



# Junee High School

## Year 9 Assessment Schedule and Scope & Sequence Booklet 2021



- Phone: (02) 6924 1666
- Fax: (02) 6924 1798
- Email: [junee-h.school@det.nsw.edu.au](mailto:junee-h.school@det.nsw.edu.au)
- Website: <https://junee-h.schools.nsw.gov.au>

**To Dream. To Create. To Succeed.**

Junee High School

52 Lydia Street

Junee NSW 2663



Education

A PROUD MEMBER OF THE



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## INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

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The following material is provided for the information of students at June High School and their parents/caregivers regarding assessment and class work that will be used to determine Record of School Achievement (ROSA) grades for each student.

The information is provided in a Question/Answer format to highlight the areas and issues of which students and their parents/guardians should be aware.

### What should I be aiming to achieve?

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- The award of a Record of School Achievement (ROSA)
- The best possible results for my courses for the Record of School Achievement
- Good school reports to enhance my job prospects and/or demonstrate that I am capable of proceeding to the Higher School Certificate

### What are the responsibilities of 10 students?

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Students should:

- Complete each assessment task and class exercise to the best of their ability
- Demonstrate through effort and achievement that they have met all of the course outcomes
- Follow all of the procedures outlined in this booklet

### Record of School Achievement (ROSA).

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- The Record of School Achievement is a cumulative record, a grade, for all Years 9, 10 and 11 courses completed, awarded by the school, indicating the hours of study. Students will also receive a statement on this Record of School Achievement regarding the satisfactory completion of the mandatory course requirements.
- Students can request the ROSA Certificate if withdrawing from school any time before completion of Year 12.

### What must I do to have satisfactorily studied a course?

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The NSW Education Standards Authority (NESA)<sup>1</sup> expects students to have followed the course developed or endorsed by NESA and

- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school<sup>1</sup>
- Achieved some or all of the course outcomes
- Seriously attempted all assessment tasks.

### What happens if I fail to satisfactorily complete a course?

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Where a student has failed to satisfactorily study a course, the Principal will:

- **Apply an 'N' (Non-satisfactory) determination** and advise NESA accordingly after they have received two or more 'N' Award letters. Courses which were not satisfactorily completed will not be printed on Records of School Achievement. This may result in a student being ineligible for the award <sup>2</sup>
- Advise the candidate of the submission and the right of appeal.

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<sup>1</sup> This clause will apply to any students who **continually hand in work late, truant or who are absent without justification**, as determined by the NSW Department of Education and Communities

<sup>2</sup> English, Mathematics, Science, Geography, History, PD/H/PE and the successful completion of 400 hours of electives in Years 9 and 10 are all compulsory elements required for the Record of School Achievement. Failure to achieve a satisfactory level of success in any one of these course may result in a student being ineligible for the ROSA.

## What is an assessment task?

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An assessment task is a set piece of work or activity, designed to measure a student's performance in the subject being studied against the standards of that subject. Assessment tasks include: tests; assignments; essays; examinations; practical projects; performances; speaking and/or listening exercises.

## How are grades awarded in Record of School Achievement subjects?

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NESA has prepared descriptions of five different levels of achievement, from Outstanding to Limited and assigned a grade letter from A to E to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated on nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). A number of different assessment tasks are used to accurately determine a student's level of achievement in all the knowledge and skills objectives is assessed. The choice of a particular grade is made on the basis that it provides the best overall description of a student's achievement of the syllabus outcomes. Teachers make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Course Performance Descriptors.

## Are other class exercises and homework important?

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Yes, other exercises, which are not detailed in this booklet are still valuable learning tasks and may be used in the calculation of a student's skills and abilities for the determination of grades. Such tasks are important and should always be attempted to the best of a student's ability. It is by doing these exercises that students learn the skills of the subject and demonstrate their knowledge and abilities to meet the outcomes of the course. These tasks are also important in helping teachers recognise problems or weaknesses, which students need to overcome to achieve their best possible result in each course they study. Failure to complete these exercises would mean that students have not "applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school", which may result in a student receiving an 'N' notification.

## How much warning will I be given for an assessment task?

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You will be given at least one week's warning for any assessment task. You should regard the dates in this schedule as your notice of a due task. Use a diary to map these tasks on your term overview sheets.

## How do I submit assessment tasks?

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It is the responsibility of students to submit work for assessment directly to the teacher and ensure that receipt is noted.

## What will happen if an assessment task is submitted late?

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If you feel you have a legitimate reason for the late submission of an assessment task, then you should approach your teacher, where possible, at least two [2] full school days prior to the due Date, giving your reasons in writing, using the '**Student Appeal Form**'. Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

## What happens if I fail to attempt or submit an assessment task?

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If you have a valid reason for a non-attempt, you need to give your reasons in writing, using the '**Student Appeal Form**' and you may be given the same or a substitute task at a later Date. Where this is not feasible, an estimate may be given after discussion with the Deputy Principal and/or Head Teacher.

If you do not have a valid reason, you will be awarded a zero for that task. A 'Non-Completion of a Record of School Achievement Course – Official Warning' letter will be issued.

## What are valid reasons?

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Valid reasons may include explanations such as: school sporting activities, excursions, sickness, or family crises. It is up to the students to prove that they had a valid reason for the non-attempt or non-submission of an assessment task. The

legitimacy of the reason given will be determined by the Head Teacher in consultation with the class teacher on the basis of fairness to all students in the group.

## What should I do if I do not understand an assessment task?

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Ask your teacher. If you are still in doubt, seek clarification from the appropriate Head Teacher.

## What if I am absent when an assessment task is notified?

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It is your responsibility to ask your teacher about any assessment tasks which may have been notified in your absence. This needs to be done during the first day of your return to school after an absence. It is your responsibility to refer to the schedule provided. You should regard the dates in this schedule as your notice of a due task.

## What happens if I am absent for an assessment task?

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If you know you will be absent, you should notify your teachers at least two full school days prior to the due Date, giving your reasons in writing using the '**Student Appeal Form**'. If you are attending a school-based activity which will take you out of class, you should as a matter of courtesy consult with your class teacher to make alternate arrangements for the assessment task.<sup>3</sup> Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

## Do conduct or attendance count for the Record of School Achievement?

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Poor school conduct will be harmful to your studies. Any of the following actions, however, will incur a zero mark for any assessment task:

- cheating during an assessment task
- copying from another student and claiming that work as your own
- allowing other students to copy your work
- copying material with no due acknowledgement
- disrupting an assessment task
- truancy or absence from an assessment task without providing a satisfactory explanation.

It is the responsibility of students to ensure the integrity of all task work (i.e. that the student is the sole author and that their work is also not being used by others). We take the issue of plagiarism very seriously at June High School. Any student who is discovered to have plagiarised the work of another may be made to resubmit the assessment task and will be penalised a percentage of their grade, dependent on the amount of the assessment that is plagiarised. The penalty will be determined by the class teacher and Head Teacher at Executive Meetings, Head Teachers will discuss issues that arise in order to exercise due consistency across faculties.

