Junee High School

To Dream. To Create. To Succeed

YEAR 8 | 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 Junee High School and their parents/caregivers regarding assessment and class work that will be used to determine school report 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?

- Completion of each stage of learning
- The best possible results for my courses
- 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 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

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:

a. Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school[2]
b. Achieved some or all of the course outcomes
c. 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:

- **Discuss** with the student, parents/caregiver and staff to determine if the student needs to repeat the Course/ Year of learning.
- Advise the candidate of the submission and the right of appeal.

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 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. 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

[1] The NSW NESA sets the curriculum and examinations for all courses for all schools in NSW

[2] 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

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 the Assessment Schedule, 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 a '**Failure to Submit Assessment'** notification.

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

You will be given at least two weeks 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. Assessments are due to be submitted to the teacher before 8:52am on the day it is due.

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.

Tasks submitted after the due date, without any approved extension, shall be penalised. The late penalty shall be 10% of the total available marks per day, to a maximum of 5 school days, after which work must still be submitted, to satisfy course requirements, but receives zero. A weekend will be considered to be one day. If a student fails to submit the task on the due date, the teacher will note this on Sentral Wellbeing and send the 'Failure to Submit Assessment' letter from Sentral.

What are valid reasons?

Valid reasons may include explanations such as: school sporting activities, excursions, sickness, or family crisis. 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 class work which may have been missed or any assessment tasks which may have been notified in your absence. 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 (2) 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 Assessments and Reports?

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. 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 in consultation with the Head Teacher.

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 penalised. The late penalty shall be 10% of the total available marks per day, to a maximum of 5 school days, after which work must still be submitted. 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.

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

[3] It is likely that a scheduled assessment task will take precedence over most other school activities.

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 completion of each course 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 weeks 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

English Scope & Sequence

TERM 1	Fractured Fairytales Unit Outcomes: EN4-ECA-01, EN4-URB-01 , EN4-URA-01 Life Skills outcomes: ENLS-ECA-01, ENLS-URB-01, ENLS_URA-01, ENLS-RVL-02 Topic Outline: Students study traditional folk stories and fairytales from various cultures and observe similarities and differences across time and cultures. They develop their understanding of context and intertextuality through analysing how traditional fairytales can be fractured, adapted, altered and updated over time. Assessment Task: Imaginative response & Reflection
TERM 2	Poetry Unit: Slam & Protest Poetry Outcomes: EN4- ECA-01, EN4-ECB-01 Life Skills outcomes: ENLS-ECA-01, ENLS-ECB-01, ENLS-RVL-02 Topic Outline: Students engage in a study of social, personal, ethical or philosophical issues connected to society and how this is represented through poetry. Students will compare and contrast the texts chosen for study in terms of the distinctive features of each. They will explore how personal and social contexts can inform the perspective and purpose of texts and influence creative decisions. Assessment Task: Composition & Reflection
TERM 3	Shakespeare: 'Romeo and Juliet' Outcomes: EN4-RVL-01, EN4-URA-01 Life Skills outcomes: ENLS-RVL01, ENLS-RVL-02, ENLS-URA-01 Topic Outline: Students will have the opportunity to investigate the ways that playwrights engage and position their audiences as well as how works of drama are valued in different contexts. Students build on their prior experience of dramatic texts by exploring the conventions and distinctive features of a drama text and apply this understanding in their own response(s). Assessment Task: Analytical writing (Essay)
TERM 4	Advertising Outcomes: EN4-URC-01, EN4-ECB-01, EN4-RVL-01 Life Skills outcomes: ENLS-COM-01, ENLS-ERC-01, ENLS-ECB-01, ENLS-RVL-01, ENLS-RVL-02 Topic Outline: Students learn about the types, purpose and effect of persuasive language in a range of texts. Through reading, viewing and listening to texts, students investigate persuasive language & advertising. Through a study of spoken, written and multimodal texts, students identify how composers create persuasive texts through various language forms and features and through text structures. Students may undertake a detailed study of a whole text, or text extracts, exploring the art of persuasion and how it is received in a range of contexts. Assessment Task: Multimodal presentation

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
	Imaginative Response & Reflection	Composition & Reflection	Analytical Writing (Essay)	Multimodal Presentation
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 9	Term 4, Week 5
Outcomes assessed	EN4-ECA-01 EN4-URB-01 EN4-URA-01	EN4- ECA-01, EN4-ECB-01	EN4-RVL-01, EN4-URA-01	EN4-URC-01, EN4-ECB-01 EN4-RVL-01
Life Skills Outcomes	ENLS-ECA-01, ENLS-URB-01, ENLS_URA-01, ENLS-RVL-02	ENLS-ECA-01, ENLS-ECB-01, ENLS-RVL-02	ENLS-RVL01, ENLS-RVL-02, ENLS-URA-01	ENLS-COM-01, ENLS-ERC-01, ENLS-ECB-01, ENLS-RVL-01, ENLS-RVL-02
	Weighting 100%			
Total %	25%	25%	25%	25%

Outcomes:

EN4-RVL-01 - uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URA-01 - analyses how meaning is created through the use of and response to language forms, features and structures
EN4-URB-01 - examines and explains how texts represent ideas, experiences and values
EN4-URC-01 - identifies and explains ways of valuing texts and the connections between them
EN4-ECA-01 - creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-ECB-01- uses processes of planning, monitoring, revising and reflecting to support and develop 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

