



# Keira High School Stage 5 Assessment Booklet 2024



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Great traditions, a confident future.

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## PRINCIPAL'S MESSAGE

This booklet has been prepared by Head Teachers, in consultation with Stage 5 teachers, and reflects the rules and procedures determined by NESA as published on the Assessment, Certification and Examination (ACE) website <https://ace.nesa.nsw.edu.au/>.

The information in the booklet outlines the assessment program to enable students to successfully complete the Stage 5 Course in order to receive the award of a Record of School Achievement. By developing an organised approach to their schoolwork, students will find it easier to cope with the workload and also will become better prepared for the demands of the senior school.

The purpose of this booklet is to give you information about the specified assessment tasks and their weightings that will be used to determine a student's overall achievement in relation to the Course Performance Descriptors. The awarding of a Record of School Achievement is conditional upon students meeting course outcomes. Excellent attendance and a diligent approach to schoolwork are essential requirements.

It is extremely important for you to continue to work consistently and to complete all the assessment tasks on or before the due date. Your teachers will help you plan your work but remember that it is your responsibility to develop an appropriate work schedule. Each student should make full use of his/her school diary and the assessment planners at the end of this booklet.

It is important that you read the booklet carefully and discuss the information it contains with your parents/caregivers and teachers. If you have any questions regarding assessment procedures, you should talk, in the first instance, with the relevant Head Teacher and/or your Year Adviser.

Please keep this booklet in a safe place, as you will need to refer to it from time to time during the course.

I would also strongly recommend that all students read the relevant syllabus documents for each of their courses. These are available for perusal upon request from Head Teachers. A personal copy of each syllabus can be downloaded and printed from the NSW Educational Standards Authority website ([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au)).

On behalf of the staff of Keira High School, may I wish every student all the very best as they complete their Stage 5 courses.

I hope that you find Years 9 and 10 challenging and exciting years. On behalf of the staff of Keira High School, may I wish you the very best of luck throughout your Stage 5 courses.

**Mr S Frazier**  
Principal

## RECORD OF SCHOOL ACHIEVEMENT (ROSA)

The Record of School Achievement (RoSA) is the credential that recognises the school achievements of students who leave school before completing the Higher School Certificate (HSC).

To be eligible for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the NSW Education Standards Authority's curriculum and assessment requirements for the RoSA;
- complied with any other regulations or requirements (such as attendance) imposed by the NSW Education Standards Authority; and
- completed Year 10.

The RoSA records:

- school-based assessment grades for each subject completed by a student in Stage 5 (Years 9 and 10)
- school-based assessment grades for any grades for Year 11 (Preliminary HSC) courses completed
- evidence of the student's enrolment in an HSC course if the student starts a course but leaves school before completing it
- the results of any VET or Life Skills courses completed in Year 10 and/or Year 11.

After a student has advised the school of their intention to leave before completing Year 12, the school informs the NSW Education Standards Authority that the student has left school. The NSW Education Standards Authority will send a PDF of the RoSA to the student's online account soon after. Students should make sure that they have activated their Students Online account and checked that their email address is correct. All students are able to retrieve an interim result report that will show their cumulative results depending on the stage they are up to at school.

### NESA COURSE REQUIREMENTS

To be eligible for the award of the Record of School Achievement (RoSA), you must have satisfactorily completed each course developed or endorsed by NESA and

- followed the course developed or endorsed by NESA;
- applied yourself with diligence and sustained effort to the set tasks and experiences provided by the school; and
- achieved some or all of the course outcomes.

### LIFE SKILLS

If you have completed any Life Skills courses, you will receive a Life Skills Profile of Student Achievement at the same time as the RoSA.

### NSW EDUCATION STANDARDS AUTHORITY LITERACY AND NUMERACY TESTS

If you leave school before completing your HSC can sit optional online tests in literacy and numeracy. The test reports give an overview of a student's level of achievement in literacy and numeracy, focusing on the skills required by school-leavers for employment and further education.