NESA does not mandate attendance requirements. However, as a guide, if a student's attendance falls below 85% of the school's programmed lesson time for a course, the Principal may determine that, as a result of absence, the course completion criteria have not been met.

## What if I don't make a serious attempt at the assessment task?

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A non-serious attempt will lead to the student being awarded a zero for that task. Non-serious attempts may result from the attempt being so poor as to be considered non-serious or the use of obscene language, derogatory remarks, obscene diagrams, etc. The Head Teacher, in consultation with the teacher involved, will determine if the attempt is non-serious. Consideration will be given to the potential and ability of the student in such determinations.

## Can I leave an examination or set assessment task prior to the time set for its completion?

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No, except with the supervisor's permission for legitimate emergencies.

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<sup>3</sup> It is likely that a scheduled assessment task will take precedence over most other school activities.

## Am I entitled to a re-assessment of an individual assessment task?

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Yes, if you have concerns about the mark/grade/position gained in an assessment task you should initially discuss these concerns with the class teacher when the work is returned then, if necessary, with the Head Teacher. This must be done within two full school days after results have been received. If illness has affected your performance during the task, you must inform your class teacher (and, in the case of examinations, the supervising teacher) immediately. A medical certificate may be required. In all cases, you should give your reasons in writing using the '**Student Appeal Form**'. If the teacher, in consultation with the Head Teacher, feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re-assessment of other students.

## Am I entitled to a review of my final assessment?

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Yes, the school has review procedures to examine legitimate cases. The panel will be comprised of a member of the senior school executive, the relevant Head Teacher and a Year Adviser.

## Will I be warned if my certification is at risk?

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Yes, you will be warned in writing, your parents or caregiver will be advised and you will be required to provide a written acknowledgement of the warning.

## What happens if a teacher/faculty wishes to vary the assessment requirements given to you?

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This is allowable, but such a change is generally negotiated with the students in that course before it is changed. A minimum of a week's notice is required.

## Where can I check the schedule of assessment tasks and/or seek advice?

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All students will be given a schedule of assessment tasks for each subject and the relevant features of the school's Policy for Record of School Achievement. You should retain this document and refer to it if any questions or problems arise. Teachers, Head Teachers, the School Counsellor, the Deputy Principal and the Principal should all be able to provide additional advice.

# STUDENT APPEAL FORM

Category (please tick one)

☐ Appeal due to illness, accident or misadventure

☐ Appeal in relation to the final assessment and/or course rank

☐ Request for extension of time

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

Course: \_\_\_\_\_ Task Number: \_\_\_\_\_

Nature of Assessment Task: \_\_\_\_\_

Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Class Teacher Name: \_\_\_\_\_

Reason for Appeal/ Request: (state details to support your case (or attach statement))

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Medical Certificate is attached: Yes ☐ No ☐

Additional information attached: Yes ☐ No ☐

\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
Signature of student      Date      Signature of Parent/ Caregiver      Date

## Head Teacher Recommendation:

- Complete a substitute task
- Estimate to be given
- No marks to be awarded
- Sit or submit the task without penalty
- Task to be submitted with penalty
- Extension granted

## Reason for decision:

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New Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

\_\_\_\_\_/\_\_\_\_/\_\_\_\_      \_\_\_\_\_      \_\_\_\_\_/\_\_\_\_/\_\_\_\_  
Signature of Head Teacher      Date      Signature of Principal      Date

Copies of this form are available from Head Teachers and the Administration Office

# Agriculture Technology Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p><b>Unit: Introduction to Agriculture</b>  <b>Outcomes:</b>  AG5-1, AG5-2, AG5-3, AG5-4, AG5-13, AG5-14  <b>Life Skills Outcomes:</b>  AGLS-1, AGLS-2, AGLS-3, AGLS-4, AGLS-5, AGLS-11, AGLS-12, AGLS-13, AGLS-14</p> <p>Introduction to Agriculture provides a broad overview of plant and animal-related concepts to encourage students to develop an appreciation of the complexity of agriculture. Students have opportunities to investigate the industries involved in agriculture, how plants and animals are produced and to follow Work Health and Safety (WHS) guidelines</p>	<p><b>Agricultural Job study</b>  <b>Sheep handling practical</b></p>
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2	1	<p><b>Unit: Plants General 1</b>  <b>Outcomes:</b>  AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14  <b>Life Skills Outcomes:</b>  AGLS-5, AGLS-6, AGLS-7, AGLS-8, AGLS-10, AGLS-11, AGLS-12, AGLS-13, AGLS-14</p> <p>Plant Production 1 provides students with opportunities to develop an understanding of plant production in the context of plant-based enterprises. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of plant enterprises. Students are provided with opportunities to gain firsthand practical experiences in growing, tending, harvesting and processing of plants in the context of agricultural enterprises.</p>	<p><b>Practical Trial Research report</b></p>
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3	1	<p><b>Unit: Animal Production 1</b>  AG5-5, AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14  <b>Life Skills Outcomes:</b>  AGLS-5, AGLS-6, AGLS-7, AGLS-8, AGLS-9, AGLS-10, AGLS-11, AGLS-12, AGLS-13, AGLS-14</p> <p>Animal Production 1 provides students with opportunities to develop an understanding of animal production in the context of animal-based enterprises. This includes the environmental sustainability, financial viability, marketing, available technologies and ethical considerations of animal enterprises. Students are provided with opportunities to gain firsthand practical experiences in raising and managing animals in the context of agricultural enterprises.</p>	<p><b>Cows Create Careers program</b></p>
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4	1	<p><b>Unit: Fodder and Forage Production</b>  AG5-6, AG5-8, AG5-9, AG5-11  Life Skills Outcomes  AGLS-5, AGLS-6, AGLS-7, AGLS-8, AGLS-10, AGLS-11,</p> <p>In this unit of work students will Identify local plants that are used in fodder production and discuss which can be used in pasture production. They will also identify local native</p>	<p><b>End of Year Exam</b></p>



		plants of Indigenous significance. Students will also learn about the different irrigation systems and what summer crops are grown on irrigation. Students will research an irrigated crop and discuss the uses and growing stages of that crop.	
	8	Cotton as a plant will be explored.	
	9		
	10		

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Agricultural Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Agriculture Job Investigation task	Plant Trial Report	Dairy Project report	Fodder and Forage + End of year exam	
Timing	Term 1, Week 5	Term 2, Week 9	Term 3, Week 8	Term 4, week 4	
Outcomes assessed	AG5-3, AG5-4	AG5-6, AG5-11, AG5-12,	AG5-5, AG5-7, AG5-9	AG5-10, AG5-13, AG5-14	
					Weighting
Total %	20	25	25	30	100%

