



# Junee High School

*To Dream. To Create. To Succeed*

## YEAR 9 | 2025

### Assessment Schedule, Scope + Sequence Booklet



# Index

Index.....	2
INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS .....	4
STUDENT APPEAL FORM.....	8
Agriculture 100hr Scope & Sequence .....	9
Agriculture (100hr) Assessment Schedule.....	10
Agriculture (100hr) Content Breakdown.....	11
Agriculture (200 Hour) Scope & Sequence .....	12
Agriculture (200 Hour) Assessment Schedule .....	13
Agriculture (200hr) Content Breakdown .....	14
Child Studies Scope & Sequence .....	15
Child Studies Assessment Schedule .....	16
Commerce Scope & Sequence .....	17
Commerce Assessment Schedule .....	18
Design & Technology 100hr Scope & Sequence.....	19
Design & Technology 100hr Assessment Schedule.....	20
English Scope & Sequence .....	21
English Assessment Schedule .....	22
Food Technology Scope & Sequence.....	23
Food Technology Assessment Schedule.....	24
Geography Scope & Sequence .....	25
Geography Assessment Schedule .....	26
History Scope & Sequence .....	27
History Assessment Schedule .....	28
Industrial Technology – Metal Scope & Sequence 100hr .....	29
Industrial Technology – Metal Assessment Schedule 100hr.....	30
Industrial Technology – Metal Scope & Sequence 200hr.....	31
Industrial Technology – Metal Assessment Schedule 200hr.....	32
Industrial Technology – Timber Scope & Sequence 100hr.....	33
Industrial Technology – Timber Assessment Schedule 100hr.....	34
Industrial Technology – Timber Scope & Sequence 200hr .....	35
Industrial Technology – Timber Assessment Schedule 200hr .....	36
Mathematics (Core) – Scope & Sequence.....	37
Mathematics (Core) Assessment Schedule.....	39
Mathematics (Pathway) Scope & Sequence .....	41
Mathematics (Pathway) Assessment Schedule.....	43
Music Scope & Sequence .....	44

Music Assessment Schedule .....	45
PASS Scope & Sequence .....	46
PASS Assessment Schedule .....	47
PDHPE Scope & Sequence .....	48
PDHPE Assessment Schedule .....	49
Science Scope & Sequence .....	50
Science Assessment Schedule .....	51
Textiles Technology Scope & Sequence .....	53
Textiles Technology Assessment Schedule .....	55
Visual Art Scope & Sequence .....	56
Visual Arts Assessment Schedule .....	57
Notes .....	58

## 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)<sup>1</sup> expects students to have followed the course developed or endorsed by NESA and

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

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

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

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

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

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

## What is an assessment task?

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 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.

## 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.<sup>3</sup> Your parent or caregiver must sign this note. Time extensions may be granted in legitimate cases.

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

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.

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

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

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

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

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

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

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

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

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

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

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

# STUDENT APPEAL FORM

Category (please tick one)

☐ Appeal due to illness, accident or misadventure

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

☐ Request for extension of time

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

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

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

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

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

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Medical Certificate is attached: Yes ☐ No ☐

Additional information attached: Yes ☐ No ☐

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

## Head Teacher Recommendation:

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

## Reason for decision:

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

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

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



# Agriculture 100hr Scope & Sequence

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

# Agriculture (100hr) 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

## Agriculture (100hr) Content Breakdown

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		
	3		
	4		
	5		
	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		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	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		
	3		
	4		
	5		
	6		
	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
	2		
	3		
	4		
	5		
	6		
	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.



## 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

## Agriculture (200hr) Content Breakdown

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.	

# Child Studies Scope & Sequence

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

# 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, Week 10	Term 2, Week 5	Term 3, Week 10	Term 4, Week 4	
Outcomes assessed	CS5-2,5,6,7,10	CS5-2,5,11,12	CS5-4,8,9	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</p> <p>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)</p> <p>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</p> <p>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</p> <p>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