Geography Scope & Sequence

Term	Topic/Unit of Work	Assessment
1/3	Unit: Water in the World Outcomes: GE4-1, GE4-3, GE4-4, GE4-7 Students examine water as a resource, factors influencing flows and availability in different places. They investigate the nature of water scarcity, assess ways of overcoming it as well as discussing variations in people's perceptions about the value of water and the need for sustainable water management. Students also explore processes that shape the environment including an atmospheric or hydrologic hazard.	Field trip and report
2/4	Unit title: Interconnections Outcomes: GE4-2, GE4-3, GE4-4, GE4-5, GE5-7, GE7-8 Students focus on the connections people have to places across a range of scales. They examine what shapes people's perceptions of places and how this influences their connections to places. Students explore how transport, information and communication technologies and trade link people to many places.	Multimodal Presentation

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	Field trip and report	Multimodal presentation	
Timing	Term 3, Week 6	Term 4, Week 4	
Outcomes assessed	GE4-1, GE4-2, GE4-3, GE4-8	GE4-3, GE4-4 GE4-7, GE4-8	
Components			Weighting %
Geographical knowledge	15	15	30
Geographical tools and skills	15	20	35
Communication	15	20	35
Total %	45%	55%	100

Outcomes:

GE4-1 locates and describes features and characteristics of a range of places and environments
GE4-2 describes processes and influences that form and transform places and environments
GE4-3 explains interactions and connections between people, places and environments
GE4-4 examines perspectives of people and organisations on a range of geographical issues
GE4-5 discusses management of places and environments for their sustainability
GE4-6 explains differences in human wellbeing
GE4-7 acquires and processes geographical information using geographical tools for inquiry
GE4-8 communicates geographical information 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 / 3	Depth Study 4 The Western and Islamic World: Medieval Europe Outcomes: HT4-2, HT4-3, HT4-4, HT4-7, HT4-10 Life Skills Outcomes: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-6, HTLS-8, HTLS-9, HTLS-13 Topic Outline: Students learn about the nature of colonisation of the Australian Indigenous community, the nature of contact following colonisation and the consequences of the colonisation. Students compare their learning to the experiences of the Native Peoples of America. Assessment Task: Task 1: Fakebook Research Task Due: Week 7
TERM 2 / 4	Depth Study 6 Expanding Contacts: The Black Death in Asia, Europe and Africa Outcomes: HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10 Life Skills Outcomes: HTLS-2, HTLS-6, HTLS-8, HTLS-9, HTLS-11, HTLS-12, HTLS-13 Topic Outline: Students study medieval European society and gain an understanding of the perspectives of the individuals of the time, whilst also conducting investigations and developing their skills in historical inquiry. This topic provides opportunities for breadth and depth in the study of History in Stage 4. Students recognise that social, economic, religious and political beliefs were often challenged and significantly changed, and this underpinned the shaping of the modern world. Assessment Task: Task 2: Diary Entry Empathy Task Due: Week 4
TERM 2 / 4	Depth Study 5 The Asia Pacific World: Khmer Empire/Angkor Wat Outcomes: HT4-3, HT4-5, HT4-7, HT4-8, HT4-9, HT4-10 Life Skills Outcomes: HTLS-3, HTLS-4, HTLS-5, HTLS-7, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13 Topic Outline: Students investigate the way of life in the Khmer Empire including the social, cultural, economic and political features of the society in this period. This topic provides opportunities to deepen their understanding of historical Asian societies. Students recognise that social, economic, religious and political beliefs were often challenged and significantly changed, and this underpinned the shaping of the modern world.

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

History Assessment Schedule

Task number	Task 1	Task 2
Nature of task	Fakebook Research Task	Diary Entry Empathy Task
Timing	Term 1 / 3, Week 7	Term 2 / 4, Week 4
Outcomes assessed	HT4-3, HT4-6, HT4-8, HT4-9, HTLS-3, HTLS-4, HTLS-13, HTLS-10	HT4-2, HT4-7, HT4-9, HT4-5, HTLS-2, HTLS-6, HTLS-11, HTLS-7
	Weighting 100%	
Total %	50%	50%

Outcomes:

HT4-2 describes major periods of historical time and sequences events, people and societies from the past
HT4-3 describes and assesses the motives and actions of past individuals and groups in the context
HT4-5 identifies the meaning, purpose and context of historical sources
HT4-6 uses evidence from sources to support historical narratives and explanations
HT4-7 identifies and describes different contexts, perspectives and interpretations of the past
HT4-8 locates, selects and organises information from sources to develop an historical inquiry
HT4-9 uses a range of historical terms and concepts when communicating an understanding of the past
HT4-10 selects and uses appropriate oral, written, visual and digital forms to communicate about the past

Life Skills Outcomes:

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

Japanese Scope & Sequence

Year 7 & 8	Topic/Unit of work
TERM 1	Module/ Unit - Introduction to Japanese Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01 Life Skills Outcomes: MLLS4-INT-01, MLLS4-UND-01, MLLS4-CRT-01 Topic Outline: In the 'Introduction to Japanese' unit, students are introduced to the culture and written and spoken language of Japan. They learn to introduce themselves and others and begin writing single words and short phrases in both Romaji and Hiragana. Assessment Task 1: Written and spoken self-introduction Due: Week 4 Assessment Task 2: Progressive weekly quizzes - reading and writing Hiragana Due: Weeks 2-9
TERM 2	Module/ Unit - Time and Travel Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01 Life Skills Outcomes: MLLS4-INT-01, MLLS4-UND-01, MLLS4-CRT-01 Topic Outline: In the 'Time and Travel' unit, students learn about things to see and do in Japan, while further developing their understanding of written and spoken Japanese. They create a travel brochure and begin to learn more complex sentence patterns. Assessment Task 3: Bilingual travel brochure Due: Week 5
TERM 3	Module/ Unit - Food and Families Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01 Life Skills Outcomes: MLLS4-INT-01, MLLS4-UND-01, MLLS4-CRT-01 Topic Outline: In the 'Food and Families' unit, students sample a variety of different foods. They also learn about typical roles and activities of different family members. In doing so they learn about etiquette, how to write descriptive sentences and how to translate and complete a short family related story. Assessment Task 4: Restaurant role play and menu creation Due: Week 3 Assessment Task 5: Story translation and completion Due: Week 9
TERM 4	Module/ Unit - Creative Arts and Entertainment Outcomes: ML4-INT-01, ML4-UND-01, ML4-CRT-01 Life Skills Outcomes: MLLS4-INT-01, MLLS4-UND-01, MLLS4-CRT-01 Topic Outline: In the 'Creative Arts and Entertainment' unit, students learn about the creative arts and other forms of popular entertainment in Japan. In doing so, they also learn to exchange information and opinions, create different art forms and understand more about Japanese cultural expression. Assessment Task 6: Final examination Due: Week 4