## GENERAL INFORMATION

You will be required to complete a program of assessment tasks for each of your courses. These tasks will determine your level of achievement in all of your subjects and whether you have met the minimum academic standard in those courses.

The purpose of school assessment is to provide an indication of your attainment of course outcomes with reference to specified standards of performance and measured over the entire course rather than at a single point in time. Students are awarded a grade by their school for each of the courses they have studied in Stage 5. The grades are based on a set of Course Performance Descriptors developed by the NSW Education and Standards Authority (NESA).

All assessment marks will be derived from the performance of various set tasks during the Stage 5 course. These tasks will vary according to the particular subject but could include tests, essays, practical work, fieldwork and oral tasks. The advantage of this system is that it provides both an extended period of time and variety of activities in which to demonstrate your ability.

## NOTIFICATION OF ASSESSMENT TASK

Students will be notified in writing of the specific details of an assessment task at least two weeks prior to the task. The written notification will include:

- The date and time of the task and/or when the task is due
- Outcomes assessed
- Description of the nature of the task
- Task weighting
- Marking criteria

## HOW TO SUBMIT AN ASSESSMENT TASK

### In class assessment task:

- These tasks are supervised by the class teacher and collected at the end of the lesson.
- On the day of an in class assessment task, you must be present from the beginning of the day and attend all lessons prior to the assessment task. Failure to do this will result in a mark of zero.
- If you know you will be absent from school on the date of an in-class assessment task, you must speak to the appropriate Head Teacher before the assessment date to ensure arrangements are made for the completion of the assessment task. Failure to do this will result in a mark of zero.

### Take home assessment task:

- These are the tasks that you are required to complete by a due date.
- If the assessment task notification indicates electronic submission: The assessment task must be submitted on the identified platform (for example: Google Classroom) by 8.45am. Failure to do this will result in a mark of zero. Any technology breakdowns are not a valid or acceptable reason for late or non-submission of assessment task.
- If the assessment task notification indicates a hard copy submission: The assessment task must be submitted to the class teacher in the allocated class period on the due date. Failure to do this will result in a mark of zero.
- If you know you will be absent from school on the due date of an in-class assessment task, you must submit the assessment task to the class teacher prior to the due date. Failure to do this will result in a mark of zero.

## WHAT TO DO IF AN ASSESSMENT TASK CANNOT BE COMPLETED

### In-class assessment task:

- If you are unable to attend class to complete an in class assessment task, the Head Teacher of the course must be informed by phone or email on or before the day of the task.
- If you were absent for an in-class assessment task you must see the relevant Head Teacher of the course on the first day of your return to school to negotiate an alternate time or task. At this meeting you must submit an *Application for Consideration* form with supporting documentation.

### Take home assessment task:

- If you are unable to attend school to submit a take home assessment task, the Head Teacher of the course must be informed by phone or email on or before the day of the task.
- If you were absent and unable to submit a take home assessment task you must see the relevant Head Teacher of the course on the first day of your return to school. On this day you must submit the assessment task along with an *Application for Consideration* form with supporting documentation.
- Any technology breakdowns are not a valid or acceptable reason for late or non-submission of an assessment task.

## PENALTIES FOR LATE SUBMISSION

- You will be awarded a mark of zero for any task not submitted by the specified time on due date; or for non-submitted tasks; or not completed during timetabled lesson, unless a valid extension or misadventure has been approved.
- Failure to submit as assessment task, or non-serious attempts made on assessment tasks, may result in a warning of N Determination being issued.

## APPLICATION FOR CONSIDERATION: EXTENSION

In exceptional circumstances, you may be granted an extension of time without incurring a penalty. If you anticipate that you will not be able to submit an assessment task on the due date, you may seek to negotiate an extension of time with the appropriate Head Teacher. You must submit the *Application for Consideration* form to the appropriate Head Teacher at least one week prior to the date of the assessment task.

The Head Teacher will only grant an extension of time if:

- you give an acceptable and compelling reason for the impending late submission of the assessment task, and
- the extension of time is negotiated prior to the due date.