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

### Outcomes:

A student:

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

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

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

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

AG5-5: investigates and applies responsible marketing principles and processes

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

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

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

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

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

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

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

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

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

## Careers Scope & Sequence

Term	Topic/Unit of work
<b>ONE</b>	Work Readiness & WHS  Your Rights at Work
<b>TWO</b>	Understanding Work  Types of work – Employability Skills Your rights and responsibilities
<b>THREE</b>	Personal Management Work Values Career Planning Personality Traits
<b>FOUR</b>	Work Exploration  Social Media and finding a job

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Careers Assessment Schedule

*Classwork in class time*

*NB: No assessments or report.*

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# Child Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Newborn Care</b> <i>Outcomes: CS5-1,2,5 6,7,8,10</i> Students identify the physical characteristics of a newborn, along with the tests and special care options available to the child immediately after birth. Students develop an understanding of ways to satisfy the needs of a newborn in order to promote their safety and wellbeing, as well as explore the impact of bringing a newborn into a family. 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	
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	11		Task 1
2	1	<b>Food and Nutrition in Childhood</b> <i>Outcomes: CS5-2,5,8,11,12</i> Students develop their knowledge of the nutritional needs of children with reference to current dietary guidelines. Contemporary issues related to food and nutrition are examined, along with necessary considerations that should be made when planning food for children on special occasions. 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.	
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	4		Task 2
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3	1	<b>The Diverse Needs of Children</b> <i>Outcomes: CS5-4,8,9,11</i> Students develop an understanding of the diverse needs of children and identify support and resources available to optimise health and wellbeing. They explore the various enrichment activities and educational settings available to children and families. 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.	
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	5		Task 3 (ongoing)
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4	1	<b>Media and Technology in Childhood</b> <i>Outcomes: CS5-3,4,5,9</i> Students recognise and assess the impact different types of technology have on the wellbeing and development of children. They explore strategies in place to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children. 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	
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	5		Task 4
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



## Child Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Newborn Care	Research Task	Goodstart Early Learning Playgroup	Yearly Examination	
Timing	Term 1, Wk 10	Term 2, Wk 5	Term 3 (ongoing)	Term 4, Wk 4	
Outcomes assessed	5-2,5,6,7,10	5-2,5,11,12	5-4,8,9	ALL	
<b>Total %</b>	25	25	25	25	100

### Outcomes

A student:

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

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

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

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

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

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

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

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

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

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

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

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

# Commerce Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p><b>Unit: Promoting and Selling</b> (COM5-1, COM5-2, COM5-4, COM5-6, COM5-7, COM5-8, COM5-9)</p> <p>Students investigate the promotion and selling of goods and services including social, ethical and environmental considerations. They analyse the strategies that sellers use to promote products and maximise sales, and evaluate the impact on consumers</p>	Task 1
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2	1	<p><b>Unit: Employment and Work Futures</b> (COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9)</p> <p>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.</p>	Task 2
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3	1	<p><b>Unit: Law, Society and Political Involvement</b> (COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9)</p> <p>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.</p>	Task 3
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4	1	<p><b>Unit: Travel</b> (COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9)</p> <p>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.</p>	Task 4
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

# Commerce Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Media study	Oral presentation	Fieldwork / excursion	Research project	
Timing	Term 1, Week 8	Term 2, Week 9/10	Term 3, Week 9	Term 4, Week 6	
Outcomes assessed	COM5-4, COM5-7, COM5-9	COM5-1, COM5-2, COM5-4, COM5-6, COM5-7	COM5-1, COM5-2, COM5-3	COM5-1, COM5-4, COM5-5, COM5-7, COM5-8	
Components					Weighting %
Knowledge of commerce	10	10	5	10	35
Skills in Commerce	5	10	10	10	35
Communication	5	15	0	10	30
<b>Total %</b>	20	35	15	30	100

## Outcomes

A student:

COM5-1 applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts

COM5-2 analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts

COM5-3 examines the role of law in society

COM5-4 analyses key factors affecting decisions

COM5-5 evaluates options for solving problems and issues

COM5-6 develops and implements plans designed to achieve goals

COM5-7 researches and assesses information using a variety of sources

COM5-8 explains information using a variety of forms

COM5-9 works independently and collaboratively to meet individual and collective goals within specified timeframes

## Lifeskills

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the [collaborative curriculum planning process](#). The syllabus outcomes and content form the basis of learning opportunities for students.

There is no requirement for formal assessment of Life Skills outcomes.

Students may achieve Life Skills outcomes either independently or with support.

A student:

COMLS-1 recognises the difference between needs and wants

COMLS-2 identifies ways in which people obtain goods and services in the local community

COMLS-3 explores rights and/or responsibilities as a consumer

COMLS-4 identifies individual employment rights and/or responsibilities

COMLS-5 investigates issues which affect daily life

COMLS-6 outlines individual legal rights and responsibilities

COMLS-7 makes informed decisions in a range of contexts

COMLS-8 purchases goods and services

COMLS-9 identifies financial services that assist in making decisions

COMLS-10 identifies appropriate community support personnel and agencies who can assist with problems and issues

COMLS-11 uses strategies to locate and select information

COMLS-12 uses strategies to organise and communicate information

COMLS-13 uses individual and collaborative skills in the learning process

# English Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p><b>Australia as a Multicultural Nation</b>  <i>(EN5-7D, EN5-8D)</i>                      Life Skills: ENLS-15D, ENLS-16D</p> <p>Students will continue developing their rhetorical skills by engaging with a range of text types and how language forms and features affect meaning related to multiculturalism. Students will consolidate their understanding of a range of language and visual techniques.</p>	
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			<b>Persuasive Speech</b>
2	1	<p><b>Shakespeare's Warrior Kings</b>  <i>(EN5-2A, EN5-9E)</i>                      Life Skills: ENLS-4A, ENLS-17E</p> <p>This stage 5 unit is designed as an introductory unit to Shakespeare focusing on his representation of the warrior kings. The students will examine the famous battles referred to in the plays, such as: Dunsinane (Macbeth), Bosworth (Richard III) and Agincourt (Henry V). The students will work individually and collaboratively on a variety of assessment tasks to ensure that all students have access to the outcomes.</p>	
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	10		<b>Visual Representation &amp; Reflection</b>
3	1	<p><b>Close Study of Novel</b>  <i>(EN5-1A, EN5-5C, EN5-3B,)</i>                      Life Skills: ENLS-5A, ENLS-4A, ENLS-11B</p> <p>This unit is a close study of a novel. Skills in novel analysis are developed through a focus on character, theme and language.</p>	
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	10		<b>Discursive Essay</b>
4	1	<p><b>Genre Study: Horror</b>  <i>(EN5-4B, EN5-6C)</i>                      Life Skills: ENLS-7A</p> <p>Students will examine a particular genre through a range of text types. Students will learn about the way genre can be formed, as well as the ways genre is appropriated and changed over time.</p>	
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	11		<b>Listening and Imaginative</b>