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

Japanese Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
Nature of task	Written and spoken self-introduction	Progressive weekly quizzes – reading and writing Hiragana	Bilingual travel brochure	Restaurant role play and menu creation	Story translation and completion	Final examination	
Timing	Term1 Week 4	Term 1 Weeks 3-10	Term 2 Week 5	Term 3 Week 4	Term 3 Week 9	Term 4 Week 4	
Mainstream outcomes assessed	ML4-INT-01	ML4-UND-01	ML4-CRT-01	ML4-INT-01	ML4-CRT-01	ML4-UND-01	
Life skills outcomes assessed	MLLS4-INT-01	MLLS4-UND-01	MLLS4-CRT-01	MLLS4-INT-01	MLLS4-CRT-01	MLLS4-UND-01	
	Weighting %						
Total %	15%	15%	15%	15%	15%	25%	100 %

Outcomes:

ML4-INT-01 exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
ML4-UND-01 interprets and responds to information, opinions and ideas in texts to demonstrate understanding
ML4-CRT-01 creates a range of texts for familiar communicative purposes by using culturally appropriate language

Life Skills Outcomes:

MLLS-INT-01 communicates with others in familiar contexts using gestures, actions, and/or culturally appropriate language
MLLS-UND-01 responds to information, opinions and/or ideas in texts to demonstrate understanding
MLLS-CRT-01 creates texts for a range of purposes using culturally appropriate modelled language

Mathematics Scope & Sequence

Term	Week	Topic	Assessments
1	1 2 3	Integers Outcomes: MAO-WM-01, MA4-INT-C-01 Students will develop their understanding of integers by learning to compare and order them effectively. They will extend their number skills by performing addition and subtraction with positive and negative integers, followed by mastering multiplication and division involving integers. Finally, students will apply all four operations to solve problems involving integers, consolidating their fluency and problem-solving abilities in this area.	
	4 5 6 7	Pythagoras: Right Angle Triangles Outcomes: MAO-WM-01, MA4-PYT-C-01 Students will be introduced to Pythagoras' theorem, which states that in a right-angled triangle, the square of the length of the hypotenuse is equal to the sum of the squares of the lengths of the other two sides. They will explore the relationship between the sides of right-angled triangles and apply the theorem to solve a variety of problems, including finding unknown side lengths and verifying whether a triangle is right-angled.	Assessment
	8 9 10	Indices Outcomes: MAO-WM-01, MA4-IND-C-01 Students will apply index notation to express whole numbers as products of powers of prime numbers, developing their understanding of prime factorization. They will examine square roots and cube roots, exploring their relationship to squares and cubes of numbers. Additionally, students will use index notation to establish and apply the index laws for positive-integer indices and the zero index, enabling them to simplify expressions and solve problems involving indices.	
2	1 2 3	Algebraic Techniques Outcomes: MAO-WM-01, MA4-ALG-C-01 Students will examine the concept of pronumerals as a means of representing numbers, introducing the foundational idea of using symbols to generalize mathematical relationships. They will learn to create algebraic expressions and evaluate them by substituting numerical values for pronumerals. Building on their understanding of arithmetic, students will extend and apply the laws and properties of arithmetic to algebraic terms and expressions, including the distributive law, which they will use to expand and simplify algebraic expressions. Additionally, they will develop the skill of factorising algebraic expressions by identifying and extracting common numerical and algebraic factors.	
	4 5 6	Equations and Linear Algebra Outcomes: MAO-WM-01, MA4-EQU-C-01, MA4-LIN-C-01 Students will develop their skills in solving linear equations involving up to two steps and verifying solutions through substitution. They will extend their understanding to solving quadratic equations using appropriate methods. Students will learn to plot and identify points on the Cartesian plane and use these skills to represent and interpret linear relationships graphically. Additionally, they will explore solving linear equations using graphical techniques, reinforcing the connection between algebraic and graphical representations of equations.	
	7 8 9	Single Variable Statistics Outcomes: MAO-WM-01, MA4-DAT-C-01, MA4-DAT-C-02	

