



Junee High School

To Dream. To Create. To Succeed

YEAR 10 | 2025

Assessment Schedule, Scope + Sequence Booklet

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INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

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?

- 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?

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).

- 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?

The NSW Education Standards Authority (NESA)¹ 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 school¹
- Achieved some or all of the course outcomes
- Seriously attempted all assessment tasks.

What happens if I fail to satisfactorily complete a course?

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 ²
- Advise the candidate of the submission and the right of appeal.

¹ 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

² 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?

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?

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?

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?

You will be given at least two 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?

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?

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?

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?

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?

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?

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?

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.³ 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?

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?

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?

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

³ 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?

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?

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?

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?

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?

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 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))

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:

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 Scope & Sequence (100 Hour)

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Unit: Introduction to Agriculture Outcomes: AG5-1, AG5-2, AG5-3, AG5-4, AG5-13, AG5-14 Life Skills Outcomes: 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>Agricultural Job study</p> <p>Sheep handling practical</p>
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	10		
2	1	<p>Unit: Plants General 1- Winter Cereals Outcomes: AG5-5, AG5-6, AG5-8, AG5-9, AG5-11, AG5-12, AG5-13, AG5-14 Life Skills Outcomes: AGLS-5, AGLS-6, AGLS-7, AGLS-8, AGLS-10, AGLS-11, AGLS-12, AGLS-13, AGLS-14 About:</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>Practical Trial</p> <p>Research report</p>
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3	1	<p>Unit: Animal Production 1- Dairy AG5-5, AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14 Life Skills Outcomes: 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>3D Model Task</p>
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	10		
4	1	<p>Unit: Sheep and pasture production 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 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. Cotton as a plant will be explored.</p>	<p>End of Year Exam</p>

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

Agriculture (100 Hour) Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Agriculture Job Investigation task	Plant Trial Report	3D Model Task	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%

Outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Life Skills Outcomes:

LS.1 Experiences a range of plant and animal production enterprises

LS.2 Investigates some environmental factors that affect plant and animal production

LS.3 Identifies animals and plants commonly used in Australian agricultural production

LS.4 Explores how agricultural production contributes to our daily lives

LS.5 Participates in the production process of an agricultural enterprise

LS.6 Participates in marketing an agricultural product

LS.7 Identifies some environmental effects of agricultural production

LS.8 Implements recycling strategies in an agricultural enterprise

LS.9 Ensures the safe treatment and care of animals while engaging in an agricultural enterprise

LS.10 Uses information and communication technologies to collect, organise and present information related to an agricultural enterprise

LS.11 Identifies safe and unsafe conditions in an agricultural setting

LS.12 Selects appropriate equipment, materials and tools to meet the requirements of an agricultural enterprise

LS.13 Demonstrates safe practices in the use of equipment, materials and tools

LS.14 Maintains and cares for equipment, materials and tools

Unit- Content Breakdown (100 Hour)

Term	Unit of Work	Assessment
1	<p>Introduction to Agriculture- Broad introduction into the complex systems of Agriculture + In Depth investigate the Australian Sheep Industry</p> <p>AI Sheep period</p>	Job Research report
2	<p>Plants General 1- Winter Crops and cereals + Fruit Orchards and Propagation</p> <p>Best time for sowing + Planting fruit trees</p>	Plant Trial Report
3	<p>Animals General 1- Dairy and Beef Production Systems</p> <p>Cows Create Careers Program</p>	Cows Create Careers Competition
4	<p>Sheep And Pasture Production systems</p> <p>Summer Crop and managing the Summer Feed gap.</p> <p>Managing plant production systems.</p>	

Agriculture (200 Hour) Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Core B: Agricultural Systems and Management- Poultry AG5-1, AG5-2, AG5-3, AG5-4, AG5-13, AG5-14 Life Skills Outcomes: AGLS-1, AGLS-2, AGLS-3, AGLS-4, AGLS-10, AGLS-11, AGLS-12, AGLS-13, AGLS-14</p> <p>Agricultural Systems and Management provides students with opportunities to develop a more in-depth appreciation of the complexity of agriculture. Students investigate the industries involved in agriculture, how plants and animals are produced and marketed, and related Work Health and Safety (WHS) requirements.</p>	Poultry Production System Analysis
	2		
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	6		
	7		
	8		
	9		
	10		
2	1	<p>Unit: Plant Production 2 - Vegetable Production Outcomes: AG5-6, AG5-9, AG5-12, AG5-13 Life Skills Outcomes: AGLS-5, AGLS-6, AGLS-7, AGLS-8, AGLS-10, AGLS-11, AGLS-12, AGLS-13, AGLS-14 About: Plant Production 2 provides students with opportunities to gain a more in-depth understanding of plant production in the context of plant-based enterprises. Students investigate environmental sustainability, financial viability, 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>	Practical Trial Research report
	2		
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	10		
3	1	<p>Unit: Animal Production Systems 2 AG5-5, AG5-7, AG5-8, AG5-9, AG5-10, AG5-12, AG5-13, AG5-14 Life Skills Outcomes: AGLS-5, AGLS-6, AGLS-7, AGLS-8, AGLS-9, AGLS-10, AGLS-11, AGLS-12, AGLS-13, AGLS-14 About: Animal Production 2 provides students with opportunities to gain a more in-depth understanding of animal production in the context of animal-based enterprises. Students investigate environmental sustainability, financial viability, 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>	Beef Production Practical and report
	2		
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	7		
	8		
	9		
	10		
4	1	<p>Unit: Sheep and pasture production AG5-6, AG5-8, AG5-9, AG5-11 Life Skills Outcomes AGLS-5, AGLS-6, AGLS-7, AGLS-8, AGLS-10, AGLS-11, 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 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. Cotton as a plant will be explored.</p>	End of Year Exam

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

Agriculture (200 Hour) Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Poultry Production System research task	Vegetable Plant Trial Report	Beef Practical and Report	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%

Outcomes:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Life Skills Outcomes:

LS.1 Experiences a range of plant and animal production enterprises

LS.2 Investigates some environmental factors that affect plant and animal production

LS.3 Identifies animals and plants commonly used in Australian agricultural production

LS.4 Explores how agricultural production contributes to our daily lives

LS.5 Participates in the production process of an agricultural enterprise

LS.6 Participates in marketing an agricultural product

LS.7 Identifies some environmental effects of agricultural production

LS.8 Implements recycling strategies in an agricultural enterprise

LS.9 Ensures the safe treatment and care of animals while engaging in an agricultural enterprise

LS.10 Uses information and communication technologies to collect, organise and present information related to an agricultural enterprise

LS.11 Identifies safe and unsafe conditions in an agricultural setting

LS.12 Selects appropriate equipment, materials and tools to meet the requirements of an agricultural enterprise

LS.13 Demonstrates safe practices in the use of equipment, materials and tools

LS.14 Maintains and cares for equipment, materials and tools

Unit- Content Breakdown (200 Hour)

Term	Unit of Work	Assessment
1	Poultry - Systems management	System production systems
2	Plants General 1- Winter Crops and cereals + Fruit Orchards and Propagation Best time for sowing + Planting fruit trees	Plant Trial Report
3	Animal Production system 2- Dairy and Beef Production Systems Cows Create Careers Program	Cows Create Careers Competition
4	Sheep and Pasture Production Summer Crop and managing the Summer Feed gap. Managing plant production systems.	

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

Child Studies Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Newborn Care</p> <p>Outcomes: CS5-1,2,5 6,7,8,10</p> <p>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</p>	
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	8		
	9		
	10		
	11		Task 1
2	1	<p>Food and Nutrition in Childhood</p> <p>Outcomes: CS5-2,5,8,11,12</p> <p>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.</p>	
	2		
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	4		
	5		Task 2
	6		
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	10		
3	1	<p>The Diverse Needs of Children</p> <p>Outcomes:CS5-4,8,9,11</p> <p>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.</p>	
	2		
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	5		Task 3 (ongoing)
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	10		
4	1	<p>Media and Technology in Childhood</p> <p>Outcomes: CS5-3,4,5,9</p> <p>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</p>	
	2		
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	4		
	5		Task 4
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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.