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



## English Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Speech	Visual Representation & Reflection	Essay	Listening & Imaginative Task	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Mon Week 10	Term 4, Week 4	
Outcomes assessed	(EN5-7D, EN5-8D)	(EN5-2A, EN5-9E)	(EN5-1A, EN5-5C, EN5-3B,)	(EN5-4B, EN5-6C)	
Components					Weighting %
Total %	25	Visual Representation: 15 Reflection: 10	25	25	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

### Outcomes

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

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

EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning

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

EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts

EN5-6C investigates the relationships between and among texts

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

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

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

### Life Skills Outcomes:

ENLS-1A listens and responds in familiar contexts

ENLS-2A communicates for a variety of purposes, audiences and contexts

ENLS-3A selects and uses language to communicate according to purpose, audience and context

ENLS-4A views and responds to a range of visual texts, media and multimedia

ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts

ENLS-6A reads and responds to a range of written texts in familiar contexts

ENLS-7A uses strategies to obtain meaning from and interpret a range of texts

ENLS-8A writes short texts for everyday purposes

ENLS-9A composes texts for a variety of purposes and audiences

ENLS-10B explores the ways in which language forms, features and structures of texts vary according to purpose, audience and context

ENLS-11B composes, publishes and presents texts appropriate to purpose and audience in a range of

ENLS-12C responds to texts in ways that are imaginative and interpretive

ENLS-13C engages critically with texts using personal experiences

ENLS-14D explores how the use of language affects personal roles and relationships with others

ENLS-15D responds to and composes texts that explore personal, social and world issues

ENLS-16D explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts

ENLS-17E uses individual and collaborative skills in the learning process

# Food Technology Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<div><b>Unit: Food For Specific Needs - ‘Fundamentally Food’</b> FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 Life Skills: FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12</div> <div>Students develop knowledge of circumstances which lead to specific food needs and the nutritional requirements for each stage of the life cycle. They discuss the impact of food allergies and intolerances. They also investigate the role of nutritionally modified foods and support networks.</div> <div><b>Practical experiences</b> – Students develop skills in designing, planning and preparing safe food items for a specific need.</div>	<b>Design a Menu for Specific Food Needs with Practical Component</b>
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2	1	<div><b>Unit: Food Trends - ‘Trending’</b> FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 Life Skills: FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12</div> <div>Students develop knowledge of current trends in food, issues surrounding food sustainability and emerging technologies in the food industry. They assess the role of media in promoting food styling and photography.</div> <div><b>Practical experiences</b> – Students develop skills in designing, planning, preparing and presenting appealing contemporary foods that reflect current food trends. They style food for photography using electronic media.</div>	<b>Food Photography and Styling Task</b>
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3	1	<div><b>Unit: Food Product Development - ‘Snack Founder’</b> FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 Life Skills: FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12</div> <div><i>Students develop knowledge of food product development and the role of marketing. They learn about packaging and legislative food-labelling requirements. Students investigate the role of food additives and a range of emerging technologies in the food industry.</i></div> <div><b>Practical experiences</b> – Students develop skills in designing, producing and evaluating a food product.</div>	<b>Food Product Development Task</b>
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4	1	<div><b>Unit: Food for Special Occasions - ‘Countdown’</b> FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12 Life Skills: FTLS-1, FTLS-2, FTLS-3, FTLS-4, FTLS-5, FTLS-6, FTLS-7, FTLS-8, FTLS-9, FTLS-10, FTLS-11, FTLS-12</div> <div>Students develop knowledge of the role and significance of food. They investigate reasons for celebrating and special occasions celebrated by various groups</div> <div><b>Practical experiences</b> – Students develop skills in food-handling and presentation as they plan and prepare food items and menus for special occasions.</div>	<b>Digital Event Planning Task with Practical component</b>
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## Food Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Design a Menu for Specific Needs Practical	Food Styling Task Practical	Food Product Development Task Practical	Digital Event Planning Task Practical	
Timing	Term 1, Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5	
Outcomes assessed	FT5-1, FT5-6, FT5-7, FT5-8, FT5-13	FT5-3, FT5-7, FT5-8, FT5-11, FT5-12	FT5-1, FT5-2, FT5-10, FT5-11, FT5-13	FT5-2, FT5-8, FT5-9, FT5-10, FT5-11	
	Part A: /70 Part B: /30	Part A: /80 Part B: /20	Part A: /50 Part B: /20	Part A: /70 Part B: /30	<b>Weighting %</b>
<b>Total %</b>	25%	25%	25%	25%	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

### Outcomes:

A student:

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

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

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

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

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

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

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

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

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

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

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

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

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

FTLS-12 recognises the significant role of food in society

### Life Skills:

FTLS-1 demonstrates hygienic and safe practices in the selection, handling and storage of food

FTLS-2 recognises the relationship between food properties, preparation and processing

FTLS-3 recognises the nutritional value of food items

FTLS-4 recognises the impact of food habits and choices on health

FTLS-5 gathers and uses information from a variety of sources

FTLS-6 uses a variety of communication techniques

FTLS-7 participates in making food items

FTLS-8 uses appropriate equipment and techniques in making a variety of food items

FTLS-9 demonstrates safe practices in the making of food items

FTLS-10 cares for equipment

FTLS-11 explores the impact of innovation and emerging technologies on food

FTLS-12 recognises the significant role of food in society

# Geography Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Unit: Human Wellbeing</b> (GE5-1, GE5-2, GE5-6, GE5-7, GE5-8)  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.	Task 1
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2	1	<b>Unit: Changing Places</b> (GE5-2, GE5-3, GE5-5, GE5-7, GE5-8)  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.	Task 2
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3	1	<b>Unit: Human Wellbeing</b> (GE5-1, GE5-2, GE5-6, GE5-7, GE5-8)  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.	Task 1
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4	1	<b>Unit: Changing Places</b> (GE5-2, GE5-3, GE5-5, GE5-7, GE5-8)  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.	Task 2
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## Geography Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Geographical Skills Assignment	Semester Test	
Timing	Term 1 - Week 6, Term 3 - Week 6	Term 2 - Week 3 Term 4 - Week 3	Term 2 - Week 6 Term 4 - Week 6	
Outcomes assessed	GE5-2, GE5-3, GE5-6	GE5-1, GE5-4, GE5-7	GE5-5, GE5-7, GE5-8	
Components				Weighting %
Geographical knowledge	10	10	15	35
Geographical tools and skills	10	15	10	35
Communication	15	10	5	30
<b>Total %</b>	35	35	30	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

### Outcomes

A student:

GE5-1 explains the diverse features and characteristics of a range of places and environments

GE5-2 explains processes and influences that form and transform places and environments

GE5-3 analyses the effect of interactions and connections between people, places and environments

GE5-4 accounts for perspectives of people and organisations on a range of geographical issues

GE5-5 assesses management strategies for places and environments for their sustainability

GE5-6 analyses differences in human wellbeing and ways to improve human wellbeing

GE5-7 acquires and processes geographical information relevant geographical tools for inquiry

GE5-8 communicates geographical information using a variety of strategies

# History Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1/3	1	<b>Depth Study One: Making a Better World? The Industrial Revolution</b> HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10 Life Skills: HTLS-6, HTLS-2, HTLS-4, HTLS-7, HTLS-13 Students will study the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia, the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) and the extent of European imperial expansion and different responses, including in the Asian region.	Source Analysis Study
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	9	<b>Core Study - Depth Study 3: Australians at War (World Wars I and II)</b> HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10 Life Skills: HTLS-6, HTLS-2, HTLS-4, HTLS-7, HTLS-13	Research Task
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2/4	1	Students will study the causes of both wars, why men enlisted and where Australians fought, the scope and nature of warfare and significant events and the experiences of Australians at war.	Final Examination
	2		
	3		
	4	Students will study the significance of the wars to Australia including the impact of wars on returned soldiers/civilians, analysing the changing relationship of Australia with other countries after World War Two and the commemorations and nature of the ANZAC legend.	Final Examination
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	6		
	7		
	8	<b>Depth Study 6: School developed topic</b> To be determined by the teacher pending students' interests.	
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes

## History Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Task	Research task: Australians at War	Final Examination	
Timing	Term 1/3, Week 5	Term 2/4, Week 2	Term 2/4, Week 6	
Outcomes assessed	HT5-1, HT5-2, HT5-4, HT5-6,	HT5-4, HT5-5, HT5-7, HT5-10	ALL	
				<b>Weighting %</b>
<b>Total %</b>	20	40	40	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## Outcomes

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A student:

- HT5-1 - explains and assesses the historical forces and factors that shaped the modern world and Australia
- HT5-2 - sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
- HT5-4 - explains and analyses the causes and effects of events and developments in the modern world and Australia
- HT5-5 - identifies and evaluates the usefulness of sources in the historical inquiry process
- HT5-6 - uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
- HT5-7 - explains different contexts, perspectives and interpretations of the modern world and Australia
- HT5-10 - selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Life Skills Outcomes:

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- HTLS-1 - recognises personal connections to history
- HTLS-2 - demonstrates an understanding of time and chronology
- HTLS-3 - investigates how people lived in various societies from the past
- HTLS-4 - explores the features of a particular society or time
- HTLS-5 - recognises the significance of people and events in the past
- HTLS-6 - explores the significance of changes and developments in the past
- HTLS-7 - recognises a variety of historical sources
- HTLS-8 - uses sources to understand the past
- HTLS-9 - recognises different perspectives of people, events and issues
- HTLS-10 - uses a variety of strategies to locate and select information for an historical investigation
- HTLS-11 - uses historical terms to describe the past
- HTLS-12 - investigates the past using historical skills
- HTLS-13 - selects and uses a variety of strategies to organise and communicate information about the past

# Industrial Technology – Timber Scope & Sequence 100hr

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Module/Unit 9.1: Introduction to Woodwork</b> <b>"Krazy Kitchens"</b> IND5-1, IND5-3, IND5-4, IND5-5, IND5-6 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9  <b>Practical Projects:</b> Mallet (Non Assessed) Task 1: 4 Joint Box	<b>Practical Project and Folio</b>
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2	1	<b>Module/Unit 9.2: Intermediate Techniques &amp; Processes</b> <b>"Spice lovers"</b> IND5-1, IND5-3, IND5-4, IND5-5, IND5-7 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9  <b>Practical Projects:</b> Task 2: Spice Rack/Portfolio	<b>Practical Project and Folio</b>
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3	1	<b>Module/Unit 9.3: Advanced Techniques &amp; Processes</b> <b>"Food and Beauty"</b> IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9  <b>Practical Projects:</b> Task 3: Mirror Task 4: Bowl AutoCAD (Non-assessed)	<b>Practical Project and Folio</b>
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



# Industrial Technology – Timber Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Task	4 Joint Box	Spice Rack / Portfolio	Mirror	Bowl	
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9	Term 4, Week 6	
Outcomes assessed	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	
	Part A: /50	Part A: /50 Part B: /20	Part A: /50	Part A: /50 Part B: /20	<b>Weighting %</b>
<b>Total %</b>	25%	25%	25%	25%	100

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## Outcomes

A student:

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

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

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

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

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

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

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

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

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

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

# iSTEM Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Module - Introduction to STEM</b> Outcomes: 5.1.1, 5.1.2, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1, 5.6.2, 5.7.1, 5.8.1 This module develops an understanding of the basic principles associated with iSTEM. To satisfy the requirements of this module, students must undertake a range of experimental, group work and inquiry-based learning activities that occupy the majority of the time.	
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2	1	<b>Module - Robotic systems CAD Fundamentals and 3D Printing</b> Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2,5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1. 5.8.1 This module of work introduces students to the history of robotics and clarifies what a robot is. Students learn about basic block programming of robots using Lego EV 3 and undertake an assignment which challenges them to program their LEGO EV3 Robots to undertake a series of challenges (an Assignment 40% of Marks) is given and completed. Students then start to use the On Shape CAD program to produce an object which is then 3D printed. In this unit students learn how to use design, construct and program robotic systems to solve a range of STEM based problems.	Task 1
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3	1	<b>Module - STEM Fundamentals 2</b> Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1, 5.8.1 This module develops an understanding of the basic principles associated with iSTEM. To satisfy the requirements of this module, students must undertake a range of experimental, group work and inquiry-based learning activities that occupy the majority of the time. Students will undertake a Task worth 20% of marks that provides a framework for their STEM based learning task and assesses their understanding of problem solving that STEM subjects employ.	Task 2
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4	1	<b>Module - STEM based learning Task</b> Outcomes: 5.1.1, 5.1.2, 5.2.1, 5.2.2,5.3.1, 5.3.2, 5.4.2, 5.5.1, 5.5.2, 5.6.1, 5.6.2, 5.7.1. In this module students are to develop and realise a STEM related Project Based Learning Task. <i>Outcomes:</i> The project involves students utilising project-based learning strategies developed in the previous 3 units to apply appropriate design, production and evaluation skills to a contemporary STEM based problem. The students relate the techniques and technologies used in previous modules to those used in the development of the STEM project. Students may utilise ideas from the previous three modules or develop a project that is in an area of interest for them.	
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## iSTEM Assessment Schedule