	10	Students will classify data into numerical variables (discrete or continuous) or categorical variables (nominal or ordinal) to develop an understanding of different types of data. They will learn to display data using appropriate graphical representations based on the data's purpose and context. Students will interpret information from these graphical displays and calculate measures of central tendency (mean, median, mode) and spread (range) for simple datasets. They will also analyse the impact of individual data points on these measures and evaluate how they influence the overall dataset. Finally, students will interpret and analyse datasets presented in various formats, using their findings to draw meaningful conclusions.	
3	1	Finance, Percentages, Rates, and Ratios Outcomes: MAO-WM-01, MA4-FRC-C-01, MA4-RAT-C-01 Students will learn to round decimals to a specified degree of accuracy using approximations and will identify terminating and recurring decimals. They will explore the relationship between fractions, decimals, and percentages, performing simple conversions between these representations. The concept of irrational numbers will also be introduced to extend their understanding of number systems. Students will develop their skills in comparing and ordering fractions, decimals, and percentages, applying these skills to solve problems involving the addition, subtraction, multiplication, and division of fractions and decimals. Additionally, they will represent one quantity as a fraction, decimal, or percentage of another, both with and without digital tools, and solve a range of problems involving percentages, ratios, and rates, including simplifying these relationships. Finally, students will interpret and construct distance–time graphs from authentic data, applying their knowledge of rates and relationships to solve real-world problems.	
	2		
	3		
	4		
	5		Assessment
	6	Measurement: Length, Area, and Volume (Focus: Composite and Irregular Shapes) Outcomes: MAO-WM-01, MA4-LEN-C-01, MA4-ARE-C-01, MA4-VOL-C-01 Students will solve problems involving the perimeter of quadrilaterals and composite figures and describe relationships between the features of circles. They will develop and apply formulas to find the area of rectangles, triangles, parallelograms, circles, sectors, trapeziums, rhombuses, and kites, while selecting and converting appropriate units of measurement. Students will explore prisms and their views, develop and use formulas to calculate the volume of prisms and cylinders, and convert between volume and capacity units to solve practical problems.	
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	8		
	9	Inquiry Project: Minecraft Real world applications inquiry task as per best practices CESE 2020 (see AAMT, ReSOLVE Protocol)	
	10		
4	1	Probability Outcomes: MAO-WM-01, MA4-PRO-01 Students will determine probabilities for a range of chance experiments by analyzing outcomes and using probability principles. They will also calculate probabilities for complementary events, understanding that the sum of probabilities for an event and its complement is equal to 1.	
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	4		Assessment
	5	Networks (Stage 5 Content) Outcomes: MAO-WM-01, MA5-NET-P-01 Students will examine and describe graphs and networks, identifying key features and relationships. They will define planar graphs and explore their properties. Additionally, students will investigate Eulerian trails and circuits, using the Königsberg bridges problem to understand the conditions required for their existence.	
	6		
	7		

	8 9 10	Properties of Geometric Figures Outcomes: MAO-WM-01, MA4-GEO-C-01 Students will classify triangles based on their side lengths and angle properties and classify quadrilaterals by describing their defining characteristics. They will identify and use relationships between angle pairs, such as complementary, supplementary, and vertically opposite angles, and apply the properties of triangles and quadrilaterals to solve problems and reason about geometric relationships.	

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

Mathematics Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	In class assessment - Right Angled Triangles – Pythagoras Topic Test with Summary Sheet	Independent Research Task- Financial, Percentages, Rates, and Ratios Take home investigation	In class assessment - Probability and Measurement Final Exam	
Timing	Term 1 Week 7	Term 3 Week 5	Term 4, Week 4	
Outcomes Assessed	MAO-WM-01 MA4-PYT-C-01	MAO-WM-01 MA4-FRC-C-01 MA4-RAT-C-01	MAO-WM-01 MA4-PRO-C-01 MA4-ARE-C-01	
	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
MA4-ANG-C-01: applies angle relationships to solve problems, including those related to transversals on sets of parallel lines
MA4-ARE-C-01: applies knowledge of area and composite area involving triangles, quadrilaterals and circles to solve problems
MA4-ALG-C-01: generalises number properties to operate with algebraic expressions including expansion and factorisation
MA4-DAT-C-01: classifies and displays data using a variety of graphical representations
MA4-DAT-C-02: analyses simple datasets using measures of centre, range and shape of the data
MA4-EQU-C-01: solves linear equations of up to 2 steps and quadratic equations of the form ax^2=c
MA4-FRC-C-01: represents and operates with fractions, decimals and percentages to solve problems
MA4-GEO-C-01: identifies and applies the properties of triangles and quadrilaterals to solve problems
MA4-INT-C-01: compares, orders and calculates with integers to solve problems
MA4-LEN-C-01: applies knowledge of the perimeter of plane shapes and the circumference of circles to solve problems
MA4-PRO-C-01: solves problems involving the probabilities of simple chance experiments
MA4-RAT-C-01: solves problems involving ratios and rates, and analyses distance–time graphs

MA4-VOL-C-01: applies knowledge of volume and capacity to solve problems involving right prisms and cylinders
MA5-NET-P-01: solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Std)

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 7&8	Topic/Unit of work
TERM 1	Module/ Unit: Organised Sound Outcomes: 4.2, 4.4, 4.5, 4.7, 4.8, 4.11, 4.12 Life Skills Outcomes: LS.2, LS.4, LS.5, LS.6, LS.7, LS.8, LS.9, LS.10 Topic Outline: Students are introduced to the musical concepts through a variety of performance, aural, composition and appreciation experiences using percussion, string and keyboard instruments. Assessment Task 1: Composition and performance Due: Week 7
TERM 2	Module/ Unit: Just Play It Outcomes: 4.1, 4.2, 4.11, 4.12 Life Skills Outcomes: LS.2, LS.3, LS.9, LS.10 Topic Outline: Students learn to read traditional notation and play short melodies and accompanying chords on the keyboard. They also learn to read tablature and chords charts, and perform rhythm guitar accompaniments to songs in a variety of styles. Assessment Task 2: Performance Due: Week 4 Assessment Task 3: Aural and musicianship test Due: Week 6
TERM 3	Module/ Unit: Program Music Outcomes: 4.4, 4.6, 4.7, 4.8, 4.11, 4.12 Life Skills Outcomes: LS.5, LS.7, LS.8, LS.9, LS.10 Topic Outline: Students examine the purpose and use of music on stage and in film. They learn to play theme songs on a range of instruments and explore the role of technology in performing and composing. Assessment Task 4: Performance Due: Week 6 Assessment Task 5: Composition Due: Week 8
TERM 4	Module/ Unit: Band together Mainstream Outcomes: 4.1, 4.2,4.3, 4.11, 4.12 Life Skills Outcomes: LS.2, LS.3, LS.9, LS.10 Topic Outline: Students listen to and reflect on a range of vocal performances and incorporate voice in small and large group ensemble rehearsals and performances. Assessment Task 6: Aural analysis - suite of listening exercises Due: Week 5