If the reason offered is acceptable and prior negotiation has occurred, no penalty will be incurred so long as the assessment task is submitted on or before the negotiated date. It is unlikely that an extension of time in excess of two weeks will be granted.

Do not assume the extension of time will be granted. If the Head Teacher has not granted an extension of time, and the assessment task is submitted after the due date, the automatic penalty of zero marks awarded for the task will be applied.

An extension of time will not be granted if:

- the reason offered is deemed unacceptable
- no reason is offered
- you did not lodge a written application for an extension of time with the appropriate Head Teacher prior to the due date.

## APPLICATION FOR CONSIDERATION: LATE SUBMISSION OR NON-COMPLETION

### In-class assessment task:

- If you are absent for an in class assessment task you must see the relevant Head Teacher of the course on the first day of your return to school to negotiate an alternate time or task. At this meeting you must submit an *Application for Consideration* form with supporting documentation.

### Take home assessment task:

- If you are absent and unable to submit a take home assessment task you must see the relevant Head Teacher of the course on the first day of your return to school. On this day, you must submit the assessment task along with an *Application for Consideration* form with supporting documentation.
- If you submit a take home assessment task late you must complete an *Application for Consideration* form with supporting documentation along with the completed assessment task.

## APPLICATION FOR CONSIDERATION: MISADVENTURE

If you believe that your performance in an assessment task was diminished because of circumstances beyond your control, an *Application for Consideration* form with supporting documentation must be submitted to the appropriate Head Teacher within one week of completing the assessment task.

Note that:

- misreading the assessment task notification or examination timetable is NOT a valid reason for a misadventure appeal
- technology breakdowns are generally NOT considered a valid reason for a misadventure appeal.

## MALPRACTICE IN ASSESSMENT TASK

### Strategies for you to avoid malpractice include:

- being aware of due dates, keeping an up-to-date diary of all their assessments, activities and commitments, and allocating your time effectively
- starting tasks early so that you can seek clarification if needed
- saving all drafts and support materials
- recording sources/references along the way so the reference list does not become a major task at the end
- frequently saving and backing up all computer work; technology failure is generally not an acceptable excuse for submitting work late
- acknowledging that your mark will be determined by the quality of the work you produce
- switching off all smart devices and having them placed in school bag during an in-class assessment task.

### What happens if malpractice is detected:

- Cheating: If cheating is shown to affect the quality of your response in an assessment task then the work will be scored as zero.
- Plagiarism: The penalty will be based on the degree to which you have made an original contribution to the assessment task. If you are suspected of plagiarism, it will be your responsibility to provide evidence to show that the work is original. This may take the form of providing drafts, notes, sources, work samples from throughout the year, essay plans, a bibliography and so on. In the absence of strong evidence that satisfies the relevant Head Teacher, a zero mark may be awarded.

## N DETERMINATION

An *N Determination Warning Letter* is issued if you fail to complete assessment tasks or fail to show diligence and sustained effort, which may be a result of poor attendance. You are given a set time to complete the work or demonstrate competencies. Once the work has been completed or the competencies demonstrated the warning is cleared.

If you do not subsequently meet course requirements as detailed in the N Determination Warning Letter(s), then the Principal may award an N Determination for the course. This means that you will receive no result in that course. You will be given a minimum of two official N Determination Warning Letters before this happens.

## ASSESSING STUDENTS WHO ENROL DURING A STAGE 5 COURSE

If you are a student who has not been enrolled at Keira High School for all of a Stage 5 Course, you may have missed assessment tasks. In such cases, the following procedures will be used to establish your assessment record.

Your performance will be determined according to scores obtained for the first assessment period after enrolment at Keira High School. It may be necessary for class teachers to determine estimates for assessment tasks that you missed during the assessment period, prior to enrolment.

This estimate will then be applied to scores obtained by the rest of the class in previous assessment periods.

If you arrive after Term 2, you should be graded by your previous school. If this is not the case your grades should be obtained from your previous school and used with task grades received after Term 2. This process will be completed by staff at our school.