Child Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Newborn Care	Research Task	Program	Yearly Examination	
Timing	Term 1, Wk 10	Term 2, Wk 5	Term 3 Wk 10	Term 4, Wk 4	
Outcomes assessed	5-2,5,6,7,10	5-2,5,11,12	5-4,8,9	ALL	
Total %	25	25	25	25	100

Outcomes:

- CS5-1 identifies the characteristics of a child at each stage of growth and development
 CS5-2 describes the factors that affect the health and wellbeing of the child
 CS5-3 analyses the evolution of childhood experiences and parenting roles over time
 CS5-4 plans and implements engaging activities when educating and caring for young children within a safe environment
 CS5-5 evaluates strategies that promote the growth and development of children
 CS5-6 describes a range of parenting practices for optimal growth and development
 CS5-7 discusses the importance of positive relationships for the growth and development of children
 CS5-8 evaluates the role of community resources that promote and support the wellbeing of children and families
 CS5-9 analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
 CS5-10 demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
 CS5-11 analyses and compares information from a variety of sources to develop an understanding of child growth and development
 CS5-12 applies evaluation techniques when creating, discussing and assessing information related to child growth and development

Life Skills Outcomes:

- CSLS-1 recognises the stages of growth and development in early childhood
 CSLS-2 identifies factors that affect the health and wellbeing of children
 CSLS-3 uses appropriate strategies to interact with children in a range of contexts
 CSLS-4 demonstrates safe practices when interacting with children in a range of contexts
 CSLS-5 identifies ways to support growth and development of children
 CSLS-6 identifies parenting practices that support the growth and development of children
 CSLS-7 identifies the benefits of supportive relationships on the growth and development of children
 CSLS-8 explores community resources that support children and families
 CSLS-9 investigates social and cultural factors that influence the development and wellbeing of children
 CSLS-10 uses appropriate strategies to support and care for children in a range of settings
 CSLS-11 locates and selects information using a variety of strategies
 CSLS-12 communicates information in a range of contexts using appropriate strategies
 CSLS-13 communicates a point of view about issues related to child development

Commerce Scope & Sequence

Term	Topic/Unit of Work
1	<p>Unit: Travel (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>
2	<p>Unit: Law, Society and Political Involvement (Core) (COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9)</p> <p>Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.</p>
3	<p>Unit: Promoting and Selling (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>
4	<p>Unit: Employment and Work Futures (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>

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	Individual research activity	Exam	Oral presentation Marketing campaign analysis	Multi modal presentation	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	Term 4, Week 7	
Outcomes assessed	COM5-1, COM5-4, COM5-5, COM5-7	COM5-1, COM5-2, COM5-3	COM5-4, COM5-7, COM5-9	COM5-1, COM5-2, COM5-8	
Components					Weighting %
Knowledge of commerce	10	5	10	10	35
Skills in Commerce	10	10	10	5	35
Communication	10	5	10	5	30
Total %	30	20	30	20	100

Outcomes:

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

Life Skills Outcomes:

COMLS-1 recognises the differences 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

Design & Technology Scope & Sequence

	Topic/Unit of work
TERM 1	<p>Core: A Holistic approach Focus Area: Information and Communication Technologies Outcomes: DT5-1, DT5-3, DT5-4, DT5-5 Related Life Skills Outcomes: DTL5-1, DTL5-2, DTL5-4</p> <p>A holistic approach to design and technology provides a framework for the understanding of the concepts of design, and for design decisions and reflection. An awareness of the interdisciplinary nature of design provides students with opportunities to consider a broader perspective of the interrelationship of design with other areas of study. In this introductory unit, students engage in a range of practical activities. The activities include designing and producing a series of culturally respectful and visually appealing signs incorporating the Wiradjuri language for their school environment. The signs should serve functional and educational purposes, helping students, staff, and visitors engage with Wiradjuri culture.</p> <p>Assessment Task 1: Week 8, Term 1</p>
TERM 2	<p>Core: Design Processes Focus Area: Engineered Systems Outcomes: DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10 Related Life Skills outcomes: DTL5-1, DTL5-2, DTL5-5, DTL5-6, DTL5-7, DTL5-8, DTL5-9, DTL5-10, DTL5-11</p> <p>This unit of work provides a framework for the application of an appropriate design process, to produce quality designed solutions. Each phase of the design process will be applied in varying depths appropriate to the design project. Students learn to identify needs and opportunities, project management, idea-generation, research, experiment and evaluate design solutions.</p> <p>Assessment Task 2: Week 7, Term 2</p>
TERM 3 - 4	<p>Core: Activity of Designers Focus Area: A student-negotiated focus area of design Outcomes: DT5-3, DT5-4, DT5-5, DT5-6</p> <p>This area of core content examines the activities of designers over time and across a range of focus areas. The interrelationship of enterprising activity with innovation is explored to give insights into trends and preferred futures. Problem-solving techniques that are used by designers can be applied by students to their designed solutions. The impact of technologies is investigated and evaluated as they affect individuals, society and environments. A student-negotiated focus area of design provides for flexibility and allows students to develop a design project of interest and personal significance.</p> <p>Assessment Task 3: Week 6, Term 4</p>

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

Design & Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Information and Communication Technologies	Design Processes	Activity of Designers	
Timing	Week 8, Term 1	Week 7, Term 2	Week 6, Term 4	
Outcomes assessed	DT5-1, DT5-3, DT5-4, DT5-5	DT5-2, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10	DT5-3, DT5-4, DT5-5, DT5-6	
	Weighting %			
Design Project	15	20	25	60
Design and Production Portfolio	10	15	15	40
Total %	25%	35%	40%	100

Outcomes:

DT5-1 analyses and applies a range of design concepts and processes

DT5-2 applies and justifies an appropriate process of design when developing design ideas and solutions

DT5-3 evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments

DT5-4 analyses the work and responsibilities of designers and the factors affecting their work

DT5-5 evaluates designed solutions that consider preferred futures, the principles of appropriate technology and ethical and responsible design

DT5-6 develops and evaluates creative, innovative and enterprising design ideas and solutions

DT5-7 uses appropriate techniques when communicating design ideas and solutions to a range of audiences

DT5-8 selects and applies management strategies when developing design solutions

DT5-9 applies risk management practices and works safely in developing quality design solutions

DT5-10 selects and uses a range of technologies competently in the development and management of quality design solutions

Life Skills Outcomes:

DTLS-1 identifies that a process is used to develop design solutions

DTLS-2 considers factors that influence design

DTLS-3 explores the impact of past, current and emerging technologies

DTLS-4 explores the work of designers in terms of the benefits to the individual, society and environments

DTLS-5 participates in developing creative, innovative and/or enterprising design solutions

DTLS-6 gathers and uses information to generate design solutions

DTLS-7 uses a variety of techniques to present design solutions

DTLS-8 selects and uses appropriate processes and techniques in the context of producing design projects

DTLS-9 participates in producing design projects

DTLS-10 demonstrates safe practices in the use of equipment and the implementation of techniques

DTLS-11 cares for materials, tools and equipment

English Scope & Sequence

Year Group	Topic/Unit of work
TERM 1	<p>Poetry - Poetry of War (Weeks 1-8) Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-ECA-01, EN5-ECB-01 Life Skills: ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URB-01</p> <p>Topic Outline: Students will study a range of war poems to explore, analyse and assess the ways in which meaning is created and shaped through texts. Through a close study of poems, students analyse, assess and critique the specific language features and forms of texts. In their responding and composing, students develop skills in analysing and interpreting increasingly complex texts and express their ideas clearly and cohesively.</p> <p>Assessment Task: Task 1: Essay (Due: Week 7)</p>
TERM 2	<p>Perspectives of Prejudice (Begin Term 1, Week 9) Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01 Life Skills: ENLS-RVL-01, ENLS-RVL-02, ENLS-URB-01, ENLS-URC-01</p> <p>Topic Outline: Through the study of a range of texts, students will explore the concept of prejudice and consider the impact and consequences on wider society. Students will be required to empathise, make connections, analyse and question both real life and imagined scenarios in order to explore the concept and broaden their personal perspectives.</p> <p>Assessment Task: Task 2: Discursive Text (Due: Week 5)</p>
TERM 3	<p>Shakespeare: Appropriation Outcomes: EN5-RVL-01, EN5-URA-01, EN5-URC-01, EN5-ECA-01, EN5-ECB-01 Life Skills: ENLS-RVL-01, ENLS-RVL-02, ENLS-URB-01, ENLS-URC-01</p> <p>Topic Outline: This unit is designed to explore a Shakespearean text, focusing on the comedy plays. Students will examine a play in detail as well as study one appropriation of the text. This allows students to explore different representations of Shakespeare's plays and characters as well as determining the validity of the text both in its original context and the contemporary version.</p> <p>Assessment Task: Task 3: Multimodal Text (Due: Week 9)</p>
TERM 4	<p>Rhetoric and Documentaries Outcomes: EN5-RVL-01, EN5-URA-01, EN5-ECA-01 Life Skills: ENLS-RVL-01, ENLS-RVL-02, ENLS-URA-01, ENLS-URC-01</p> <p>Topic Outline: This unit aims to encourage students to become more aware of the effect language has on individuals. By exploring how the rhetoric of speech can manipulate others, students examine how leaders use speech to inspire confidence or incite fear in others. In this unit, students will be exposed to a number of fiction and non-fiction texts which they will analyse for effect and purpose on the audience.</p> <p>Assessment Task: Task 4: Speech Analysis (Due: Week 5)</p>

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	Essay	Discursive Text	Multimodal Text	Speech Analysis
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5
Outcomes assessed	EN5-URA-01 EN5-ECA-01 EN5-ECB-01	EN5-URB-01 EN5-ECA-01 EN5-ECB-01	EN5-URC-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01
Life Skills	ENLS-URA-01 ENLS-URC-01 ENLS-ECB-01	ENLS-URB-01 ENLS-ECA-01 ENLS-ECB-01	ENLS-URB-01 ENLS-URC-01 ENLS-ECA-02	ENLS-RVL-02 ENLS-URA-01
	Weighting %			
Total 100 %	25%	25%	25%	25%

Outcomes:

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts.

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures.