Task number	Task 1	Task 2	Task 2	
Nature of task	STEM Robotics Research Project	iSTEM project planning and design assignment	Individual Project	
Timing	Term 2, Week 4	Term 3, Week 3	Term 4, Week 3	
Outcomes assessed	5.1.2, 5.2.2, 5.3.1, 5.4.1, 5.4.2, 5.5.1, 5.6.2, 5.7.1	5.1.1, 5.2.2, 5.3.1, 5.3.2, 5.5.2, 5.6.1	5.1.1, 5.1.2, 5.2.1, 5.3.1, 5.3.2, 5.4.1, 5.4.2, 5.5.1	
<b>Total %</b>	40%	20%	40%	100%

### Outcomes:

A student:

5.1.1 develops ideas and explores solutions to STEM based problems

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

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

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

5.3.1 applies a knowledge and understanding of STEM principles and processes

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

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

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

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

5.5.2 critically evaluates innovative, enterprising and creative solutions

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

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

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

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

# Mathematics – Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Topic 1: Numbers of Any Magnitude</b>	
	2	Outcomes: 5.1-1WM, 2WM, 3WM, content?	
	3	<b>Topic 2: Earning Money</b>	
	4	Outcomes: 5.1-1WM, 2WM, 3WM, 4NA	
	5	Students will solve problems involving earning money and taxation, apply the simple interest formula to solve problems, including buying on terms and calculate compound interest using repeated applications of simple interest	
	6	<b>Topic 3: Statistics</b>	
	7	Outcomes: 5.1-1WM, 2WM, 3WM, 12SP	
	8	Students will construct and interpret back-to-back stem-and-leaf plots, describe data, using terms including 'skewed', 'symmetric' and 'bi-modal', compare two sets of numerical data in a display using mean, median and range and interpret and critically evaluate reports in the media and elsewhere that link claims to data displays and statistics	Task 1
	9	<b>Topic 4: Area and Surface area</b>	
	10	Outcomes: 5.1-1WM, 2WM, 3WM, 8MG	
	11	Students will solve problems involving areas of composite shapes by dissection into triangles, quadrilaterals, quadrants, semi-circles and sectors and solve problems involving the surface area of rectangular and triangular prisms	
2	1	<b>Topic 5: Ratios and Rates</b>	
	2	Outcomes: 5.2-1WM, 2WM, 5NA	
	3	Students will solve problems involving constant rates of change, interpret graphs of change where the relationship between the variables is constant and construct graphs of direct linear proportion	
	4	<b>Topic 6: Probability</b>	
	5	Outcomes: 5.1-1WM, 2WM, 3WM, 13SP	
	6	Students will calculate relative frequencies to estimate probabilities and calculate probabilities from Venn diagrams and two-way tables	
	7	<b>Topic 7: Equations</b>	
	8	Outcomes: 5.2-1WM, 2WM, 3Wm, 8NA	
	9	Students will Solve linear equations involving grouping symbols, solve linear equations involving algebraic fractions, solve word problems using linear equations, solve linear inequalities and solve linear simultaneous equations using algebraic and graphical techniques	
	10		
3	1	<b>Topic 8: Indices</b>	
	2	Outcomes: 5.1-1Wm, 3WM, 5NA	
	3	Students will apply the index laws to simplify algebraic expressions with positive-integer indices and the zero index and define and use negative-integer indices to evaluate numerical expressions	
	4		
	5	<b>Topic 9: Trigonometry</b>	
	6	5.1-1WM, 2WM, 3WM, 10MG	
	7	Students will use trigonometry to find sides and angles in right-angled triangles (angles measured to nearest degree) and apply trigonometry to solve problems involving right-angled triangles, including the use of angles of elevation and depression, from a given diagram	Task 3

4	8	<b>Topic 10: Linear Relationships</b> Outcomes: 5.1-1WM, 3WM, 6NA Students will Find the midpoint, gradient and length of intervals on the Cartesian plane using informal strategies, graph linear relationships from equations and determine that parallel lines on the Cartesian plane have equal gradients	Task 4
	9		
	10		
	1	<b>Topic 11: Area and Surface Area</b> Outcomes: 5.2/5.3-1WM, 2WM, 11MG, 13MG Students will solve problems involving surface area of right prisms, cylinders and related composite solids and solve problems involving surface area of right pyramids, right cones, spheres and related composite solids	
	2		
	3		
	4	<b>Topic 12: Volume</b> Outcomes: 5.2/5.3-1WM, 2WM, 3WM, 12MG, 14MG	
	5		
	6	Students will solve problems involving volume and capacity of prisms, cylinders and related composite solids and solve problems involving volume of right pyramids, right cones, spheres and related composite solids	
	7	<b>Topic 13: Similar Figures</b> Outcomes: 5.1-1WM, 2WM, 3WM, 11MG Students will identify similar figures and describe their properties informally, use scale factors and proportion statements to determine unknown lengths in similar figures and use scales on maps, plans and drawings	
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*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Mathematics Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Assignment - Earning Money	In class Assessment - Area and Rates / Ratios	In class assignment- Trigonometry Assignment	Final Examination - Area and volume	
Timing	Term 1, Week 8.	Term 2, Week 3.	Term 3, Week 7.	Term 4, Week 5.	
Outcomes assessed	5.1-1WM, 2WM, 3WM, 4NA	5.1-1WM, 2WM, 3WM, 8MG, 5NA	5.1-1WM, 2WM, 3WM, 10MG	5.2/5.3-1WM, 2WM, 11MG, 12MG, 13MG, 14MG	
<b>Total %</b>	20%	30%	30%	20%	100%

### Outcomes

A Student:

MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
MA5.3-2WM	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	Uses deductive reasoning in presenting arguments and formal proofs
MA5.3-4NA	Draws, interprets and analyses graphs of physical phenomena
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
MA5.3-6NA	Performs operations with surds and indices
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
MA5.3-8NA	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships
MA5.3-10NA	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
MA5.3-11NA	Uses the definition of a logarithm to establish and apply the laws of logarithms
MA5.3-12NA	Uses function notation to describe and sketch functions
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	Interprets very small and large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
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
MA5.3-15MG	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
MA5.3-17MG	Applies deductive reasoning to prove circle theorems and to solve related problems
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments
MA5.3-18SP	Uses standard deviation to analyse data
MA5.3-19SP	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes

