<i>Life Skills Assessment Task, weighting, outcomes</i>	Assessment Task 2 - Home Furnishings Portfolio Weighting 25% 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 - 25% Outcomes – TX 5.4, TX 5.5, TX 5.8, TX 5.9, TX 5.11, TX 5.12										
<b>Reporting Outcomes</b>	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	
T e r m 3	<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 25% 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 - 25% Outcomes – TX 5.4, TX 5.8, TX 5.10, TX 5.11, TX 5.12									
<b>Reporting Outcomes</b>	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>	Textiles and Society 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.									
	<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>	Focus Area – Apparel/Furnishings Area of Study – Textiles & Society									
	<i>Life Skills Unit of Work</i>	Textiles and Society									
	<i>Life Skills Assessment Task, weighting, number, outcomes</i>	Assessment Task 4 - Yearly Written Examination Weighting - 25% TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-5, TEXLS-9.									
	<i>Life Skills Outcomes</i>	TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-5, TEXLS-9									
	<b>Assessment Task, Weighting, Number, Outcomes</b>	Assessment Task 4 - Yearly Written Examination Weighting - 25% Outcomes – TX 5.1, TX 5.2, TX 5.6									
<b>Reporting Outcomes</b>	TX 5.1, TX 5.5, TX 5.6, TX5.11, TX 5.12										



FORMAL ASSESSMENT SCHEDULE – 2024

**VISUAL ARTS 100 HOUR**

Year: 10

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.

		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Landscape Body of work and Extended Response	Surrealist Sculpture and Artwork Analysis	Body of Work and In class Examination	Body of Work
		DATE DUE	Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	Term 4 Week 6
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
5.4, 5.8 LS: LS1, LS3	ART MAKING CRITICAL AND HISTORICAL STUDIES	30%	15% 15%			
5.3, 5.5, 5.6 LS: LS2, LS4	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%		15% 10%		
5.1, 5.7, 5.9 LS: LS5, LS6, LS7	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%			10% 15%	
5.2, 5.4, 5.10 LS: LS8, LS9	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 meanings



## SCOPE & SEQUENCE –2024

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

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

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

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



# ASSESSMENT SCHEDULE – 2024

## VISUAL ARTS 200 HOUR

Please note that this is only a schedule for formal assessments tasks. Teachers will also use other assessment activities as learning tasks for students to gain feedback on their progress and for the purpose of determining the next stage in the learning cycle. All students are accountable for completing all forms of assessment including class work, homework tasks and course content with sustained diligence, to successfully meet the requirements of this course.		Task No.	TASK 1	TASK 2	TASK 3	TASK 4
		Task Type	Landscape Body of work and Extended Response	Surrealist Sculpture and Artwork Analysis	Body of Work and In class Examination	Body of Work
OUTCOMES:	COMPONENTS	DATE DUE	Term 1 Week 9	Term 2 Week 9	Term 3 Week 10	Term 4 Week 6
		IN CLASS OR TAKE HOME	<input checked="" type="checkbox"/> In Class <input checked="" type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home	<input checked="" type="checkbox"/> In Class <input type="checkbox"/> Take Home
5.4, 5.8 LS: LS1, LS3	ART MAKING CRITICAL AND HISTORICAL STUDIES	30%	15% 15%			
5.3, 5.5, 5.6 LS: LS2, LS4	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%		15% 10%		
5.1, 5.7, 5.9 LS: LS5, LS6, LS7	ART MAKING CRITICAL AND HISTORICAL STUDIES	25%			10% 15%	
5.2, 5.4, 5.10 LS: LS8, LS9	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

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

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



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

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