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	Composition and Performance	Performance	Aural and musicianship test	Performance	Composition	Aural analysis exercises	
Timing	Term1 Week 7	Term 2 Week 4	Term 2 Week 6	Term 3 Week 6	Term 3 Week 8	Term 4 Week 5	
Mainstream outcomes assessed	4.2, 4.4, 4.5, 4.11, 4.12	4.1, 4.2, 4.11, 4.12	4.7, 4.8, 4.11, 4.12	4.7, 4.8, 4.11, 4.12	4.4, 4.6, 4.11, 4.12	4.1, 4.2,4.3, 4.11, 4.12	
Life skills outcomes assessed	LS.2, LS.4, LS.5, LS.6, LS.9, LS.10	LS.2, LS.9, LS.10	LS.7, LS.8, LS.9, LS.10	LS.7, LS.8, LS.9, LS.10	LS.5, LS.9, LS.10	LS.2, LS.3, LS.9, LS.10	
	Weighting %						
Total %	15%	15%	15%	15%	15%	25%	100%

Outcomes:

4.1 performs in a range of musical styles demonstrating an understanding of musical concepts
4.2 performs music using different forms of notation and different types of technology across a broad range of musical styles
4.3 performs music demonstrating solo and/or ensemble awareness
4.4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
4.5 notates compositions using traditional and/or non-traditional notation
4.6 experiments with different forms of technology in the composition process
4.7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
4.8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
4.9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
4.10 identifies the use of technology in the music selected for study, appropriate to the musical context
4.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
4.12 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

PDHPE Scope & Sequence

<table>
<tr><td colspan="2"></td><td colspan="2">Topic/Unit of Work</td><td></td></tr>
<tr><td>Term</td><td>Week</td><td>Theory</td><td>Practical</td><td>Assessment</td></tr>
<tr><td rowspan="10">1</td><td>1</td><td rowspan="10">Relationships
Outcomes: PD4.1, 4.2, 4.6, 4.7, 4.9
This unit will focus on concepts relevant to positive and intimate relationships. These concepts include boundaries, power and consent.</td><td rowspan="10">Initiative Games
Outcomes: PD4.4, 4.5
This unit will involve students participating in fun and challenging games that develop interpersonal and movement skills in which groups are confronted with a specific problem to solve.</td><td rowspan="4"></td></tr>
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<tr><td>4</td></tr>
<tr><td>5</td><td>Task 1</td></tr>
<tr><td>6</td><td rowspan="2"></td></tr>
<tr><td>7</td></tr>
<tr><td>8</td><td>Task 2</td></tr>
<tr><td>9</td><td rowspan="3"></td></tr>
<tr><td>10</td></tr>
<tr><td rowspan="10">2</td><td>1</td><td rowspan="10">R U OK?
Outcomes: PD4.1, 4.2, 4.7, 4.9
This unit will focus on developing knowledge and understanding of mental health concepts. These include dealing with loss and grief, positive body image, stigma associated with mental health and accessing relevant health services.</td><td rowspan="10">Touch
Outcomes: PD4.4, 4.5
This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a touch football context.
Hockey
Outcomes: PD4.4, 4.5
This unit involves students exploring movement challenges and developing movement skills and tactical understanding in a hockey context.</td></tr>
<tr><td>2</td></tr>
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<tr><td>4</td><td>Task 3</td></tr>
<tr><td>5</td><td>Task 4</td></tr>
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<tr><td rowspan="10">3</td><td>1</td><td rowspan="10">Be Smart, Don't Start
Outcomes: PD4.2, 4.6, 4.7, 4.9
This unit will focus on developing understanding why people do or don't use drugs, their effects and health impacts. Students will develop the capacity to make informed decisions for their own health and wellbeing and to understand the issues surrounding drug use within the community.</td><td rowspan="10">Net/Wall Games
Outcomes: PD4.4, 4.5
Students develop and refine movement skills and strategies to net/wall games. Examples include volleyball, tennis and table tennis. Emphasis is placed on enhancing participation in lifelong physical activity and the interchangeability of skills across a range of contexts.
Dance
Outcomes: PD4.11
This unit will focus on students demonstrating how movement skills and concepts can be utilised in rhythmic and expressive movements.</td></tr>
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<tr><td>7</td><td>Task 5</td></tr>
<tr><td>8</td><td>Task 6</td></tr>
<tr><td>9</td><td rowspan="3"></td></tr>
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<tr><td rowspan="11">4</td><td>1</td><td rowspan="11">Live Right
Outcomes: PD4.7, 4.8
In this unit, students will explore ways to promote healthy, safe and active lifestyles. It will also involve developing skills to empower students to make healthy
and safe choices and take action to promote the health and wellbeing of their communities.</td><td rowspan="11">Fitness
Outcomes: PD4.4, 4.5
This unit focuses on students' active participation in lessons designed to develop confidence and competence in fitness-based contexts.</td></tr>
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<tr><td>4</td><td>Task 7</td></tr>
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</table>