## Outcome:

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 100hr 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: DTLS-1, DTLS-2, DTLS-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: DTLS-1, DTLS-2, DTLS-5, DTLS-6, DTLS-7, DTLS-8, DTLS-9, DTLS-10, DTLS-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 100hr 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 9 English	Topic/Unit of work
TERM 1	<p>Module: First Nation Voices Outcomes: EN5-URA-01, EN5-RVL-01 ENLS-URB-01, ENLS-ECA-02</p> <p>Topic Outline: This unit examines the idea of telling stories through the experiences and influences of storytelling and First Nations Voices. Students engage with the novel <i>Catching Teller Crow</i>, in its postmodern structure, featuring poetry and prose. The text requires students to build personal and social capacity and develop intercultural and ethical understanding. Students will consider how language forms and features affect meaning.</p> <p>Assessment Task: Essay (Due: Week 9)</p>
TERM 2	<p>Module: Horror Genre Outcomes: EN5-URB-01, EN5-ECA-01 ENLS-URB-01, ENLS-ECA-01</p> <p>Topic Outline: Students explore the concept of genre through focusing on horror. Students will explore a range of different texts of the genre, both written and visual, and will consider how the conventions of the genre are used in these texts to communicate meaning.</p> <p>Assessment Task: Creative Writing (Due: Week 4)</p>
TERM 3	<p>Module: Warrior Kings Outcomes: EN5-URC-01, EN5-ECB-01 ENLS-URC-0, ENLS-ECB-01</p> <p>Topic Outline: This unit explores how leaders are represented. Students focus on Shakespeare's representation of the warrior kings. Students will closely examine some of the key extracts from the plays to appreciate the textual details and features, rhythm and the perspective. The students will explore others' perspectives of the kings and how ideas and information can be constructed. Students will create a visual representation that explores different perspectives and reflect upon their learning processes.</p> <p>Assessment Task: Visual Representation &amp; Reflection (Due: Week 9)</p>
TERM 4	<p>Module: Coming of Age Outcomes: EN5-RVL-01, EN5-ECA-01 ENLS-URB-01, ENLS-ECA-02</p> <p>Topic Outline: This unit examines the theme Coming of Age. Students will explore how this theme is represented in a range of texts, with a focus on poetry, song lyrics and a film. They will analyse texts and compose their own which reflect on their experience as teenagers.</p> <p>Assessment Task: Poetry 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	Creative Writing	Visual Representation & Reflection	Lyrics Analysis	
Timing	Term 1, Week 9	Term 2, Week 4	Term 3, Week 9	Term 4, Week 5	
Outcomes assessed	EN5-URA-01 EN5-RVL-01	EN5-URB-01 EN5-ECA-01	EN5-URC-01 EN5-ECB-01	EN5-RVL-01 EN5-ECA-01	
	ENLS-URB-01 ENLS-ECA-02	ENLS-URB-01 ENLS-ECA-01	ENLS-URC-0 ENLS-ECB-01	ENLS-URB-01 ENLS-ECA-02	
	Weighting %				
Total %	25	25	25	25	100

## 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-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

St5FT	Topic/Unit of work
TERM 1	<p>Unit: Food in Australia</p> <p>Outcomes: 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 (including Life Skills outcomes) 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>Topic Outline: 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 Application: Students select, plan and prepare safe and nutritious foods to reflect Australia's Indigenous and multicultural cuisine.</p> <p>Assessment Task: Food in Australia Practical (Due: Week 8)</p>
TERM 2	<p>Unit: Food for Specific Needs</p> <p>Outcomes: 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 (including Life Skills outcomes) 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>Topic Outline: 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 Application: Students plan and prepare safe and nutritious foods appropriate to specific food needs.</p> <p>Assessment Task: Food for Special Needs Task &amp; Practical (Due: Week 6)</p>
TERM 3	<p>Unit: Food Product Development</p> <p>Outcomes: 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 (including Life Skills outcomes) 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>Topic Outline: 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 Application: Students design, produce and evaluate their own food product.</p> <p>Assessment Task: Food Development Task &amp; Practical (Due: Week 8)</p>
TERM 4	<p>Unit: Food Trends</p> <p>Outcomes: 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 (including Life Skills outcomes) 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>Topic Outline: 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 Application: Students plan, prepare and present safe, appealing food that reflects contemporary food trends.</p> <p>Assessment Task: Food Trends Task &amp; Practical (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