## DISABILITY PROVISIONS

Students with disability work towards syllabus outcomes identified through the collaborative curriculum planning process. They should be given a range of opportunities to demonstrate achievement of these outcomes. Schools should ensure that assessment activities from Kindergarten to Year 12 are accessible to students with disability. This is a requirement under the Disability Standards for Education 2005. Some students with disability need adjustments to assessment activities to enable access to the task. They also need an equitable opportunity to demonstrate what they know and can do. In some cases alternative assessment strategies may be needed.

Decisions are made at school level to offer adjustments to students with disability in school-based assessment tasks, including examinations.

Adjustments can be made to assessment tasks from Kindergarten to Year 12. Adjustments enable a student with disability to access syllabus outcomes and content on the same basis as their peers. They are intended to provide equitable opportunities for students with disability rather than give an advantage. The types of adjustments made will vary according to the needs of the individual student.

Some students may require:

- adjustments to the assessment process, eg. extra time in an examination
- adjustments to the assessment activities, eg. alternative formats for questions, short responses instead of extended responses
- alternative formats for responses, eg: scaffolded structured responses for an extended response

Schools are responsible for determining and approving adjustments for all school-based assessment tasks. NESAC determines disability provisions for the Higher School Certificate examinations.



Students eligible for disability provisions are supported through design of an Individual Learning Plan (ILP). This process involves a teacher collaborating with the student and parent/carer to outline learning goals as well as adjustment that may be useful in supporting the student's learning. If a student or their parent/carer feels they are eligible for disability provisions but do not have an ILP they are encouraged to contact the Learning and Engagement faculty.

## STUDENTS WITH SPECIAL EDUCATION NEEDS

Students with special education needs can meet the requirements of a Record of School Achievement by following a combination of study combining:

- Board Developed Life Skills Courses and/or
- Board Developed Courses and/or
- Board Endorsed Courses.

In each student's case, an individualized program of study will be developed.

The criteria for assessments for Life Skills courses in Stage 5 will reflect the levels identified in the Individual Transition Planning Process.

The assessment will indicate the student's achievements at the end of each course.

The school will complete a Profile of Student Achievement as provided by the NSW Educational Standards Authority (NESA) for each student undertaking a Stage 5 Life Skills course.



SCOPE AND SEQUENCE OUTLINES  
AND  
ASSESSMENT SCHEDULES

BOARD DEVELOPED COURSES

## CHILD STUDIES

### STAGE 5 SCOPE AND SEQUENCE

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Unit Title</b>	Preparing for Parenthood										
<b>Outcomes</b>	CS5-2, CS5-5, CS 5-8, CS5-11, CS 5-12										

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit Title</b>	Conception to Birth/Newborn Care									
<b>Outcomes</b>	CS5-2, CS 5-4, CS5-8, CS 5-, CS 5-11									

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit Title</b>	Family Interactions									
<b>Outcomes</b>	CS 5-2, CS 5-4, CS 5-8, CS5-9, CS 5-11									

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Unit Title</b>	Media and technology in childhood										
<b>Outcomes</b>	CS5-3, CS5-4, CS5-5, CS5-9										

## STAGE 5 CHILD STUDIES ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research Task Complications in pregnancy	Project Newborn Care Egg baby	Essay Family Interactions	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	Term 4 Week 3-4	
<b>Components</b>	Outcomes Assessed CS 5-2 2 CS5-11 CS 5-12	Outcomes Assessed CS 5-1 CS 5-5 Cs 5-10	Outcomes Assessed CS 5-9	Outcomes Assessed CS 5-2 CS 5-5 CS 5-9	<b>Total weighting</b>
<b>Total Weighting</b>	20	30	20	30	100