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

Life Skills Outcomes:

ENLS-COM-01 communicates in familiar or unfamiliar contexts

ENLS-RVL-01 engages with a range of texts

ENLS-RVL-02 uses reading strategies when engaging with a range of texts

ENLS-URA-01 identifies language and/or visual forms, features and structures

ENLS-URB-01 identifies ideas, experiences and values in a range of texts

ENLS-URC-01 makes connections with and between texts

ENLS-ECA-01 composes texts for everyday purposes

ENLS-ECA-02 composes texts using language conventions for specific purposes and audiences

ENLS-ECB-01 uses processes of planning and revising to develop texts

Food Technology Scope & Sequence

Term	Topic/Unit of Work	Assessment
1	<p>Unit: Food in Australia</p> <p>FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13, FT5-14</p> <p>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</p> <p>Migration has had a dramatic effect on the food eaten in Australia. Students examine the history of food in Australia, including bush tucker prepared in the past and present by Aboriginal and/or Torres Strait Islander Peoples, the influence of early European settlers, together with continuing immigration from a variety of cultures, and examine the subsequent effects on contemporary Australian eating patterns. Students plan and prepare safe foods, which reflect the eclectic nature of Australian cuisine and develop knowledge of cultural protocols associated with food and its preparation.</p> <p>Practical experiences – Students select, plan and prepare safe and nutritious foods to reflect Australia's Indigenous and multicultural cuisine.</p>	Food In Australia Practical
	<p>Unit: Food for Specific Needs</p> <p>FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13, FT5-14</p> <p>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</p> <p>Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.</p> <p>Practical experiences – Students plan and prepare safe and nutritious foods appropriate to specific food needs.</p>	Food for specific Needs Task Practical
3	<p>Unit: Food Product Development</p> <p>FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13, FT5-14</p> <p>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</p> <p>An ever-increasing variety of food products are available in the marketplace as a result of food product innovations. Students examine the reasons for developing food products and the impact of past and present food product innovations on society. They explore the processes in food product development and develop, produce and evaluate a food product.</p> <p>Practical experiences – Students design, produce and evaluate their own food product.</p>	Food Product Development Task Practical
	<p>Unit: Food Trends</p> <p>FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13, FT5-14</p>	

	<p>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</p> <p>Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability.</p> <p>Practical experiences – Students plan, prepare and present safe, appealing food that reflects contemporary food trends.</p>	<p>Food Trends Task Practical</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.

Food Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Food In Australia Practical	Food for special Needs Task Practical	Food Product Development Task Practical	Food Trends 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	Weighting %
Total %	25%	25%	25%	25%	100

Outcomes:

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
 FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
 FT5-3 describes the physical and chemical properties of a variety of foods
 FT5-4 accounts for changes to the properties of food which occur during food processing, preparation and storage
 FT5-5 applies appropriate methods of food processing, preparation and storage
 FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
 FT5-7 justifies food choices by analysing the factors that influence eating habits
 FT5-8 collects, evaluates and applies information from a variety of sources
 FT5-9 communicates ideas and information using a range of media and appropriate terminology
 FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes
 FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
 FT5-12 examines the relationship between food, technology and society
 FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

Life Skills Outcomes:

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
3	1	<p>Sustainable Biomes GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p> <p>ne 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 supply-and-demand issues. Challenges to food production are explored and management strategies investigated.</p>	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		Information report
	10		
4	1	<p>Environmental Change and Management GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8</p> <p>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.</p>	
	2		
	3		
	4		
	5		
	6		Examination
	7		
	8		
	9		
	10		

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

Geography Assessment Schedule

Task number	Task 1	Task 2	
Nature of task	Information report	Examination	
Timing	Term 3, Week 8	Term 4, Week 6	
Outcomes assessed	GE5-1, GE5-3, GE5-4, GE5-7	GE5-1, GE5-2, GE5-3, GE5-5, GE5-8	
Components			Weighting %
Geographical knowledge	25	20	40
Geographical tools and skills	25	10	40
Communication	10	10	20
Total %	60	40	100

Outcomes:

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

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

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

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

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

GE5-7 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

Life Skills Outcomes:

GELS-1 recognises features and characteristics of places and environments

GELS-2 demonstrates an understanding that places and environments change

GELS-3 explores interactions and connections between people, places and environments

GELS-4 recognises perspectives of people and organisations on a range of geographical issues

GELS-5 explores management of places and environments

GELS-6 investigates differences in human wellbeing

GELS-7 collects and uses geographical information for inquiry

GELS-8 communicates geographical information

History Scope & Sequence

TERM 1	<p>CORESTUDY Depth Study 4 Rights & Freedoms (1945-present) (Weeks 1-8) Outcomes: HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10 Life Skills: HTLS-5, HTLS-6, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13</p> <p>Topic Outline: In this module students learn about the progression of equality within Australia and globally following the creation of the UN. It tracks the changing rights and freedoms of Aboriginal people and women, and the significant policy changes and events that have happened to influence these changes.</p> <p>Assessment Task: Informative Report Due: Week 7</p>
	<p>Depth Study 6 School Developed Topic: The Holocaust (Week 9) Outcomes: HT5-3, HT5-4, HT5-4, HT5-6, HT5-7, HT5-8, HT5-9 Life Skills: HTLS-2, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-11, HTLS-12, HTLS-13</p> <p>Topic Outline: This unit considers the nature of genocide, why it occurs and how it can be prevented. The Holocaust is used as a case study. Despite attempts to create a lasting peace at the end of World War I, the world was engaged in another global conflict within 20 years. Not only did this conflict cause greater loss of life, it witnessed the Holocaust, which resulted in the coining of the term genocide.</p>
TERM 2	<p>Assessment Task: Examination Due: Week 4</p>
	<p>Depth Study 5 The Globalising World / Popular Culture (Week 6-10) Outcomes: HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10 Life Skills: HTLS-2, HTLS-4, HTLS-5, HTLS-6, HTLS-7, HTLS-8, HTLS-11, HTLS-12, HTLS-13</p> <p>Topic Outline: In this module students learn about the way that global popular culture has shaped Australian society since 1945. Including the nature of popular culture in Australia at the end of World War II, changes in the nature of music, film and television, Australians contribution to popular culture and the continuity and change of beliefs and values within Australia.</p>

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
Nature of task	Informative Report	Examination
Timing	Term 1, Week 7	Term 2, Week 4
Outcomes assessed	HT5-3 HT5-6 HT5-9	HT5-4 HT5-5 HT5-9
	HTLS-3 HTLS-4 HTLS-6 HTLS-11 HTLS-12	HTLS-2 HTLS-5 HTLS-11 HTLS-12
	Weighting 100 %	
Total %	50%	50%

Outcomes:

HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia
 HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
 HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
 HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia
 HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process
 HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
 HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia
 HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry
 HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past
 HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

Life Skills Outcomes:

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 Metal Scope & Sequence 100hr

Stage 5	Topic- Fabrication Techniques
TERM 1	<p>Module - Metal 1: Introduction to Gas Metal Arc Welding (GMAW) IND5-1, IND5-3, IND5-4, IND5-5, IND5-6 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p> <p>Topic Outline: The Metal 1 core module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.</p> <p>Practical Application: The practical projects reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies.</p> <p>Assessment Task: 1 Firewood Kindling Splitter/Folio Shed/Room Sign (Non-Assessed) (Due: Term 1 Week 9)</p>
TERM 2	<p>Module - Metal 1: Introduction to Light Sheet Metal Fabrication IND5-1, IND5-3, IND5-4, IND5-5, IND5-7 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p> <p>Topic Outline: Students learn the fundamental skills related to metal forming and mechanical fastening.</p> <p>Practical Application: Designing, Marking, Folding, Drilling, Riveting & Evaluation</p> <p>Assessment Task: Task 1: Toolbox/Folio Tool Shelf & Rack (Non Assessed) (Due: Week 8)</p>
TERM 3	<p>Module Metal 1: Introduction to Manual Metal Arc Welding (MMAW) IND5-1, IND5-4, IND5-5, IND5-7, IND5-8 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p> <p>Topic Outline: Students learn the fundamental skills used in Manual Metal Arc Welding. Downhand pad welding and then 1G.</p> <p>Practical Application: Designing, Marking, Drilling, Thread Cutting, Fabrication, Welding & Evaluation</p> <p>Assessment Task: BBQ (Due: Week 8)</p>
TERM 4	<p>Module - IND5-1, IND5-3, IND5-5, IND5-7 Life Skills: INDLS-1, INDLS-2, INDLS-3, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p> <p>Topic Outline: The Art Metal 1 core module develops knowledge and skills in the use of tools, materials and techniques related to art metalwork. These are enhanced and further developed through the study of the Art Metal 2 specialist module.</p> <p>Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with art metal-related technologies.</p> <p>Practical Application: Students will use this term to personalise the BBQ and finalise the associated portfolio of learning. If completed, the students will design and fabricate a project of their choice.</p> <p>Assessment Task: Task 1: Personalised BBQ and Portfolio (Due: Week 8)</p>

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

Industrial Technology Metal Assessment Schedule 100hr

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Kindling Splitter & Portfolio	Tool Box & Portfolio	BBQ	BBQ & Portfolio	
Timing	Term 1 , Week 9	Term 2, Week 8	Term 3, Week 8	Term 4, Week 8	
Outcomes assessed	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	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7	
	Weighting %				
Total %	25%	25%	25%	25%	100

Outcomes:

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

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

IND5-3 identifies, selects and 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

Life Skills Outcomes:

INDLS-1 Identifies safe and unsafe conditions in the context of undertaking a project