# 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	
	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	Topic/Unit of Work	Assessment
1/3	<p>Unit: Sustainable Biomes GE5-1, GE5-2, GE5-3, GE5-5, GE5-7, GE5-8</p> <p>Students examine the physical characteristics and productivity of biomes. Students examine the correlation between the world's climatic zones and spatial distributions of biomes and their capacity to support food and non-food agricultural production. Students analyse the impact humans have on biomes in an effort to produce food and increase agricultural yields. They examine population trends and projections from Australia and across the world and forecast future supply-and-demand issues. Challenges to food production are explored and management strategies investigated.</p>	Task 1
2/4	<p>Unit: 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>	<p>Task 2</p> <p>Task 3</p>

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 1/3, Week 8	Term 2/4, 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

Year Group	Topic/Unit of work
<p>TERM</p> <p>1/3</p> <p>Weeks 1-8</p>	<p>Depth Study One: Making a Better World? The Industrial Revolution</p> <p>Outcomes: HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10 Life Skills: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-7, HTLS-8</p> <p>Topic Outline:</p> <p>Students will study the nature and significance of the Industrial Revolution and how it affected living and working conditions, including within Australia, the nature and extent of the movement of peoples in the period (slaves, convicts and settlers) and the extent of European imperial expansion and different responses, including in the Asian region.</p> <p>Assessment Task: Task 1: Source Analysis Task (Due: Week 8)</p>
<p>TERMS 1/3</p> <p>Weeks 9-10</p> <p>TERMS 2/4</p> <p>Weeks 1-7</p>	<p>Core Study - Depth Study 3: Australians at War (World Wars I and II)</p> <p>Outcomes: HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10 Life Skills: HTLS-1, HTLS-6, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13</p> <p>Topic Outline:</p> <p>Students will study the causes of both wars, why men enlisted and where Australians fought, the scope and nature of warfare and significant events and the experiences of Australians at war.</p> <p>Students will study the significance of the wars to Australia including the impact of wars on returned soldiers/civilians, analysing the changing relationship of Australia with other countries after World War Two and the commemorations and nature of the ANZAC legend.</p> <p>Assessment Task: Task 2: Final Examination (Due: Week 5)</p>
<p>TERMS 2/4</p> <p>Weeks 8-10</p>	<p>Depth Study 6: School developed topic</p> <p>Outcomes: HT5- 1, HT5-3,HT5- 4,HT5- 7,HT5-8 Life Skills outcomes HTLS-5, HTLS-8, HTLS-9, HTLS-11, HTLS-12</p> <p>Topic Outline: To be determined by the teacher pending students' interests. Usually an in depth study on one particular element of WW2, such as the Holocaust, Weapons, Battles, Women's roles, Female POWs, Historical accuracy of a War film, etc</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	Source Analysis Task	Final Examination	
Timing	Term 1/3 , Week 8	Term 2/4 , Week 5	
Outcomes assessed	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10  Life Skills: HTLS-2, HTLS-3, HTLS-4, HTLS-5, HTLS-7, HTLS-8	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10  Life Skills: HTLS-1, HTLS-6, HTLS-9, HTLS-10, HTLS-11, HTLS-12, HTLS-13	
	Weighting %		
Total %	50%	50%	100

## 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  
 HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia  
 HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process  
 HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia  
 HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia  
 HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

## Life Skills Outcomes:

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

Term	Week	Topic/Unit of Work	Assessment
1	1	<p>Module - Metal 1: Introduction to Gas Metal Arc Welding (GMAW) IND5-1, IND5-3, IND5-4, IND5-5, IND5-6</p> <p>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>	<p>Practical Investigation Evaluation</p>
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2	1	<p>Module - Metal 1: Introduction to Light Sheet Metal Fabrication IND5-1, IND5-3, IND5-4, IND5-5, IND5-7</p> <p>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 &amp; Evaluation</p> <p>Assessment Task 2: Tool Box/Folio Tool Shelf &amp; Rack (Non Assessed) (Due: Term 2 Week 8)</p>	<p>Depth Study</p>
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3	1	<p>Module - Metal 1: Introduction to Manual Metal Arc Welding (MMAW) IND5-1, IND5-4, IND5-5, IND5-7, IND5-8</p> <p>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 &amp; Evaluation</p> <p>Assessment Task 3: BBQ (Due: Term 3 Week 8)</p>	<p>Critical Review</p>
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4	1	<p>Module - IND5-1, IND5-3, IND5-5, IND5-7</p> <p>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 4: Personalised BBQ and Portfolio (Due: Term 4 Week 8)</p>	<p>Trial Examination</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 – 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>Unit: Machining &amp; 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"> <li>· fabricated projects</li> <li>· metal machining projects</li> <li>· sheet metal products</li> </ul> <p>Practical Application: Tool Caddy, Centre Punch, (GAW) Welding Positions 1G, 3G &amp; 4G</p> <p>Assessment Task 1: Safety Guide Website (Due: Week 8)</p>
TERMS 3-4	<p>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 &amp; Welding Positions 1G, 3G &amp; 4G</p> <p>Assessment Task: Task 1: Camp Stool  Coal Cooker &amp; Portfolio (Assessed) (Due: Week 8)</p>