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	Cooperative Games Practical Assessment	Relationship Task	Invasion Games Practical Assessment	Critique of Mental Health Service	Educational Board Game	Dance Composition Practical Assessment	Yearly Examination	
Timing	Term 1, Week 5	Term 1, Week 8	Term 2, Week 4	Term 2, Week 5	Term 3, Week 7	Term 3, Week 8	Term 4, Week 4	
Outcomes assessed	PD4-4,5	PD4-1,2,6,7,9	PD4-4,5	PD4-1,2,7,9	PD4-2,6,7,9	PD4-4,11	PD4-1,2,3,4,5,6,7, 8,9,10, 11	
Total %	10%	10%	10%	15%	15%	20%	20%	100%

Outcomes:

PD4-1 examines and evaluates strategies to manage current and future challenges
PD4-2 examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others
PD4-3 investigates effective strategies to promote inclusivity, equality and respectful relationships
PD4-4 refines, applies and transfers movement skills in a variety of dynamic physical activity contexts
PD4-5 transfers and adapts solutions to complex movement challenges
PD4-6 recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity
PD4-7 investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
PD4-8 plans for and participates in activities that encourage health and a lifetime of physical activity
PD4-9 demonstrates self-management skills to effectively manage complex situations
PD4-10 applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
PD4-11 demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences

Life Skills Outcomes:

PDLS-1 Recognises strategies to manage current and future challenges
PDLS-2 Demonstrates help-seeking strategies and behaviours
PDLS-3 Uses strategies to access health information and support services available in the community
PDLS-4 Uses appropriate strategies and behaviours to establish and maintain respectful relationships with others
PDLS-5 Demonstrates a range of movement skills in a variety of physical activity contexts
PDLS-6 Engages with ways to problem-solve in physical activity contexts
PDLS-7 Explores factors that enhance health, safety, wellbeing and participation in physical activity
PDLS-8 Uses appropriate and safe behaviours to promote healthy, safe and active lifestyles in a range of contexts
PDLS-9 Engages with components of a healthy, safe and balanced lifestyle
PDLS-10 Develops skills for effective self-management
PDLS-11 Uses appropriate interpersonal skills to engage respectfully with others in a variety of contexts
PDLS-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: Student Research Project Outcomes: (WS) Helping students prepare for a student research project with this series of specially designed skill builders. Each lesson examines a different stage of the investigation process. A template scaffolds students through the whole process of completing their own hands-on student research project.	
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	6	Topic 2: Classification and Biodiversity Outcomes: SC4-CLS-01, SC4-DA1-01, SC4-WS-01,02,05,06,07,08 Bee populations are on the decline, but should we be concerned? In solving The Mystery of the Missing Bees, students explore the important role bees play as pollinators within ecosystems. They investigate the impact of human activities on wild bee species and discover why a reduction in biodiversity threatens global food security. Confronted with this problem, students must make a choice: save the bees or replace them!	
	7		Task 1
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2	1	Topic 3: Mixtures Outcomes: SC4-SOL-01, SC4-WS-01,02,03,04,05,06,07 Scientists are developing a new way of creating replacement bones for accident victims. By using 3D printing they can make sure the plastic scaffolds are precisely shaped for the individual patient. But they need to mix powdered bone into the plastic to encourage new bone to grow. So what's the right mixture? Break open this unit to find the answer and discover the many other ways we use mixtures.	
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	5		Task 2
	6	Topic 4: Food Chains and Webs Outcomes: SC4-14LW (LW5) The answer relates to the one thing that connects all living things: food! The pupils of cats and other predators help them judge the precise distance to their prey and give them superior night vision. This eye-opening discovery will be the first of many as your students explore food chains, food webs and ecosystems.	
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3	1	Topic 5: Forces Outcomes: SC4-FOR-01, SC4-WS-02,05,06,07 Forces are acting all around us. Our understanding of forces allows us to achieve incredible things, from constructing the pyramids to landing spacecraft on distant planets. And while we consider the pyramids to be an incredible feat of ancient ingenuity, we often overlook the ingenuity of much older knowledge held by First Nations Australians. Step through time with Professor Chris Lawrence and see how understanding forces is the key to our past and future.	
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	9		Task 3
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4	1	Topic 6: Physical and Chemical Change Outcomes: SC4-17CW (CW4) Humans have been enjoying cocoa for millennia. Today, cocoa beans are turned into delicious, melt-in-your-mouth chocolate by a sequence of physical and chemical changes. Bite into this unit and get a taste of the chemistry of chocolate, as well as many other examples of changing matter.	
	2		
	3		VALID
	4		

	5 6 7	Topic 7: The Water Cycle Outcomes: SC4-13ES (ES3&4) As NASA sets its sights on Mars, an efficient way to recycle water is required in order to make the almost two-and-a-half-year journey. Astronauts on the International Space Station have been testing a new system that filters their urine to produce drinking water. The new system could solve one of the problems of long-term space travel once and for all. Lift the lid on the water cycle with this space-age unit!	
	8 9 10	Topic 7: Resources Outcomes: SC4-13ES (ES3&4) As NASA sets its sights on Mars, an efficient way to recycle water is required in order to make the almost two-and-a-half-year journey. Astronauts on the International Space Station have been testing a new system that filters their urine to produce drinking water. The new system could solve one of the problems of long-term space travel once and for all. Lift the lid on the water cycle with this space-age unit!	