INDLS-2 Demonstrates safe practices in the use of tools, materials and equipment

INDLS-3 Recognises that a process is used to design and make projects

INDLS-4 Selects appropriate tools to undertake projects

INDLS-5 Selects and uses appropriate materials to undertake projects

INDLS-6 Uses a variety of communication techniques in the context of undertaking projects

INDLS-7 Works collaboratively in the learning environment

INDLS-8 Uses skills and processes in a variety of contexts and projects

INDLS-9 Evaluates the success of projects

Industrial Technology Metal Scope & Sequence 200hr

Stage 5	Topic/ Machining & Advanced Welding Techniques
TERMS 1-2	<p>Module/ Unit - Machining & Advanced Welding Techniques Outcomes: IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-10 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p> <p>Topic Outline: The Metal module develops knowledge and skills in the use of tools, materials and techniques related to general metalwork. These are enhanced and further developed through the study of specialist modules in Metal Machining and Fabrication.</p> <p>Practical projects should reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills associated with metal-related technologies. These may include:</p> <ul style="list-style-type: none"> · fabricated projects · metal machining projects · sheet metal products <p>Practical Application: Tool Caddy, Centre Punch, (GAW) Welding Positions 1G, 3G & 4G</p> <p>Assessment Task: Task 1: Safety Guide Website (Due: Week 8)</p>
TERMS 3-4	<p>Module/ Unit - Fabrication 3: Advanced Manual Metal Arc Welding (MMAW) Outcomes: IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9 Life Skills: INDLS-1, INDLS-2, INDLS-3, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p> <p>Topic Outline: Fabrication 2: Advanced manual Metal Arc Welding (MMAW)</p> <p>Practical Application: Designing, Marking, Cutting, Fabrication using mild steel plate, Rectangular Hollow section (RHS), square hollow section (SHS), metal forming Techniques & Welding Positions 1G, 3G & 4G</p> <p>Assessment Task: Task 1: Camp Stool Coal Cooker & Portfolio (Assessed) (Due: Week 8)</p>

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

Industrial Technology Metal Assessment Schedule 200hr

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Tool Caddy/ Centre Punch/ Folio Safety Guide Website	Welding Task- Welding in 1G, 2G, 3G & 4G positions	Camp Stool	Coal Cooker/ Folio	
Timing	Week 9	Week 9	Week 9	Week 9	
Outcomes assessed	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7	IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8	
	Weighting %				
Total %	25%	25%	25%	25%	100

Outcomes:

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

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

IND5-3 identifies, selects and 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

Life Skills Outcomes:

INDLS-1 - identifies safe and unsafe conditions in the context of undertaking a project

INDLS-2 - demonstrates safe practices in the use of tools, materials and equipment

INDLS-3 - recognises that a design process is used to develop and make projects

INDLS-4 - selects appropriate tools to undertake projects

INDLS-5 - selects and uses appropriate materials to undertake projects

INDLS-6 - uses a variety of communication techniques in the context of undertaking projects

INDLS-7 - works collaboratively in the learning environment

INDLS-8 - uses skills and processes in a variety of contexts and projects

INDLS-9 - evaluates the success of projects

INDLS-10 - explores the effects of current and emerging technologies

Industrial Technology Timber Scope & Sequence 100hr

Term	Week	Topic/Unit of Work	Assessment
1	1	Module/Unit 9.1: Introduction to Woodwork IND5-1, IND5-3, IND5-4, IND5-5, IND5-6 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9 Practical Projects: Candy Dispenser	Tooth Pick Holder
	2		
	3		
	4		
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	10		
2	1	Module/Unit 9.2: Intermediate Techniques & Processes IND5-1, IND5-3, IND5-4, IND5-5, IND5-7 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9 Practical Projects: Multi-functional Toolbox	Practical Project and Folio
	2		
	3		
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	10		
	11		
3	1	Module/Unit 9.3: Advanced Techniques & Processes 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 Practical Projects: Task 3: Picnic Table	Joints/Finishes Portfolio
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
4	1		
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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 100hr

Task number	Task 1	Task 2	Task 3	Task 4	
Task	Candy Dispenser	Toolbox / Portfolio	Picnic Table	Joints & Finishes Portfolio	
Timing	Term 1, Week 7	Term 2, Week 8	Term 3, Week 10	Term 4, Week 6	
Outcomes assessed	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8,	
	Part A: /50	Part A: /50 Part B: /20	Part A: /50	Part A: /50 Part B: /20	Weighting %
Total %	15%	25%	25%	35%	100

Outcomes:

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

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

IND5-3 identifies, selects and 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

Life Skills Outcomes:

INDLS-1 identifies safe and unsafe conditions in the context of undertaking a project

INDLS-2 demonstrates safe practices in the use of tools, materials and equipment

INDLS-3 recognises that a design process is used to develop and make projects

INDLS-4 selects appropriate tools to undertake projects

INDLS-5 selects and uses appropriate materials to undertake projects

INDLS-6 uses a variety of communication techniques in the context of undertaking projects

INDLS-7 works collaboratively in the learning environment

INDLS-8 uses skills and processes in a variety of contexts and projects

INDLS-9 evaluates the success of projects

INDLS-10 explores the effects of current and emerging technologies

Industrial Technology Timber Scope & Sequence 200hr

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Module/Unit 10.1: Advanced Joinery IND5-1, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7 Life Skills: INDLS-1, INDLS-2, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p>	<p>Practical Investigation Evaluation</p>
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	3		
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	7		
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	9		
	10		
2	1	<p>Practical Projects: Inlay Box Multi-functional Toolbox / Portfolio</p>	<p>Portfolio</p>
	2		
	3		
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	10		
	11		
3	1	<p>Module/Unit 10.2: Joinery Prelim Prerequisite IND5-1, IND5-3, IND5-4, IND5-5, IND5-7, IND5-8 Life Skills: INDLS-1, INDLS-2, INDLS-3, INDLS-4, INDLS-5, INDLS-7, INDLS-9</p>	<p>Practical Project & Portfolio</p>
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	10		
4	1	<p>Practical Projects: Foldable Picnic Table</p>	<p>CAD</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.

Industrial Technology Timber Assessment Schedule 200hr

Task number	Task 1	Task 2	Task 3	Task 4	
Task	Inlay Box	Exam	Picnic Table	Tool Box / Portfolio	
Timing	Term 1, Week 6	Term 2, Week 6	Term 2, Week 10	Term 4, Week 6	
Outcomes assessed	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8, IND5-9	IND5-1, IND5-4, IND5-5, IND5-7, IND5-8	
	Part A: /50	Part A: /50 Part B: /20	Part A: /50	Part A: /50 Part B: /20	Weighting %
Total %	15%	25%	25%	35%	100

Outcomes:

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

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

IND5-3 identifies, selects and 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

Life Skills Outcomes:

INDLS-1 identifies safe and unsafe conditions in the context of undertaking a project

INDLS-2 demonstrates safe practices in the use of tools, materials and equipment

INDLS-3 recognises that a design process is used to develop and make projects

INDLS-4 selects appropriate tools to undertake projects

INDLS-5 selects and uses appropriate materials to undertake projects

INDLS-6 uses a variety of communication techniques in the context of undertaking projects

INDLS-7 works collaboratively in the learning environment

INDLS-8 uses skills and processes in a variety of contexts and projects

INDLS-9 evaluates the success of projects

INDLS-10 explores the effects of current and emerging technologies

Mathematics (Core) – Scope & Sequence

Term	Week	Topic	Assessments
1	1	Equations A	
	2	Outcomes: MAO-WM-01, MA5-EQU-C-01	
	3	In this topic, students develop their ability to solve linear equations, including those involving fractions, decimals, and brackets. They apply algebraic techniques to form, rearrange, and solve equations arising from real-world contexts, enhancing problem-solving and reasoning skills. Students also explore strategies to verify solutions and interpret results.	
	4	Algebraic Techniques B Outcomes: MAO-WM-01, MA5-ALG-P-01 This topic focuses on expanding and factorising algebraic expressions, including binomials, and applying these techniques in various contexts. Students build on their understanding of algebra to simplify expressions, solve problems, and make generalisations.	
	5		Task 1
	6	Financial Mathematics B - Compound Interest/Depreciation	
	7	Outcomes: MAO-WM-01, MA5-FIN-C-02	
	8	This topic focuses on the application of mathematical formulas to calculate compound interest and depreciation. Students solve real-world financial problems involving investments, loans, and asset depreciation. They enhance their reasoning and fluency by interpreting results and making informed decisions	
	9		
	10		
2	1	Single Variable and Bivariate Data Analysis	
	2	Data Analysis A/B	
	3	Outcomes: MAO-WM-01, MA5-DAT-C-01, MA5-DAT-C-02	
	4	This topic develops students' skills in collecting, representing, analysing, and interpreting single-variable and bivariate data. Students explore measures of central tendency, spread, and the relationship between two variables using graphical and statistical methods.	
	5		
	6	Linear Relationships A/B	
	7	Outcomes: MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02	
	8	In this topic, students explore linear relationships by graphing, interpreting, and analysing linear equations and their representations. They investigate gradients, intercepts, and the connections between equations and graphs in various contexts. Through reasoning and problem-solving, students apply these concepts to model and solve real-world problems.	
	9		
	10		Task 2
3	1	Right Angled Triangles - Trigonometry A/B	
	2	Outcomes: MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02	
	3	This topic introduces students to the principles of trigonometry, focusing on solving problems involving right-angled triangles. Students learn to apply trigonometric ratios to calculate unknown side lengths and angles, and explore practical applications such as heights and distances.	
	4		
	5		Task 2
	6	Networks	
	7	Outcomes: MAO-WM-01, MA5-NET-P-01	
	8	In this topic, students are introduced to the concepts of network theory, exploring vertices, edges, and different types of graphs. They analyse and interpret networks to solve practical problems, such as finding the shortest path, optimising routes, and understanding connections.	
	9	Inquiry Project:	
	10	Real world applications inquiry task as per best practices CESE 2020 (see AAMT, ReSOLVE Protocol) This topic engages students in a real-world applications inquiry task, following best practices outlined by the CESE (2020), AAMT, and the ReSOLVE Protocol. Students select a meaningful context, pose mathematical questions, and apply problem-solving and reasoning skills to investigate and analyse data or situations. Emphasising collaboration and critical thinking, the project enhances students' ability to communicate findings and reflect on the practical value of mathematics in diverse real-world scenarios.	
4	1	Area, Surface Area and Volume	
	2	Outcomes: MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01, MA5-ARE-P-01, MA5-VOL-P-01	