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# 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	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	Candy Dispenser
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2	1	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
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	3		
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	11		
3	1	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: Picnic Table	Joints/Finishes Portfolio
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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	Tool Box / 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	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  Practical Projects: Inlay Box Multi-functional Tool box / Portfolio		
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	6		Practical Investigation Evaluation	
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2	1		Portfolio	
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	10		Half Yearly Exam	
3	1	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		
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	8			Practical Project & Portfolio
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4	1	Practical Projects: Foldable Picnic Table		
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	5		CAD	
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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	Financial Mathematics A Outcomes: MAO-WM-01, MA5-FIN-C-01 In this topic, students explore fundamental concepts in financial mathematics, including simple interest, budgeting, and basic financial decision-making. They apply mathematical techniques to solve real-world problems related to personal finance, such as calculating interest and planning for savings.	Task 1
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	8	Numbers of any Magnitude Outcomes: MAO-WM-01, MA5-MAG-C-01 In this topic, students explore numbers of various magnitudes, including integers, rational numbers, real numbers, and large or small values. They learn to perform calculations with these numbers, focusing on their properties, operations, and applications in real-world contexts. Students develop their understanding of magnitude and scale through problem-solving and reasoning.	
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2	1	Probability A Outcomes: MAO-WM-01, MA5-PRO-C-01 In this topic, students explore the fundamentals of probability, including the calculation of outcomes, events, and probabilities in both theoretical and experimental contexts. They learn to use probability models to make predictions and assess the likelihood of events occurring. Through problem-solving and reasoning, students apply these concepts to real-world scenarios.	Task 2
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	4	Data Analysis A Outcomes: MAO-WM-01, MA5-DAT-C-01 In this topic, students focus on collecting, organising, and analysing single-variable data. They explore methods of summarising data using measures of central tendency (mean, median, mode) and spread (range, interquartile range). Students learn to represent data visually through graphs and charts and interpret the results to draw meaningful conclusions. Through these activities, they develop their reasoning and problem-solving skills.	
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	7	Surface Area and Volume Outcomes: MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01 In this topic, students explore the calculation of surface area and volume for various 3D shapes, including prisms, pyramids, spheres, and cylinders. They apply formulas to solve problems related to the real-world application of these concepts, such as in construction, packaging, and design. Through problem-solving and reasoning, students enhance their spatial awareness and mathematical fluency.	
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3	1	Algebraic Techniques A Outcomes: MAO-WM-01, MA5-ALG-C-01 In this topic, students focus on mastering foundational algebraic techniques, including simplifying expressions, expanding and factorising algebraic terms, and solving basic linear equations. They apply these skills to solve real-world problems, enhancing their ability to manipulate and transform algebraic expressions.	Task 3
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	6	Trigonometry A Outcomes: MAO-WM-01, MA5-TRG-C-01 In this topic, students are introduced to the basic principles of trigonometry, focusing on the use of trigonometric ratios—sine, cosine, and tangent—to solve problems	
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	10	involving right-angled triangles. They apply these ratios to calculate unknown side lengths and angles, developing their understanding of angles and distances.	Assessment
4	1	Indices A Outcomes: MAO-WM-01, MA5-IND-C-01 In this topic, students explore the rules and properties of indices (exponents), focusing on operations such as multiplication, division, and raising powers to powers. They apply these rules to simplify expressions and solve problems involving exponential growth and decay. Through practice and problem-solving, students develop their understanding of how indices are used in algebra and real-world contexts.	
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	4	Data Analysis C Outcomes: MAO-WM-01, MA5-DAT-P-01 In this topic, students engage in advanced data analysis by exploring the relationships between bivariate data sets. They use statistical methods to collect, organise, and analyse paired data, identifying trends and patterns. Students apply their understanding to draw conclusions and make predictions based on data, enhancing their problem-solving and reasoning skills.	
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	8	Properties of Geometric Figures Outcomes: MAO-WM-01, MA5-GEO-C-01 In this topic, students explore the properties of various geometric figures, including triangles, quadrilaterals, circles, and polygons. They investigate the relationships between angles, sides, symmetry, and congruence, using logical reasoning and geometric proofs to solve problems.	
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*Please note: The units of work are subject to change during the year. Students and parents will be notified of changes.*