# COMMERCE

## STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Work and Wellbeing			The workplace		Rights and responsibilities in the workplace			Current issues		
<b>Unit Title</b>	Employment and Work Futures										
<b>Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-7, COM5-8, COM5-9										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	The role and structure of the legal system			Law reform, political action and decision making		Participation in the democratic process			Current Issues	
<b>Unit Title</b>	Law, society and political involvement									
<b>Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Reasons for Investing	Investment options		Investment Planning		Financial services industry	Current issues		Inquiry	Research
<b>Unit Title</b>	Investing									
<b>Outcomes</b>	COM5-1, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9									

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Ideation	Evaluate	Feedback	Launch	Moving from Home		Arranging accommodation	Managing Finances	Major Purchases	Community Involvement	Current Issues
<b>Unit Title</b>	School Developed Option: Student Interest Project				Towards Independence						
<b>Outcomes</b>	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9										

## STAGE 5 COMMERCE ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Extended response writing	Research Presentation	Investment Portfolio	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 9	Term 3 Week 8	Term 4 Week 3	
<b>Components</b>	Outcomes Assessed  COM5-1, COM5-2, COM5-8	Outcomes Assessed  COM5-3, COM5-5, COM5-7	Outcomes Assessed  COM5-1, COM5-4, COM5-6	Outcomes Assessed  COM5-1, COM5-2, COM5-5	<b>Total weighting</b>
Commercial Knowledge	15	5	10	20	40
Commercial Skills	5	5	15	5	30
Communication		10	5	5	20
<b>Total Weighting</b>	20	20	30	30	100

# DRAMA

## STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Topic One:									Topic Two:	
Unit Title	Improvisation									Playbuilding	
Outcomes	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.3										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Topic Two:							Topic Three:			
Unit Title	Playbuilding							Scripted Drama			
Outcomes	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.3										

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Topic Three:				Topic Four:					
Unit Title	Scripted Drama				CAPA Combined Project					
Outcomes	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1				5.1.1, 5.1.2, 5.1.3, 5.2.1					

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Topic Four:			Student Choice							
Unit Title	CAPA Combined Project			Student Choice							
Outcomes				5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.3.2, 5.3.3							



## STAGE 5 DRAMA ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Improvisation task	Playbuilding task	Scripted Drama task	CAPA Combined Project task	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4	Term 4 Week 3	
<b>Components</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total Weighting</b>
	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	5.1.1, 5.1.2, 5.1.3, 5.2.1	
<b>Total Weighting</b>	25	25	25	25	100

## EAL/D LITERACY ELECTIVE STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic		Appositives			Sentence Expansion & Combining			Subordinating Conjunctions	Assessment	Review and Consolidation Activities	
Unit Title	The Writing Revolution										
Outcomes	ESL Scales: Writing Level 5										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Transitions Words and Phrases			Assessment	Single Sentence Summary		Sentence Types		Conjunctions: because, but, so	Review and Consolidation Activities
Unit Title	The Writing Revolution									
Outcomes	ESL Scales: Writing Level 5									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Note Taking			Single Paragraph Outline			Assessment	Review and Consolidation Activities		
Unit Title	The Writing Revolution									
Outcomes	ESL Scales: Writing Level 5									

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Key Words and Phrases			Assessment	Paragraph Writing			Whole Text Writing: Multi Paragraph Outline		Review and Consolidation Activities	
Unit Title	The Writing Revolution										
Outcomes	ESL Scales: Writing Level 5										

## STAGE 5 EAL/D LITERACY ELECTIVE ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Skills Test	Writing Task	Skills Test	Writing Sample	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 4	Term 3 Week 7	Term 4 Week 4	
<b>Components</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
	ESL Scales: Writing Level 5	ESL Scales: Writing Level 5	ESL Scales: Writing Level 5	ESL Scales: Writing Level 5	
<b>Total Weighting</b>	25	25	25	25	100

## ENGINEERING TECHNOLOGY

### STAGE 5 SCOPE AND SEQUENCE (100 HOUR)

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Topic</b>	Specialised Module: Alternative Energy							Task 1 Project	Engineered Structures			
<b>Unit Title</b>	WHS	Alternative Energy Research Report and Model							Bridges and Structures Presentation and Project			
<b>Outcomes</b>	IND5-1	IND5-2, IND5-4, IND5-8, IND5-9							IND5-1, IND5-3, IND5-5, IND5-6			