	3	In this topic, students explore formulas and techniques to calculate the area, surface area, and volume of various 2D shapes and 3D objects. They apply these skills to solve practical problems involving composite shapes and real-world contexts, enhancing their spatial reasoning and problem-solving abilities.	
	4		
	5	Non-Linear Relationships Outcomes: MAO-WM-01, MA5-NLI-C-01 In this topic, students investigate non-linear relationships, focusing on the characteristics and graphs of quadratic, exponential, and other non-linear functions. They explore how to model real-world situations using these functions and solve problems involving rates of change, growth, and decay.	
	6		
	7		
	8	Data Analysis C Statistical Inquiry Task Bivariate Path Outcomes: MAO-WM-01, MA5-DAT-P-01 This topic engages students in a statistical inquiry task focused on bivariate data. They collect, analyse, and interpret paired data to explore relationships between two variables. Students use statistical methods to identify patterns, make predictions, and draw conclusions based on their findings.	

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

Mathematics (Core) Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	In Class Assessment - Algebra. Algebraic Equations	In Class Assessment - Algebra. Linear Relationships	In Class Practical Assessment - Measurement. Trigonometry	
Timing	Term 1 Week 5	Term 2 Week 10	Term 3, Week 5	
Outcomes assessed	MAO-WM-01, MA5-ALG-C-01 MA5-EQU-C-01	MAO-WM-01 MA5-LIN-C-01 MA5-LIN-C-02	MAO-WM-01 MA5-TRG-C-01 MA5-TRG-C-02	
Total %	30%	30%	40%	100%

Outcomes:

MAO-WM-01: develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

MA5-ALG-C-01: simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-DAT-C-01: compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-P-01: plans, conducts and reviews a statistical inquiry into a question of interest (Path: Std, Adv)

MA5-FIN-C-01: solves financial problems involving simple interest, earning money and spending money

MA5-GEO-C-01: identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-IND-C-01: simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-MAG-C-01: solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-PRO-C-01: solves problems involving probabilities in multistage chance experiments and simulations

MA5-TRG-C-01: applies trigonometric ratios to solve right-angled triangle problems

MA5-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders

Life Skills Outcomes:

- MALS-LAN-01 recognises language that represents number
- MALS-LAN-02 responds to and uses language that represents number
- MALS-COU-01 counts in everyday contexts
- MALS-REP-01 represents number in everyday contexts
- MALS-COM-01 compares and orders numbers
- MALS-FRC-01 demonstrates knowledge of fractions in everyday contexts
- MALS-DEP-01 demonstrates knowledge of decimals and percentages in everyday contexts
- MALS-ADS-01 uses strategies for addition and subtraction
- MALS-MDI-01 uses strategies for multiplication and division
- MALS-FIN-01 demonstrates knowledge of money in everyday contexts
- MALS-FIN-02 plans and manages personal finances
- MALS-PAT-01 recognises and applies patterns in everyday contexts
- MALS-TIM-01 demonstrates knowledge of time in everyday contexts
- MALS-TIM-02 organises and measures time in everyday contexts
- MALS-LEN-01 measures and uses length in everyday contexts
- MALS-VOL-01 measures and uses volume, capacity and mass in everyday contexts
- MALS-ARE-01 measures and uses area in everyday contexts
- MALS-GEO-01 explores 2-dimensional shapes and 3-dimensional objects
- MALS-POS-01 demonstrates knowledge of position and direction in everyday contexts
- MALS-DAT-01 recognises and represents data in everyday contexts
- MALS-DAT-02 interprets information from data displays
- MALS-PRO-01 applies chance and probability to everyday events

Mathematics (Pathway) Scope & Sequence

Term	Week	Topic	Assessments
1	1	Algebraic Techniques B Outcomes: MAO-WM-01, MA5-ALG-P-01	
	2		
	3		
	4	Algebraic Techniques C Outcomes: MAO-WM-01, MA5-ALG-P-02	
	5		
	6		
	7	Area, Surface Area and Volume Outcomes: MAO-WM-01, MA5-ARE-C-01 ,MA5-VOL-C-01, MA5-ARE-P-01, MA5-VOL-P-01	
	8		
	9		
	10		
2	1	Bivariate Data Analysis Outcomes: MAO-WM-01, MA5-DAT-C-02	
	2		
	3		
	4	Equations C Outcomes: MAO-WM-01,MA5-EQU-P-02	
	5		
	6		
	7	Indices and Surds Outcomes: MAO-WM-01, MA5-IND-P-01, MA5-IND-P-02	
	8		
	9		
	10		
3	1	Non-Linear Relationships - Quadratics, Parabolas and Transformations Outcomes: MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01	
	2		
	3		
	4		
	5		
	6	Data Analysis Inquiry Task Outcomes: MAO-WM-01, MA5-DAT-P-01	
	7		
	8	Financial Mathematics - Compound Interest Outcomes: MAO-WM-01, MA5-FIN-C-02	
	9		
	10		
4	1	Trigonometry Sine and Cosine Rules Outcomes: MAO-WM-01, MA5-TRG-P-01	
	2		
	3		
	4		
	5	Functions in Graphs Outcomes: MAO-WM-01, MA5-FNC-P-01	
	6		
	7		
	8		
	9	Induction to Networks Outcomes: MAO-WM-01, MA5-NET-P-01	
	10		

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

Mathematics (Pathway) Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	In Class Assessment - Algebra - With Formula Sheet	In Class Assessment - Bivariate Data Analysis	In Class Assessment - Non-Linear	Practical Investigation - Trigonometry	
Timing	Term 1 Week 6	Term 2 Week 3	Term 3, Week 5	Term 4, Week 4	
Outcomes assessed	MAO-WM-01, MA5-ALG-P-01, MA5-ALG-P-02	MAO-WM-01, MA5-DAT-C-02	MAO-WM-01, MA5-NLI-C-01, MA5-NLI-C-02, MA5-NLI-P-01	MAO-WM-01, MA5-TRG-P-01	
Total %	25%	25%	25%	25%	100%

Outcomes:

MAO-WM-01: develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly.

MA5-ALG-C-01: simplifies algebraic fractions with numerical denominators and expands algebraic expressions

MA5-ARE-C-01: solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids

MA5-DAT-C-01: compares and analyses datasets using summary statistics and graphical representations

MA5-DAT-P-01: plans, conducts and reviews a statistical inquiry into a question of interest (Path: Stn, Adv)

MA5-EQU-C-01: solves linear equations of up to 3 steps, limited to one algebraic fraction

MA5-EQU-P-01: solves monic quadratic equations, linear inequalities and cubic equations of the form $ax^3=3$ (Path: Adv)

MA5-EQU-P-02: solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations (Path: Adv)

MA5-FIN-C-01: solves financial problems involving simple interest, earning money and spending money

MA5-GEO-C-01: identifies and applies the properties of similar figures and scale drawings to solve problems

MA5-IND-C-01: simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases

MA5-LIN-C-01: determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools

MA5-LIN-C-02: graphs and interprets linear relationships using the gradient/slope-intercept form

MA5-LIN-P-01: describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-LIN-P-01: describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems (Path: Adv)

MA5-MAG-C-01: solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures

MA5-PRO-C-01: solves problems involving probabilities in multistage chance experiments and simulations

MA5-RAT-P-01: identifies and solves problems involving direct and inverse variation and their graphical representations (Path: Stn, Adv)

MA5-RAT-P-02: analyses and constructs graphs relating to rates of change (Path: Adv)

MA5-TRG-C-01: applies trigonometric ratios to solve right-angled triangle problems

MA5-TRG-C-02: applies trigonometry to solve problems, including bearings and angles of elevation and depression

MA5-VOL-C-01: solves problems involving the volume of composite solids consisting of right prisms and cylinders

Life Skills Outcomes:

MALS-LAN-01 recognises language that represents number

MALS-LAN-02 responds to and uses language that represents number

MALS-COU-01 counts in everyday contexts

MALS-REP-01 represents number in everyday contexts

MALS-COM-01 compares and orders numbers

MALS-FRC-01 demonstrates knowledge of fractions in everyday contexts

MALS-DEP-01 demonstrates knowledge of decimals and percentages in everyday contexts