## Mathematics (Core) Assessment Schedule

Task number	Task 1	Task 2	Task 3	
Nature of task	Independent research task - Financial Mathematics.  Earning, Spending and Budgeting Money.	In Class Assessment - Data Analysis / Surveying Techniques.  Independent Research Task - Survey.	In Class Practical Assessment - Measurement.  Trigonometry	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3, Week 8	
Outcomes assessed	MAO-WM-01, MA5-FIN-C-01	MAO-WM-01 MA5-DAT-C-01	MAO-WM-01 MA5-TRG-C-01	
Total %	40%	30%	30%	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: Stn, 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 A	
	2	Outcomes: MAO-WM-01, MA5-ALG-C-01	
	3	Apply the 4 operations to simplify algebraic fractions with numerical denominators Apply the distributive law to the expansion of algebraic expressions, and collect like terms where appropriate	
	4	Trigonometry A/B	
	5	Outcomes: MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02	
	6	Demonstrate and explain the constancy of trigonometric ratios for a given angle in right-angled triangles	
	7	Apply trigonometry to solve right-angled triangle problems Solve right-angled triangle problems involving angles of elevation and depression Solve right-angled triangle problems involving bearings	Assessment
	8	Data Analysis A	
	9	Outcomes: MAO-WM-01, MA5-DAT-C-01	
	10	Examine standard deviation as a measure of spread Determine quartiles and interquartile range Represent datasets using box plots and use them to compare datasets	
2	1	Equations A/B	
	2	Outcomes: MAO-WM-01, MA5-EQU-C-01, MA5-EQU-P-01	
	3	Solve linear equations involving up to 3 steps Solve linear equations involving one algebraic fraction Solve linear equations arising from word problems and substitution into formulas Solve monic quadratic equations Solve cubic equations Solve linear inequalities and graph their solutions on a number line	Assessment
	4	Financial Mathematics A	
	5	Outcomes: MAO-WM-01, MA5-FIN-C-01	
	6	Solve problems involving earning money	
	7	Solve problems involving simple interest Solve problems involving spending money	
	8	Indices A / Numbers of any Magnitude	
	9	Outcomes: MAO-WM-01, MA5-IND-C-01, MA5-MAG-C-01	
	10	Extend and apply the index laws to variables, using positive-integer indices and the zero index Simplify algebraic products and quotients using index laws Apply index laws to numerical expressions with negative-integer indices Identify and describe very small and very large measurements Find absolute and percentage error Estimate and round numbers to a specified degree of accuracy Express numbers in scientific notation	
3	1	Area & Surface Area A/Volume A	
	2	Outcomes: MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01	
	3	Solve problems involving areas and surface areas	
	4	Develop and apply the formula for surface areas of cylinders Solve problems involving surface areas of cylinders and related composite solids Solve problems involving composite solids consisting of right prisms and cylinders	Assessment
	5		