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	Student Depth Study	Practical Investigation (What a Mess)	Problem Solving (Billy Carts)	VALID (online end-of-stage assessments for the Science key learning area)	Short quizzes at the conclusion of each topic which will cover the content covered
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Week 9	Term 4, Week 3	Throughout
Outcomes assessed	SC4-4,5,7,9WS SC4-WS-01,02,03,04,05,06,07	SC4-4,5,6WS SC4-WS-04,05,06,07	SC4-4,8,9WS, SC4-WS-04,06,07 10PW, FOR	SC4-4,5,7,8,9WS, 10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	SC4-14LW, 11PW, 13ES, 16CW SC4-CLS, SOL, FOR

Outcomes:

SC4-4WS identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge
SC4-5WS collaboratively and individually produces a plan to investigate questions and problems
SC4-6WS follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually
SC4-7WS processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions
SC4-8WS selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems
SC4-9WS presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-10PW describes the action of unbalanced forces in everyday situations
SC4-11PW discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-12ES describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-13ES explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-14LW relates the structure and function of living things to their classification, survival and reproduction
SC4-15LW explains how new biological evidence changes people's understanding of the world
SC4-16CW describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles
SC4-17CW explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life
SC4-WS-01 Working scientifically Observing: uses scientific tools and instruments for observations
SC4-WS-02 Working scientifically Questioning and predicting identifies questions and makes predictions to guide scientific investigations
SC4-WS-03 Working scientifically Planning investigations plans safe and valid investigations

SC4-WS-04 Working scientifically Conducting investigations: follows a planned procedure to undertake safe and valid investigations
SC4-WS-05 Working scientifically Processing data and information: uses a variety of ways to process and represent data
SC4-WS-06 Working scientifically Analysing data and information: uses data to identify trends, patterns and relationships, and draw conclusions
SC4-WS-07 Working scientifically Problem-solving: identifies problem-solving strategies and proposes solutions
SC4-WS-08 Working scientifically Communicating: communicates scientific concepts and ideas using a range of communication forms
SC4-OTU-01 explains how observations are used by scientists to increase knowledge and understanding of the Universe
SC4-FOR-01 describes the effects of forces in everyday contexts
SC4-CLS-01 describes the unique features of cells in living things and how structural features can be used to classify organisms
SC4-SOL-01 explains how the properties of substances enable separation in a range of techniques
SC4-LIV-01 describes the role, structure and function of a range of living systems and their components
SC4-PRT-01 explains how uses of elements and compounds are influenced by scientific understanding and discoveries relating to their properties
SC4-CHG-01 explains how energy causes geological and chemical change
SC4-DA1-01 explains how data is used by scientists to model and predict scientific phenomena

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

Technology: Mandatory Scope & Sequence

Stage 4	Topic/Unit of work
	Unit Outlines for Semester 1 and 2 Material Technologies - Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities. The Material Technologies context can include but is not limited to electronics, graphics, metals, multimedia, polymers, textiles, timber. Engineered Systems - The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students experiment with forces and the properties of materials affect the behaviour and performance of engineered systems, machines and structures. Knowledge of these principles and systems enables the design and production of sustainable, engineered solutions. Digital Technologies - Students have the opportunity to become innovative creators of digital technologies in addition to effective users of digital systems and critical consumers of the information they convey. Students are provided with opportunities to develop fluency in a general-purpose programming language and use these skills to solve information problems and to automate repetitive tasks. Agriculture and Food Technologies - this unit integrates content from agriculture (food and fibre production) and food technologies. Agriculture (food and fibre production) focuses on the investigation of managed environments, such as farms and plantations. Students learn about the processes of food and fibre production and investigate the innovative and sustainable supply of agriculturally produced raw materials. Students develop knowledge and understanding about managed systems that produce food and fibre through designing and producing solutions. Food technologies focus on the use of resources produced and harvested to sustain human life. Students learn about the characteristics and properties of food. Students are provided with opportunities to develop knowledge and understanding about food selection and preparation, food safety and how to make informed choices when experimenting with and preparing nutritious food.
SEMESTER 1	Units -Material Technologies, Engineered Systems, Digital Technologies and Agriculture and Food Technologies Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-5DP, TELS-8DI, TELS-9EN, TELS-11TS Project Outlines: Material Technologies - Laser cut robots, Engineered Systems - flying high unit, Digital Technologies, Agriculture and Food Technologies Practical Application: DESIGN PROJECT AND PRODUCTION FOLIO Assessment Task 1: Design Project and Production Folio Due: Term 2 Week 6
SEMESTER 2	Units -Material Technologies, Engineered Systems, Digital Technologies and Agriculture and Food Technologies Outcomes: TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-7DI, TE4-8EN, TE4-10TS Life Skills outcomes: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-5DP, TELS-8DI, TELS-9EN, TELS-11TS Project Outlines: Material Technologies - Laser cut robots, Engineered Systems - flying high unit, Digital Technologies, Agriculture and Food Technologies Practical Application: DESIGN PROJECT AND PRODUCTION FOLIO Assessment Task 2: Design Project and Production Folio Due: Term 4 Week 6

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

Technology Mandatory Assessment Schedule

Task number	Task 1	Task 2	
Nature of task	DESIGN PROJECT 1 AND PRODUCTION FOLIO	DESIGN PROJECT 2 AND PRODUCTION FOLIO	
Timing	Term 2, Week 6	Term 4, Week 6	
Outcomes assessed	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS Life Skills: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-5DP, TELS-6AG, TELS-7FO, TELS-8DI, TELS-9EN, TELS-10MA, TELS-11TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS Life Skills: TELS-1DP, TELS-2DP, TELS-3DP, TELS-4DP, TELS-5DP, TELS-6AG, TELS-7FO, TELS-8DI, TELS-9EN, TELS-10MA, TELS-11TS	
			Weighting
Total %	50%	50%	100%