# Music Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p><b>Australian music</b></p> <p>This unit is a compulsory part of both the 100 hour and 200 hour elective Music course. As part of this unit students must study Australian art music whilst also being exposed to a range of other repertoire including Rock, Pop, Dance, Blues and Roots, Jazz and Country music.</p>	
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2	1	<p><b>Music of a culture</b></p> <p>This Music of a culture topic is an additional topic and fits into the Group 1 category. As part of this unit, students explore the stylistic features of Irish music through a variety of performance, aural and appreciation experiences before creating and publishing their own composition.</p>	
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3	1	<p><b>Rock music</b></p> <p>The Rock music topic is an additional topic and fits into the Group 2 category. As part of this unit, students learn to define Rock music before focusing on the music of a particular group and creating a song in the same style.</p>	
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4	1	<p><b>Popular music</b></p> <p>The Popular music topic is an additional topic that also fits into the Group 2 category. As part of this unit, students further their understanding of the concepts by comparing their manipulation in a range of popular genres.</p>	
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Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## Music Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Task 8	
Nature of task	Performance Assessment	Aural and Musicianship Test	Finale Composition	Performance Assessment	Garage Band Composition	Performance Assessment	Aural and Musicianship Test	Performance Assessment	
Timing	Term 1 Week 8	Term 1 Week 9	Term 2 Week 4	Term 2 Week 9	Term 7 Week 4	Term 3 Week 9	Term 4 Week 4	Term 4 Week 6	
Outcomes assessed	5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.11, 5.12	5.4, 5.5, 5.6, 5.11, 5.12	5.2, 5.3, 5.11, 5.12	5.4, 5.5, 5.6, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	5.7, 5.8, 5.9, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.11, 5.12	
Total %	10%	15%	10%	15%	10%	15%	15%	10%	100

## Outcomes

A student:

- 5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of musical concepts
- 5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
- 5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
- 5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
- 5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
- 5.6 uses different forms of technology in the composition process
- 5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
- 5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
- 5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology and the interpretation and analysis of scores used in the music selected for study
- 5.10 demonstrates an understanding of the influence and impact of technology on music
- 5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form
- 5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

## PASS Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p style="text-align: center;"><b>Coaching</b></p> <p style="text-align: center;"><i>Outcomes: PASS5-5, 6, 7, 8, 9</i></p> <p>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.</p>	Task 1
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2	1	<p style="text-align: center;"><b>Fundamentals of Movement Skill Development</b></p> <p style="text-align: center;"><i>Outcomes: PASS5-1, 5, 7, 9, 10</i></p> <p>This module identifies and develops fundamental movement skills to enable students to confidently transfer movement skills to various movement contexts. Students recognise the role practice and feedback plays in mastering fundamental movement skills. 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.</p>	Task 2
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	10		
3	1	<p style="text-align: center;"><b>Issues in Physical Activity and Sport</b></p> <p style="text-align: center;"><i>Outcomes: PASS5-3, 4, 10</i></p> <p>This module analyses various issues in physical activity and sport and their impact. Students examine ethical and legal implications to participants, spectators and the community. They evaluate strategies to bring about positive outcomes for the issue.</p>	Task 3
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4	1	<p style="text-align: center;"><b>Physical Activity for Sport with Specific Groups</b></p> <p style="text-align: center;"><i>Outcomes: PASS5-3, 4, 5, 6, 7</i></p> <p>This module investigates physical activity and sport for a specific group from an 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.</p>	Task 4
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	11		

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.

## PASS Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Coaching Presentation	Fundamental Movement Skills Card Resource	Research Task	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 5	Term 3, Week 7	Term 4, Week 4	
Outcomes assessed	PASS5-5, 7, 8	PASS5-1, 7, 8, 9	PASS5-3, 4, 10	ALL	
<b>Total %</b>	25	25	25	25	100

### Outcomes

A student

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

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

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

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

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

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

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

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

PASS5-9 performs movement skills with increasing proficiency

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

# Personal Development, Health & Physical Education Scope & Sequence

		Topic/Unit of Work		
Term	Week	Theory	Practical	Assessment
1	1	<p><b>It Couldn't Happen to Me</b>  <i>Outcomes: PD5-1, 5-6, 5-7, 5-9</i></p> <p>In this unit, students will identify and evaluate a range of factors that can impact on the health decisions and behaviours of young people. They will apply their understanding of these influencing factors as they continue to refine strategies to minimise harm to themselves and peers in relevant and meaningful contexts related to road safety, alcohol, drugs and online.</p>	<p><b>World Games</b>  <i>Outcomes: PD5-4, 5-5</i></p> <p>This unit focuses on developing an understanding and appreciation of Global Cultures by participating in world games. They will also identify game skills that can be transferred or used in other games played in Australia.</p> <p><b>Soccer</b>  <i>Outcomes: PD5-4, 5-5, 5-11</i></p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a soccer context.</p>	
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			Task 1
	10			Task 2
	11			
2	1	<p><b>Developing My Identity</b>  <i>Outcomes: PD5-1, 5-3, 5-6, 5-9</i></p> <p>This unit will focus on students exploring factors that shape identity to promote the health and wellbeing of themselves and others. Students develop strategies to manage change and challenges related to their sense of self, gender, culture, and sexuality. Students investigate the impact of stereotypes, gender expectations and societal norms on the health and wellbeing of young people.</p>	<p><b>AFL</b>  <i>Outcomes: PD5-4, 5-5, 5-11</i></p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in an Australian Football context.</p> <p><b>Lacrosse</b>  <i>Outcomes: PD5-4, 5-5, 5-11</i></p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a lacrosse context.</p>	
	2			
	3			
	4			Task-3
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	7			
	8			
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	10			
3	1	<p><b>The Mind Matters</b>  <i>Outcomes: PD5-1, 5-2, 5-6</i></p> <p>This unit focuses on exploring the characteristics of resilient people and the skills that enhance resilience and emotional wellbeing. Students assess a range of positive management strategies to cope with stress, loss and grief.</p>	<p><b>Mindfulness Activities</b>  <i>Outcomes: PD5-4</i></p> <p>This unit allows students to experience different activities and exercises that can enhance an individual's mental health through methods of coping with stress, loss, and grief.</p> <p><b>Dance</b>  <i>Outcomes: PD5-11</i></p> <p>This unit will focus on students demonstrating how movement skills and concepts can be utilised in rhythmic and expressive movements</p>	
	2			
	3			
	4			
	5			
	6			
	7			Task 4
	8			
	9			Task 5
	10			
4	1	<p><b>Fit for Life</b>  <i>Outcomes: PD5-6, 5-7, 5-8, 5-9</i></p> <p>This unit will focus on advocating and taking positive action toward lifelong physical activity. Students will design and implement actions to enhance and support their own and other's health and participation in a lifetime of physical activity.</p>	<p><b>Fitness</b>  <i>Outcomes: PD5-7, 5-8, 5-10</i></p> <p>This unit focuses on students' active participation in lessons designed to develop confidence and competence in fitness-based contexts.</p> <p><b>Recreational Games</b>  <i>Outcomes: PD5-4</i></p> <p>This unit focuses on games that are utilised in leisure and recreational settings. These can include bike riding, walking, golf and tennis.</p>	
	2			
	3			Task 6
	4			Task 7
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	10			

Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.