	6	<p>Variation and Rates of Change A/B</p> <p>Outcomes: MAO-WM-01, MA5-RAT-P-01, MA5-RAT-P-02</p> <p>Identify and describe problems involving direct and inverse variation</p> <p>Identify and describe graphs involving direct and inverse variation</p> <p>Solve problems involving direct and inverse variation and examine the relationship between graphs and equations corresponding to proportionality</p>	
	7		
	8		
	9	<p>Equations C</p> <p>Outcomes: MAO-WM-01, MA5-EQU-P-02</p> <p>Solve linear equations involving algebraic fractions and equations of more than 3 steps</p> <p>Rearrange literal equations</p> <p>Solve quadratic equations using a variety of methods</p> <p>Solve linear simultaneous equations, both algebraically and graphically</p>	
	10		
	1	<p>Linear A/B/C</p> <p>Outcomes: MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-Lin-P-01</p> <p>Find the midpoint and gradient of a line segment (interval) on the Cartesian plane</p> <p>Find the distance between 2 points located on the Cartesian plane</p> <p>Recognise and graph equations</p> <p>Examine parallel, horizontal and vertical lines</p> <p>Examine the gradient/slope-intercept form</p> <p>Find the equations of parallel and perpendicular lines</p> <p>Apply formulas to find the midpoint and gradient/slope of an interval on the Cartesian plane</p> <p>Apply the distance formula to find the distance between 2 points located on the Cartesian plane</p> <p>Use various forms of the equation of a straight line</p> <p>Solve problems by applying coordinate geometry formulas</p> <p>Identify line and rotational symmetries</p> <p>Describe translations, reflections in an axis, and rotations through multiples of 90 degrees on the Cartesian plane, using coordinates</p>	Assessment
	2		
	3		
	4		
	5	<p>Probability A/B</p> <p>Outcomes: MAO-WM-01, MA5-PRO-C-01, ma5-pro-p-01</p> <p>Describe multistage chance experiments involving independent and dependent events</p> <p>Solve problems for multistage chance experiments</p> <p>Design and use simulations to model and examine situations involving probability</p>	
	6		
	7		
	8	<p>Properties of Geometric Figures</p> <p>Outcomes: MAO-WM-01, MA5-GEO-C-01</p> <p>Identify and describe the properties of similar figures</p> <p>Solve problems using ratio and scale factors in similar figures</p>	
	9		
	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/Trig	In Class Assessment - Equations.	In class assessment - Surface Area and Volume	In class assessment - Linear relationships	
Timing	Term 1 Week 7	Term 2 Week 3	Term 3, Week 4	Term 4, Week 4	
Outcomes assessed	MAO-WM-01, MA5-TRG-C-01, MA5-TRG-C-02	MAO-WM-01, MA5-ALG-C-01, MA5-EQU-C-01, MA5-EQU-P-01	MAO-WM-01, MA5-ARE-C-01, MA5-VOL-C-01	MAO-WM-01, MA5-LIN-C-01, MA5-LIN-C-02, MA5-Lin-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)