MALS-ADS-01 uses strategies for addition and subtraction

MALS-MDI-01 uses strategies for multiplication and division

MALS-FIN-01 demonstrates knowledge of money in everyday contexts

MALS-FIN-02 plans and manages personal finances

MALS-PAT-01 recognises and applies patterns in everyday contexts

MALS-TIM-01 demonstrates knowledge of time in everyday contexts

MALS-TIM-02 organises and measures time in everyday contexts

MALS-LEN-01 measures and uses length in everyday contexts

MALS-VOL-01 measures and uses volume, capacity and mass in everyday contexts

MALS-ARE-01 measures and uses area in everyday contexts

MALS-GEO-01 explores 2-dimensional shapes and 3-dimensional objects

MALS-POS-01 demonstrates knowledge of position and direction in everyday contexts

MALS-DAT-01 recognises and represents data in everyday contexts

MALS-DAT-02 interprets information from data displays

MALS-PRO-01 applies chance and probability to everyday events

Music Scope & Sequence

Year 9 & 10	Topic/Unit of work
TERM 1	<p>Module/ Unit: Australian music</p> <p>Mainstream Outcomes: 5.2, 5.3, 5.7, 5.8, 5.9, 5.11, 5.12 Life Skills Outcomes: LS.2, LS.3, LS.7, LS.8, LS.9, LS.10</p> <p>Topic Outline: this unit is a compulsory part of both the 100 hour and 200 hour elective Music course. As part of this unit students study Australian art music whilst also being exposed to a range of other repertoire including Indigenous Rock, Pop, Dance, Jazz and Country music.</p> <p>Assessment Task 1: Aural and Musicianship Test (Due: Week 9)</p> <p>Assessment Task 2: Performance (Due: Week 10)</p>
TERM 2	<p>Module/ Unit: Music of a Culture</p> <p>Mainstream Outcomes: 5.4, 5.5, 5.6, 5.11, 5.12 Life Skills Outcomes: LS.4, LS.5, LS.6, LS.9, LS.10</p> <p>Topic Outline: The Music of a culture topic is an additional topic and fits into the Group 1 category. As part of this unit, students will explore the stylistic features of Indian and African music through a variety of performance, aural and appreciation experiences before creating their own composition portfolio.</p> <p>Assessment Task 3: Composition Portfolio (Due: Week 4)</p>
TERM 3	<p>Module/ Unit - Rock Music</p> <p>Mainstream Outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.11, 5.12 Life Skills Outcomes: LS.2, LS.3, LS.4, LS.5, LS.6, LS.9, LS.10</p> <p>Topic Outline: The Rock music topic is an additional topic and fits into the Group 2 category. As part of this unit, students undertake an introduction to Rock music before focusing on the music of a particular group and composing a song in the same style.</p> <p>Assessment Task 4: Performance (Due: Week 8)</p> <p>Assessment Task 5: Composition (Due: Week 9)</p>
TERM 4	<p>Module/ Unit: Popular Music</p> <p>Mainstream Outcomes: 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 Life Skills Outcomes: LS.7, LS.8, LS.9, LS.10</p> <p>Topic Outline: 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> <p>Assessment Task 6: Aural analysis (Due: Week 4)</p>

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	
Nature of task	Aural and musicianship test	Performance	Composition	Performance	Composition	Aural analysis	
Timing	Term1 Week 9	Term 1 Week 10	Term 2 Week 4	Term 3 Week 8	Term 3 Week 9	Term 4 Week 4	
Mainstream outcomes assessed	5.7, 5.8, 5.9 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	5.4, 5.5, 5.6, 5.11, 5.12	5.7, 5.8, 5.9 5.11, 5.12	
Life skills outcomes assessed	LS.7, LS.8, LS.9, LS.10	LS.2, LS.3, LS.9, LS.10	LS.5, LS.6, LS.9, LS.10	LS.2, LS.3, LS.9, LS.10	LS.5, LS.6, LS.9, LS.10	LS.7, LS.8, LS.9, LS.10	
	Weighting %						
Total %	15%	15%	15%	25%	15%	15%	100%

Outcomes:

- 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

Life Skills Outcomes:

- LS.1 Uses movement, vocalisation or instruments to respond to a range of music
- LS.2 Vocalises, sings or plays an instrument
- LS.3 Vocalises, sings or plays an instrument as part of a group
- LS.4 Experiments in making musical sounds
- LS.5 Experiments in organising musical sounds
- LS.6 Experiments in representing and recording musical sounds
- LS.7 Experiences music from a variety of social, cultural and historical contexts
- LS.8 Communicates responses to a variety of music
- LS.9 Appreciates a variety of music
- LS.10 Engages in performing, composing and listening experiences for enjoyment

PASS Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Coaching Outcomes: PASS5-5, 6, 7, 8, 9</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>Fundamentals of Movement Skill Development Outcomes: PASS5-1, 5, 7, 9, 10</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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3	1	<p>Issues in Physical Activity and Sport Outcomes: PASS5-3, 4, 10</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>Physical Activity for Sport with Specific Groups Outcomes: PASS5-3, 4, 5, 6, 7</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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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	
Total %	25	25	25	25	100

Outcomes:

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
 PASS5-2 analyses the benefits of participation and performance in physical activity and sport
 PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
 PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
 PASS5-5 demonstrates actions and strategies that contribute to active participation and skilful performance
 PASS5-6 evaluates the characteristics 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.

Life Skills Outcomes:

PASSLS-1 Identifies factors that affect health and fitness
 PASSLS-2 Explores the benefits of participating in a range of physical activities and/or sports
 PASSLS-3 Explores the ways in which physical activity and sport are part of everyday life in Australia
 PASSLS-4 Investigates ways to participate in physical activity and/or sport contexts
 PASSLS-5 Demonstrates skills and strategies for participation in physical activity and/or sport
 PASSLS-6 Investigates factors that enhance participation in physical activity and/or sport
 PASSLS-7 Collaborates with others when participating in a range of activities
 PASSLS-8 Plans to achieve personal and group goals
 PASSLS-9 Performs movement skills with increasing confidence
 PASSLS-10 Demonstrates decision-making skills in physical activity and/or sport contexts

PDHPE Scope & Sequence

		Topic/Unit of Work		
Term	Week	Theory	Practical	Assessment
1	1	<p>Better Safe Than Sorry</p> <p>Outcomes: PD5-1, 5-6, 5-9, 5-10</p> <p>In this unit, students will investigate the influence on risk-taking and decision-making and assess their impact. They will learn to recognise early warning signs of challenging and unsafe situations including drug use, online behaviours and gambling. Students will develop the skills and understanding of how to prevent and/or overcome these risks.</p>	<p>Initiative Games</p> <p>Outcomes: PD5-4, 5-5, 5-10</p> <p>This unit will involve students participating in team based activities that will develop interpersonal and movement skills, across a range of sporting contexts.</p> <p>Touch</p> <p>Outcomes: PD5-4, 5-5, 5-11</p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a touch football context.</p>	
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	9			Task 1
	10			Task 2
2	1	<p>Respectful Relationships</p> <p>Outcomes: PD5-1, 5-3, 5-9, 5-10</p> <p>In this unit, students investigate the characteristics of respectful relationships and the rights and ethical responsibilities of individuals in relationships. Students practise interpersonal skills to develop and maintain respectful and inclusive relationships and assess the factors that influence inclusivity. They investigate how the balance of power influences the nature of relationships and propose actions and protective strategies.</p>	<p>Basketball</p> <p>Outcomes: PD5-4, 5-5, 5-11</p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a basketball setting.</p> <p>Netball</p> <p>Outcomes: PD5-4, 5-5, 5-11</p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a netball setting.</p>	
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	4			Task-3
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3	1	<p>Looking Good, Feeling Great</p> <p>Outcomes: PD5-1, 5-2, 5-6, 5-7, 5-8</p> <p>In this unit, students will explore ways to promote health, safety and wellbeing for themselves and others. Students will analyse and critique external influences, media strategies and community initiatives linked to healthy eating and body image. Through this analysis, students will develop the skills required</p>	<p>Net/Wall Games</p> <p>Outcomes: PD5-4, 5-5, 5-11</p> <p>Students develop and refine movement skills and strategies to net/wall games. Examples include volleyball, badminton, tennis, and table tennis. Emphasis is placed on enhancing participation in lifelong physical activity and the interchangeability of skills across a range of contexts.</p> <p>Dance</p> <p>Outcomes: PD5-4, 5-11</p>	Task 4
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	7			Task 5
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	9			Task 6
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		to effectively plan for ways to contribute to healthy and active communities.	This unit will focus on students demonstrating how movement skills and concepts can be utilised in rhythmic and expressive movements.	
4	1	<p>Future Success</p> <p>Outcomes: PD5-1, 5-2, 5-8, 5-9, 5-10</p> <p>This unit will focus on exploring a variety of decisions they students will need to make they grow up and move beyond school. They explore future challenges and opportunities, including applying for a job, moving out of home and obtaining a Medicare card. Students will draw on their strengths, using self-management and interpersonal skills to successfully navigate change.</p>	<p>Striking and Fielding</p> <p>Outcomes: PD5-4, 5-5. 5-11</p> <p>This unit involves students exploring movement challenges and developing movement skills and tactical understanding in striking and fielding games.</p>	
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	4			Task 7
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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.