Outcomes:

TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
TE4-2DP plans and manages the production of designed solutions
TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
TE4-4DP designs algorithms for digital solutions and implements them in a general-purpose programming language
TE4-5AG investigates how food and fibre are produced in managed environments
TE4-6FO explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-7DI explains how data is represented in digital systems and transmitted in networks
TE4-8EN explains how force, motion and energy are used in engineered systems
TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-10TS explains how people in technology related professions contribute to society now and into the future

Life Skills Outcomes:

TELS-1DP communicates ideas and solutions to authentic problems or opportunities
TELS-2DP participates in planning for the production of designed solutions
TELS-3DP participates in the production of designed solutions
TELS-4DP follows safe practices in the use of tools, materials and processes for design projects
TELS-5DP follows simple algorithms in a range of contexts
TELS-6AG describes how food and fibre are produced
TELS-7FO designs or prepares solutions for healthy eating
TELS-8DI identifies how information is communicated by digital systems
TELS-9EN explores how force, motion or energy are used in everyday engineered system
TELS-10MA selects and uses a range of tools, materials and processes appropriately in the development of products
TELS-11TS investigates how technology has contributed to improvements in our way of life

Visual Art Scope & Sequence

	Topic/Unit of Work
TERM 1	Module/ Unit - Drawing – Exploring Line, Tone, and Texture Outcomes: 4.1, 4.3, 4.6, 4.7, 4.8 Life Skills Outcomes: LS.1, LS.2, LS.5, LS.6, LS.9 Practice, Artmaking, Critical and Historical Studies: In this unit, students will develop foundational drawing skills using graphite, charcoal, ink, and markers. They will explore techniques such as hatching, cross-hatching, blending, and smudging to create tone, texture, and form. Students will also respond to imaginative prompts and real-world observations, enhancing their ability to represent the world through drawing. They will critically reflect on their own work and that of their peers, considering the connection between artist intent and audience interpretation. Forms: 2D - Drawing Frames: Cultural, Structural, Subjective Conceptual Framework: Artist, Artwork, World, Audience Assessment Task 1: Due Week 8, Term 1
TERM 2	Module/ Unit - Printmaking – Lino Cutting and Printing Outcomes: 4.1, 4.4, 4.6, 4.9, 4.10 Life Skills Outcomes: LS.1, LS.5, LS.7, LS.9 Practice, Artmaking, Critical and Historical Studies: This unit introduces students to the art of lino printing, focusing on the interplay between positive and negative space. Students will design and carve their own lino blocks, experimenting with pattern, repetition, and contrast. They will draw inspiration from historical and contemporary printmakers to inform their designs, linking practice with broader art movements. Forms: 2D - Watercolour and Printmaking Frames: Postmodern Conceptual Framework: Artist, Artwork, World, Audience Assessment Task 2: Due Week 7, Term 2
TERM 3	Module/ Unit - Painting – Portraits and Identity Outcomes: 4.1, 4.2, 4.5, 4.8, 4.9 Life Skills Outcomes: LS.1, LS.3, LS.4, LS.5, LS.8 Practice, Artmaking, Critical and Historical Studies: In this unit, students will explore portraiture as a means of expressing identity and emotion. They will study proportion, colour theory, and brush techniques to create dynamic and expressive portraits. Students will reflect on how artists convey identity through their work and will respond to artworks from various cultural and historical contexts to inspire their creations. Forms: 2D - Painting Frames: Structural, Subjective Conceptual Framework: Artist, Artwork, World, Audience Assessment Task 3: Due Week 4, Term 4
TERM 4	Module/ Unit - Ceramics – Sculpting Form and Function Outcomes: 4.4, 4.6, 4.7, 4.10 Life Skills Outcomes: LS.2, LS.7, LS.9 Practice, Artmaking, Critical and Historical Studies: This unit allows students to further develop hand-building techniques in ceramics. Students will explore the relationship between form and function by creating sculptural vessels or imaginative sculptures. They will consider how cultures worldwide use ceramics for artistic and practical purposes, enriching their understanding of the medium's versatility. Forms: 3D - Ceramics Frames: Postmodern, Structural, Subjective Conceptual Framework: Artist, Artwork, World, Audience

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	2D - Drawing	2D - Watercolour and Printmaking	2D - Painting	
Timing	Week 8, Term 1	Week 7, Term 2	Due Week 4, Term 4	
Outcomes assessed	4.1, 4.3, 4.6, 4.7, 4.8 LS.1, LS.2, LS.5, LS.6, LS.9	4.1, 4.4, 4.6, 4.9, 4.10 LS.1, LS.5, LS.7, LS.9	4.1, 4.2, 4.5, 4.8, 4.9 LS.1, LS.3, LS.4, LS.5, LS.8	
Components				Weighting %
Artmaking	20	20	20	60
Critical and Historical Studies	15	10	15	40
Total %	35%	30%	35%	100

Outcomes:

4.1 uses a range of strategies to explore different art making conventions and procedures to make artworks
4.2 explores the function of and relationships between artist – artwork – world – audience
4.3 makes artworks that involve some understanding of the frames
4.4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
4.5 investigates ways to develop meaning in their artworks
4.6 selects different materials and techniques to make artworks
4.7 explores aspects of practice in critical and historical interpretations of art
4.8 explores the function of and relationships between the artist – artwork – world – audience
4.9 begins to acknowledge that art can be interpreted from different points of view
4.10 recognises that 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

Notes