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

## PDHPE Assessment Schedule

Task number	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	
Nature of task	Multimodal Task	Invasion Games Practical Assessment	Documentary Analysis	Group Presentation	Dance Performance Practical Assessment	Yearly Examination	
Timing	Term 1, Week 9	Term 1, Week 10	Term 2, Week 4	Term 3, Week 7	Term 3, Weeks 7-9	Term 4, Week 4	
Outcomes assessed	PD5-1,6,7,9	PD5-4, 5,11	PD5-1, 3,6,9	PD5-6, 7,9	PD5-4, 5,11	PD5-1,2,3,4,5,6,7,8,9,10,11	
Total %	15%	10%	15%	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	Energy Conservation	
	2	Outcomes: SC5-EGY-01, SC5-ENV-01, SC5-WS-02,04,05,06,07,08	
	3	Renewable energy sources are crucial to our plans for reaching net zero by 2050. Hydroelectricity, in particular, has played a major role in the renewable electricity sector for decades. So, why is the United States currently undertaking the largest dam removal project ever seen?	
	4	To understand this paradox, students explore the energy transformations involved in hydropower, the law of conservation of energy, and energy efficiency. Guided by a First Nations restoration engineer and a Congolese social scientist, students build fish cannons and model dam failures to understand the relationships between kinetic energy, mass and speed. The unit culminates in a Socratic seminar, where students discuss the social and environmental implications of a new dam planned along the Congo River.	
	5	Non-contact Forces and Electricity	
	6	Outcomes: SC5-EGY-01, SC5-WS-01,02,03,04,05,06,07,08	
	7	Every day, billions of people around the world move from place to place using cars, buses, trains or planes. These modes of transport are convenient, but are they doing more harm than good? Is there a better way to get around?	
	8	In this unit, students will work as engineers to create a better mode of transport. Harnessing the power of non-contact forces, this new mode of transport could be one important step forward in solving our transport crisis.	
	9		
	10		
2	1	The Immune System	
	2	Outcomes: SC5-DIS-01, SC5-DA2-01, SC5-WS-01,02,03,04,05,06,07,08	
	3	The COVID-19 pandemic has shown how vulnerable the world is to new infectious diseases. But much older diseases still pose a threat, even when we have safe, effective vaccines against them. In recent years, measles has made a comeback, even in countries where it had been eliminated. How is this possible? In this unit, students will explore how the immune system defends the body against infection and how it can be boosted by vaccination.	
	4		
	5		
	6		
	7	The Nervous System	
	8	Outcomes: SC5-DIS-01, SC5-DA2-01, SC5-WS-02,06,07,08	
	9	Ever had butterflies in your stomach or felt hangry? Then you may already have a hunch about the connection between your stomach and how you feel. It turns out there's much more to this story than previously thought. In this unit, students explore cutting-edge scientific discoveries about how the gut and brain interact. These studies suggest that the health of your gut might influence your thoughts, feelings and behaviour. With this real-world context, this unit provides students with plenty of food for thought!	
	10		
3	1	The Periodic Table	
	2	Outcomes: SC5-MAT-01, SC5-WS-01,02,04,05,06,07,08	
	3	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!	
	4		
	5		
	6	Ecosystems	
	7	Outcomes: SC5-ENV-01, SC5-MAT-01, SC5-WS-01,02,03,04,05,06,07	
	8	With millions of tonnes of plastic ending up in our oceans every year, marine ecosystems are in trouble. Plastic waste is damaging habitats and turning up in the bodies of many species, including turtles and whales. We all need to work together to solve this problem. Students will dive into this unit to explore the importance of healthy ecosystems and discover ways they can minimise their plastic impact.	
	9		
	10		
4	1	Earth Systems	
	2	Outcomes: SC5-ENV-01, SC5-WS-02,03,04,05,06,07,08	
	3		
	4	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?	
	5	The Big ideas in this unit include: 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?	
	6		
	7		

8	<p>Climate Change</p> <p>Outcomes: SC5-ENV-01, SC5-WS-01,02,03,04,05,06,07,08</p> <p>The delicate balance between our planet's interconnected systems is under threat. Natural disasters are getting more frequent, more widespread, and more intense. The oceans and land surfaces are warming. To what extent are humans causing these changes? And how can science help us respond to the problem?</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.*

## Science Assessment Schedule

Task number	Task 1	Task 2	Task 3	Topic Quizzes
Nature of task	Engineering Challenge	Second-hand Investigation/ Presentation Task	Practical Activity	Short quizzes at the conclusion of each topic which will cover the content covered
Timing	Term 1, Week 8	Term 1, Week 10	Term 3, Week 9	Throughout
Outcomes assessed	SC4-WS01, 02, 03, 04	SC5-DIS, WS05, WS06	SC5-WS01, 02, 03, 04, 05, 06	SC5-EGY, ENV, DA, DIS, MAT, WS01-08

### Outcomes:

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:

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- 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	<p>Module/Unit: Decorate and Protect Focus area – Non-apparel Outcomes: TEX5-1, TEX5-2, TEX5-5, TEX5-6, TEX5-9, TEX5-10, TEX5-11 Life Skills: TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-6, TEXLS-7, TEXLS-8</p> <p>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.</p> <p>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.</p>	Task 1
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
2	1	<p>Module/Unit: Designer PJs Focus area – Apparel 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 Life Skills: TEXLS-1, TEXLS-2, TEXLS-3, TEXLS-4, TEXLS-5, TEXLS-6, TEXLS-7, TEXLS-8, TEXLS-9</p> <p>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.</p> <p>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.</p>	Task 2
	2		
	3		
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	10		
3	1	<p>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</p> <p>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.</p>	Task 3
	2		
	3		
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	9		
	10		

4	1	<p>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</p> <p>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.</p> <p>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</p>	
	2		
	3		
	4		
	5		Task 4
	6		
	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.

# 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</p> <p>Life Skills: 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</p> <p>Life Skills: 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</p> <p>Life Skills: 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</p> <p>Life Skills: 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 Arts 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

## Notes

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