PDHPE Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	
Nature of task	Multimedia Video	Invasion Games Practical Assessment	Stimulus and Campaign Analysis	Net/Wall Games Practical Assessment	Body Image Initiative	Dance Performance Practical Assessment	Yearly Examination	
Timing	Term 1, Week 9	Term 1, Week 10	Term 2, Week 4	Term 3, Week 4	Term 3, Week 7	Term 3, Weeks 9	Term 4, Week 4	
Outcomes assessed	PD5-7,9	PD5-4,5,11	PD5-3,9	PD5-4,5,11	PD5-6,7	PD5-4,11	PD5-1,2,3,4,5,6,7,8,9,10,11	
Total %	15%	10%	15%	10%	15%	15%	20%	100%

Outcomes:

- PD5-1 assesses their own and others' capacity to reflect on and respond positively to challenges
- PD5-2 researches and appraises the effectiveness of health information and support services available in the community
- PD5-3 analyses factors and strategies that enhance inclusivity, equality and respectful relationships
- PD5-4 adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
- PD5-5 appraises and justifies choices of actions when solving complex movement challenges
- PD5-6 critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
- PD5-7 plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
- PD5-8 designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
- PD5-9 assesses and applies self-management skills to effectively manage complex situations
- PD5-10 critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
- PD5-11 refines and applies movement skills and concepts to compose and perform innovative movement sequences

Life Skills Outcomes:

- PDL5-1 Recognises strategies to manage current and future challenges
- PDL5-2 Demonstrates help-seeking strategies and behaviours
- PDL5-3 Uses strategies to access health information and support services available in the community
- PDL5-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others
- PDL5-5 Demonstrates a range of movement skills in a variety of physical activity contexts
- PDL5-6 Engages with ways to problem-solve in physical activity contexts
- PDL5-7 Explores factors that enhance health, safety, wellbeing and participation in physical activity
- PDL5-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts
- PDL5-9 Engages with components of a healthy, safe and balanced lifestyle
- PDL5-10 Develops skills for effective self-management
- PDL5-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts
- PDL5-12 Demonstrates and adapts a range of movement skills in a variety of contexts

Science Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Topic 1: Depth Study/Student Research Project Outcomes: SC5-4,5,7,8,9 Students will review the scientific method and begin planning and conducting their Student Research Projects	
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	3		
	4		
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	6		
	7	Topic 2: Earth Systems Outcomes: SC5-WS-02,03,04,05,06,07,08	Task 1
	8		
	9	Our planet is a beautiful, dynamic place, with complex interconnected systems. How do these systems and the cycles within them interact to support all living things? Big ideas: What are Earth’s four systems and how do they interact? Why is water a renewable resource? How do matter and energy move through Earth’s systems?	
	10		
2	1	Topic 3: The Periodic Table Outcomes: SC5-MAT-01, SC5-WS-01,02,04,05,06,07,08 Scientists recently detected the collision of two neutron stars, confirming theories about the origin of heavier elements such as gold and platinum. This important discovery highlights the value of the periodic table in modern chemistry. By exploring how the arrangement of electrons in atoms determines chemical bonding, students discover why the periodic table is worth its weight in gold!	
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	6	Topic 4: Newton's Laws of Motion Outcomes: SC5-10PW&11PW (PW2) The forces in car crashes can be intense. Vehicle collision investigators use Newton’s three laws of motion to help understand what happened, revealing if any drivers were at fault. In this unit, students investigate these fundamental laws through hands-on demonstrations and fun interactives.	
	7		
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3	1		Task 2
	2		
	3	Topic 5: Evolution Outcomes: SC5-15LW (LW4) Antibiotics save hundreds of thousands of lives every year. But they’re becoming less effective due to the growing problem of antibiotic resistance. Understanding our role in the evolution of superbugs isn’t just interesting science. It could be the key to combating the biggest public health crisis of the century!	
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	8	Topic 6: Reaction Types Outcomes: SC5-17CW (CW4) A super-fast chemical reaction between a new liquid plastic and oxygen could mend holes in space suits in mere seconds! Take your students on a journey out of this world to discover how different types of reactions can help us develop new materials.	VALID
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	10		
4	1		
	2		
	3		
	4	Topic 7: Genetics Outcomes: SC5-15LW (LW3) In a book, small changes in the way the words are put together can change how the story unfolds – little changes can have big effects. The same applies to DNA. Unravel the mysteries of how DNA controls body development and function.	
	5		
	6		
	7	Topic 8: Non-contact Forces and Electricity Outcomes: SC5-EGY-01, SC5-WS-01,02,03,04,05,06,07,08 Students will explore how scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity. They will also investigate how scientific understanding about energy conservation, transfers and transformations is applied in systems.	
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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.

Science Assessment Schedule

Task number	Task 1	Task 2	Task 3	Topic Quizzes
Nature of task	Depth Study	Engineering Challenge	VALID	Short quizzes at the conclusion of each topic which will cover the content covered
Timing	Term 1, Week 9	Term 3, Week 2	Term 3, Week 7	Throughout
Outcomes assessed	SC5-4WS, 5WS, 7WS, 8WS, 9WS	SC5-13ES, 9WS, 5WS, 8WS	SC5-4,5,7,8,9WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	SC5-10PW, 11PW, 15LW, 17CW

Outcomes:

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

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

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

SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions

SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified 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

SC5-WS-01 Working scientifically Observing: selects and uses scientific tools and instruments for accurate observations

SC5-WS-02 Working scientifically Questioning and predicting: develops questions and hypotheses for scientific investigation

SC5-WS-03 Working scientifically Planning investigations: designs safe, ethical, valid and reliable investigations

SC5-WS-04 Working scientifically Conducting investigations: follows a planned procedure to undertake safe, ethical, valid and reliable investigations

SC5-WS-05 Working scientifically Processing data and information: selects and uses a range of tools to process and represent data

SC5-WS-06 Working scientifically Analysing data and information: analyses data from investigations to identify trends, patterns and relationships, and draws conclusions

SC5-WS-07 Working scientifically Problem-solving: selects suitable problem-solving strategies and evaluates proposed solutions to identified problems

SC5-WS-08 Working scientifically Communicating: communicates scientific arguments with evidence, using scientific language and terminology in a range of communication forms

SC5-EGY-01 evaluates current and alternative energy use based on ethical and sustainability considerations

SC5-DIS-01 explains how an understanding of the causes of disease can be used to prevent and manage the spread of disease

SC5-MAT-01 assesses the uses of materials based on their physical and chemical properties

SC5-ENV-01 analyses the impact of human activity on the natural world

SC5-GEV-01 describes the relationship between the diversity of living things and the theory of evolution

SC5-GEV-02 explains how DNA is responsible for the transmission of heritable characteristics and can be manipulated through genetic technologies

SC5-RXN-01 describes a range of reaction types

SC5-RXN-02 explains the factors that affect the rate of chemical reactions

SC5-WAM-01 describes the features and applications of different forms of waves

SC5-WAM-02 explains the motion of objects using Newton's laws of motion

SC5-DA2-01 assesses the use of scientific knowledge and data in evidence-based decisions and when verifying the legitimacy of claims

Life Skills Outcomes:

SCLS-1VA recognises the role of science in personal, social and global issues relating to everyday life

SCLS-2VA recognises that using the processes of working scientifically increases their understanding of the world

SCLS-3VA demonstrates a willingness to engage with science-related issues relevant to their lives

SCLS-4WS asks questions that can be tested and makes predictions

SCLS-5WS participates in planning to investigate questions or problems

SCLS-6WS participates in an investigation by following a sequence

SCLS-7WS collects, records and interprets data and information

SCLS-8WS recognises strategies to solve identified problems

SCLS-9WS uses a variety of strategies to communicate information about an investigation

SCLS-10PW explores a range of forces in everyday situations

SCLS-11PW identifies various forms and sources of energy and their uses

SCLS-12PW investigates ways to use energy responsibly

SCLS-13ES identifies features of the earth

SCLS-14ES explores features of the solar system, including the Earth's position and movement

SCLS-15ES identifies that the Earth is the source of resources used in everyday life

SCLS-16ES investigates some practices used in the effective management of the Earth's resources

SCLS-17LW recognises features of living and non-living things

SCLS-18LW identifies structures of living things and their functions

SCLS-19LW explores ways in which science and technology have improved human health

SCLS-20LW explores the interactions of living things with each other and the environment