## Personal Development, Health & Physical Education Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	
Nature of task	Multimodal Task	Invasion Games Practical Assessment	Documentary Analysis	Group Presentation	Dance Performance Practical Assessment	Fitness Presentation Practical Assessment	Yearly Examination	
Timing	Term 1, Week 9	Term 1, Week 10	Term 2, Week 4	Term 3, Week 7	Term 3, Weeks 7-9	Term 4, Weeks 2-4	Term 4, Week 4	
Outcomes assessed	PD5-1, 5-6, 5-7, 5-9	PD5-4, 5-5, 5-11	PD5-1, 5-3, 5-6, 5-9	PD5-6, 5-7, 5-9	PD5-4, 5-5, 5-11	PD 5-7, 5-8, 5-10	All	
<b>Total %</b>	15%	10%	10%	15%	10%	20%	20%	100%

### Outcomes:

A student:

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

# Science Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<b>Body Balance</b> <i>Outcomes: SC5-14LW (LW1)</i>	
	2		
	3		
	4		
	5	Students will explore examples of how multicellular organisms respond to changes in their environment. They will also learn about responses of the human body to infectious and non-infectious diseases	<b>Task 1</b>
	6		
	7		
	8		
	9	<b>Foundations of Chemistry</b> <i>Outcomes: SC5-16CW (CW1) SC5-17CW (CW3)</i>	
	10		
2	1	Students will investigate historical developments of the atomic theory and identify that all matter is made of atoms which are composed of protons, neutrons and electrons.	<b>Task 2</b>
	2		
	3		
	4		
	5	Students will also investigate a range of compounds and classify them into groups based on common chemical characteristics. They will investigate a range of types of important chemical reactions and learn how to construct word equations	
	6		
	7	<b>Ecosystems</b> <i>Outcomes: SC5-14LW (LW2)</i>	
	8		
	9		
	10		
3	1	<b>Alternative Energy Sources</b> <i>Outcomes: SC5-11PW (PW4)</i>	<b>Task 3</b>
	2		
	3		
	4		
	5	Students will apply the law of conservation of energy to account for the total energy involved in transformations and transfers. They will use their understanding of energy to make informed decisions about energy efficiency	
	6		
	7		
	8		
	9	<b>Electromagnetic Spectrum</b> <i>Outcomes: SC5-10PW (PW1)</i>	
	10		
4	1	<b>Our Place in Space</b> <i>Outcomes: SC5-12ES, 13ES (ES1, ES2)</i>	<b>Task 4</b>
	2		
	3		
	4		
	5	Students will investigate the theory of plate tectonics and outline how the theory of plate tectonics explains earthquakes, volcanic activity and formation of new landforms. They will explore major features contained in the universe and describe technological developments that have advanced scientific understanding about the universe	
	6		
	7		
	8	<b>Unearthing Science</b>	

9	Outcomes: SC5-4,5,6,7,8,9WS	
10	Students will develop an inquiry and conduct a 'mini-depth study'	

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Science Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Topic Quizzes	
Nature of task	Second-hand Investigation/ Presentation Task (Vaccinations)	Atomic Model Activity	First-hand Investigation (STELR Kits)	Second-hand Investigation	Short quizzes at the conclusion of each topic which will cover the content covered	
Timing	Term 1, Week 8	Term 2, Week 4	Term 3, Week 5	Term 4, Week 4	Throughout	
Outcomes assessed	SC5-LW4, WS8, WS9	SC5-CW1, CW3, WS8, WS9	SC5-PW4, WS4, WS5, WS7	SC5-12ES, 13ES, 4WS, 5WS, 7WS,	SC5-14LW, 10PW, 11PW, 12ES, 13ES, 16CW	
<b>Total %</b>	20%	20%	20%	20%	20%	100%

## Outcomes

A Student:

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

# Visual Arts Scope & Sequence

Term	Week	Topic / Unit of Work	Assessment
1	1	Unit 1: Mask Making 5.2, 5.6, 5.10	
	2		
	3		
	4		
	5	Students explore the way African Masks are created and are to research the purpose of the masks. Students will work in more experimental fields of assemblage sculpture as well as build further on prior skills, procedures and strategies in ceramics. Students will investigate how the frames/agencies and practices are evidenced in specific eras and periods of art as well as individuals.	<b>Term 1 Assessment Task</b>
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	7		
	8		
	9		
	10		
	1	Unit 2: The Country 5.1, 5.2, 5.6	
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	7		
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	10		
	11		
3	1	Unit 3: Appropriating Mona 5.1, 5.2, 5.4, 5.5, 5.8	2D – painting, drawing, lino <b>Term 2, Week 7</b>
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	9		
	10		
4	1	Unit 4: Surrealism 5.3, 5.4, 5.6, 5.7, 5.8	2D – painting, drawing Term 3, Week 10
	2		
	3		
	4		
	5		

6	appreciate his artworks through the structural frame. Students will research Miro and Magret as a way to broaden their Surrealistic horizons. Students will begin to understand how to grid an artwork, create their own Surrealist inspired artwork using collage and develop painting techniques to create their masterpiece.	2D – Painting/Drawing <b>Term 4, Week 7</b>
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9		
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## Visual Arts Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	3D – plaster masks	2D – painting, drawing, lino	2D – painting, drawing	2D – Drawing/ Painting	
Timing	Term 1, Week 10	Term 2, Week 7	Term 3, Week 10	Term 4, Week 7	
Outcomes assessed	<b>5.2, 5.6, 5.10</b>	<b>5.1, 5.2, 5.6</b>	<b>5.1, 5.2, 5.4, 5.5, 5.8</b>	<b>5.3, 5.4, 5.6, 5.7, 5.8</b>	
Components					Weighting %
Artmaking	20	10	20	10	60
Critical and Historical Studies	5	15	5	15	40
<b>Total %</b>	25	25	25	25	100

*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Outcomes

A Student:

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





# 2021 ROSA ASSESSMENT SCHEDULE SUMMARY

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>TERM ONE</b>					Food Tech IT Timber Visual Arts	Geography Science	Agriculture History	Agriculture Commerce PASS Math Music	Music PDHPE	English Child Studies PDHPE	
<b>TERM TWO</b>		History	Geography Math	Music iStem Science	PASS PDHPE Child Studies	History Geography	Agriculture Visual Arts	English	Commerce Music	Commerce Food Tech IT Timber Visual Arts	
<b>TERM THREE</b>			iStem		Child Studies Science	Agriculture Geography	History Math Music PASS PDHPE	PDHPE English Food Tech Visual Arts	Commerce IT Timber Music	Visual Arts	
<b>TERM FOUR</b>		History	Geography iStem PDHPE	Music PASS PDHPE Science	English Maths Visual Arts Agriculture Child Studies Food Tech	History Geography Commerce History	Visual Arts	Music			