SCLS-21LW investigates the effect of science and technology on the environment

SCLA-22CW recognises the properties of common substances

SCLS-23CW explores how common chemicals affect everyday life

SCLS-24CW investigates a variety of chemical changes

Textiles Technology Scope & Sequence

Term	Week	Topic/Unit of Work	Assessment
1	1	Module/Unit: Decorate and Protect Focus area – Non-apparel TEX5-1, TEX5-2, TEX5-5, TEX5-6, TEX5-9, TEX5-10, TEX5-11 Life Skills: TEXTLS-1, TEXTLS-2, TEXTLS-3, TEXTLS-6, TEXTLS-7, TEXTLS-8	
	2		
	3		
	4		
	5	Students develop knowledge and skills in identifying fabric structures and describing their functional properties. They consider the functional and aesthetic properties of a variety of bags. They investigate woven items produced by Aboriginal People(s) for carrying goods. This introductory unit aims to develop student skills and confidence when generating and applying design ideas.	Task 1
	6		
	7		
	8	Practical experiences – Students produce a textile item from the Non-apparel focus area. They construct an item from fabric or wool. They use colouration for decoration.	
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2	1	Module/Unit: Designer PJs Focus area – Apparel TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12 Life Skills: TEXTLS-1, TEXTLS-2, TEXTLS-3, TEXTLS-4, TEXTLS-5, TEXTLS-6, TEXTLS-7, TEXTLS-8, TEXTLS-9 Students develop knowledge of the elements of design and the design features of textile items from a range of cultural groups. They investigate the work of textile designers, the nature of work in the Australian textiles industry and career opportunities. They consider marketing strategies and design and produce a product label and swing tag for their PJs. Practical experiences – Students follow a commercial pattern to construct pyjamas (shirt and pants) with a designer pocket. This includes the skills of buttons and buttonholes, collar, sleeves and elastic waistband. Documented evidence includes an annotated production drawing, itemised costing table and buttonhole experimentation.	
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3	1	Module/Unit: Stylish Skirt/Shorts Focus area – Apparel Outcomes: TEX5-1, TEX5-2, TEX5-4, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10 TEX5-11, TEX5-12 Demonstrations/sample work Project work: Skirt/Shorts Practical experiences – Students produce a textile item from the Apparel focus area. Students will develop a pattern to construct an item of their own choice. Documented evidence includes an annotated production drawing, itemised costing table and experimentation.	
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4	1	Module/Unit: Culture and Kimono Focus Area: Apparel or Textile Arts Outcomes: TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12 Students to develop knowledge of yarns used in textile items. they investigate cultural sources of inspiration used by textile designers and describe how Japanese people use textiles as a medium of self-expression and the design features of kimonos. Students research innovations in textiles and explore the unique properties of a range of textiles and the ways in which they perform. Practical experiences: Students follow a commercial pattern to produce, embellish and evaluate a kimono. They use a fabric made from synthetic fibres. Documented evidence includes inspiration mood board, an annotated production drawing, colouration and/or decoration and experimentation	
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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.

Textiles Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	
Nature of task	Project and Folio 1	Project and Folio 2	Project and Folio 3	Project and Folio 4	
Timing	Term 1 Week 5	Term 2 Week 7	Term 3 Week 3	Term 4 Week 5	
Outcomes assessed	TEX5-1, TEX5-2, TEX5-5, TEX5-6, TEX5-9, TEX5-10, TEX5-11	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-4, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	TEX5-1, TEX5-2, TEX5-3, TEX5-4, TEX5-5, TEX5-6, TEX5-7, TEX5-8, TEX5-9, TEX5-10, TEX5-11, TEX5-12	
					Weighting %
Total %	20%	30%	25%	25%	100

Outcomes:

- TEX5-1 explains the properties and performance of a range of textile items
- TEX5-2 justifies the selection of textile materials for specific end uses
- TEX5-3 explains the creative process of design used in the work of textile designers
- TEX5-4 generates and develops textile design ideas
- TEX5-5 investigates and applies methods of colouration and decoration for a range of textile items
- TEX5-6 analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use
- TEX5-7 evaluates the impact of textiles production and use on the individual consumer and society
- TEX5-8 selects and uses appropriate technology to creatively document, communicate and present design and project work
- TEX5-9 critically selects and creatively manipulates a range of textile materials to produce quality textile items
- TEX5-10 selects appropriate techniques and uses equipment safely in the production of quality textile projects
- TEX5-11 demonstrates competence in the production of textile projects to completion
- TEX5-12 evaluates textile items to determine quality in their design and construction

Life Skills Outcomes:

- TEXLS-1 selects fabrics, yarns and fibres appropriate to intended use
- TEXLS-2 evaluates the design of clothing and household items in terms of function and aesthetics
- TEXLS-3 explores factors that influence textile design
- TEXLS-4 gathers and uses information for design purposes
- TEXLS-5 uses a variety of techniques to present design ideas and solutions
- TEXLS-6 demonstrates skills and techniques in the context of a textiles project
- TEXLS-7 demonstrates safe practices in the use of equipment and the implementation of techniques
- TEXLS-8 undertakes textiles projects
- TEXLS-9 applies appropriate evaluation techniques to a textiles project

Visual Art Scope & Sequence

	Topic/Unit of work
TERM 1	<p>Module/ Unit - Masks Across Cultures</p> <p>Outcomes: 5.2, 5.4, 5.5, 5.6, 5.8 LS.3, LS.4, LS.7, LS.8, LS.9</p> <p>Practice, Artmaking, Critical and Historical Studies: In this unit, students explore the cultural, historical, and symbolic significance of masks in various societies (e.g., African, Asian, theatrical traditions) as they analyse examples of masks in art and their role in rituals, performances, and storytelling. Students will create a plaster mask inspired by cultural research and personal expression.</p> <p>Forms: 3D - Sculpture</p> <p>Frames: Cultural, Subjective</p> <p>Conceptual Framework: Artist, Artwork, World, Audience</p> <p>Assessment Task 1: Week 10, Term 1</p>
TERM 2	<p>Module/ Unit - Painting and Movements</p> <p>Outcomes: 5.1, 5.2, 5.5, 5.7, 5.9 LS.1, LS.2, LS.3, LS.5, LS.8</p> <p>Practice, Artmaking, Critical and Historical Studies: In this unit, students study major art movements (e.g., Impressionism, Cubism, Abstract Expressionism) and research the context, key artists, and themes of the movements. Students will create a painting inspired by a selected art movement, incorporating its visual language and techniques.</p> <p>Forms: 2D - Painting</p> <p>Frames: Structural</p> <p>Conceptual Framework: Artist, Artwork, World, Audience</p> <p>Assessment Task 2: Week 8, Term 2</p>
TERM 3	<p>Module/ Unit - The Art of Drawing</p> <p>Outcomes: 5.1, 5.3, 5.6, 5.8, 5.10 LS.1, LS.4, LS.6, LS.7, LS.9</p> <p>Practice, Artmaking, Critical and Historical Studies: In this unit, students investigate the role of drawing in preparatory studies and as a standalone art form, studying artists renowned for drawing. Students will refine drawing skills with an emphasis on tone, line, texture, and perspective and produce a series of drawings exploring different media and themes.</p> <p>Forms: 2D - Drawing</p> <p>Frames: Structural, Subjective</p> <p>Conceptual Framework: Artist, Artwork, World, Audience</p> <p>Assessment Task 3: Week 8, Term 3</p>
TERM 4	<p>Module/ Unit - Clay Vessels</p> <p>Outcomes: 5.2, 5.3, 5.4, 5.6, 5.9 LS.3, LS.5, LS.6, LS.7, LS.9</p> <p>Practice, Artmaking, Critical and Historical Studies: In this unit, students examine the evolution of ceramics in different cultures and its contemporary adaptations. They will focus on the cultural and historical significance of clay vessels, from functional to decorative forms. Students will design, sculpt, and fire a clay vessel, experimenting with surface decoration and glazes.</p> <p>Forms: 3D - Ceramics</p> <p>Frames: Postmodern, Cultural, Subjective, Structural</p> <p>Conceptual Framework: Artist, Artwork, World, Audience</p>

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

Visual Art Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Masks Across Cultures	Painting and Movements	The Art of Drawing	
Timing	Week 10, Term 1	Week 8, Term 2	Week 8, Term 3	
Outcomes assessed	5.2, 5.4, 5.5, 5.6, 5.8 LS.3, LS.4, LS.7, LS.8, LS.9	5.1, 5.2, 5.5, 5.7, 5.9 LS.1, LS.2, LS.3, LS.5, LS.8	5.1, 5.3, 5.6, 5.8, 5.10 LS.1, LS.4, LS.6, LS.7, LS.9	
	Weighting %			
Artmaking	20	20	20	60
Critical and Historical Studies	15	10	15	40
Total %	35%	30%	35%	100

Outcomes:

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

Life Skills Outcomes:

- LS.1 experiences a variety of artmaking activities
- LS.2 explores a variety of materials, techniques and processes
- LS.3 explores the function of a variety of artists and audiences
- LS.4 explores the ways in which experiences of the world can be communicated in artworks
- LS.5 recognises that various interpretations of artworks are possible
- LS.6 makes a variety of artworks that reflect experiences, responses or a point of view
- LS.7 explores how ideas and interests in the world can be represented in their artmaking
- LS.8 explores ways to develop ideas in artworks
- LS.9 uses a range of materials, techniques and processes to make artworks

2025 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
TERM ONE					Ag Math Core Textiles	Timb 200 Math Path	English History Timb 100	D&T Food Tech PASS	Commerce Metal 200 Music PDHPE Science	Child Std Music PDHPE Art	
TERM TWO			Math Path	History Music PDHPE	Child Std English PASS	Food Tech Timb 200	D & T Textiles	Commerce Metal 100 Timb 100 Art	Ag Metal 200	Timb 200	
TERM THREE		Science	Textiles	PDHPE	Math Core Math Path		PASS PDHPE Science	Ag Food Tech Geography Metal 100 Music Art	Commerce English Metal 200 Music PDHPE	Child Std Timb 100 Math Core	
TERM FOUR				Ag Child Std English Math Path Music PASS PDHPE	Food Tech Textiles	D & T Geography Timb 100 Timb 200	Commerce	Metal 100	Metal 200		