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Topic</b>	Engineered Structures					Task 2 Assignment	Engineered Mechanisms				
<b>Unit Title</b>	Bridges and Structures Presentation and Project						Trebuchets and Catapult Project and Folio				
<b>Outcomes</b>	IND5-1, IND5-3, IND5-5, IND5-6						IND5-2, IND5-3, IND5-4, IND5-7				

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Topic</b>	Engineered Mechanisms							Task 3 Project	Specialised Modules 50hrs total Control Systems		
<b>Unit Title</b>	Trebuchets and Catapult Project and Folio								Spike Robotics and Coding		
<b>Outcomes</b>	IND5-2, IND5-3, IND5-4, IND5-7						IND5-6, IND5-7, IND5-9				

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Specialised Modules 50hrs total Control Systems				Task 4 Yearly Exam	Specialised Modules 50hrs total Control Systems					
<b>Unit Title</b>	Spike Robotics and Coding					Goldberg Machine					
<b>Outcomes</b>	IND5-7, IND5-5, IND5-8, IND5-10					IND5-6, IND5-10, IND5-9					

## STAGE 5 ENGINEERING TECHNOLOGY ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Alternative Energy Research Report and Model	Bridges And Structures Presentation and Project	Trebuchet and Catapult Project and Folio	Yearly Exam	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8	Term 4 Week 5	
<b>Components</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
	IND5-2, IND5-4, IND5-8, IND5-9	IND5-1, IND5-3, IND5-5, IND5-6	IND5-2, IND5-3, IND5-4, IND5-7	IND5-4, IND5-9, IND5-10	
<b>Total Weighting</b>	20	30	30	20	100

## ENGLISH YEAR 9

### YEAR 9 SCOPE AND SEQUENCE

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Unit Title</b>	NAPLAN Literacy Preparation			Art of Persuasion			Australian Voices: Aboriginal and Migrant Voices				
<b>Outcomes</b>	EN5-RVL-01			EN5-URA-01, EN5-URB-01			EN5-URA-01, EN5-URB-01, EN5-ECB-01				

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Unit Title</b>	Poetry with Purpose			Study of Novel							
<b>Outcomes</b>	EN5-URA-01, EN5-URB-01, EN5-ECA-01			EN5-RVL-01, EN5-URA-01, EN5-URB-01							

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Unit Title</b>	Documentary – ‘Kanyini’						Satire			
<b>Outcomes</b>	EN5-RVL-01, EN5-URB-01						EN5-URB-01,			

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Unit Title</b>	Concept Study Conflict in Romeo & Juliet							Film Study Lion			
<b>Outcomes</b>	EN5-URB-01, EN5-URC-01							EN5-URB-01			

## YEAR 9 ENGLISH ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Creative Writing & Reflection	essay	Multimodal	In class skills check-in	
<b>Timing</b>	Term 1 Week 11	Term 2 Week 10	Term 3 Week 6	Term 4 Week 3	
<b>Outcomes</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
<b>Components</b>	EN5-URB-01, EN5-ECB-01	EN5-RVL-01	EN5-URB-01	EN5-RVL-01, EN5-URB-01	
<b>Total Weighting</b>	30	20	30	20	100

## ENGLISH YEAR 10

### YEAR 10 ENGLISH SCOPE AND SEQUENCE

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic Unit Title	Novel Study <i>Assessment Essay Week 10</i>										
Outcomes	EN5-3, EN5-2, EN5-6, EN5-9										

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic Unit Title	Creative Writing Descriptive Writing focus <i>Assessment Short story, skills check-n Week 3</i>				Shakespeare Macbeth/Taming of the Shrew/Twelfth Night						
Outcomes	EN5-4, EN5-5				EN5-1, EN5-3						

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic Unit Title	Language for impact <i>Multimodal Assessment Task in Week 9</i>									
Outcomes	EN5-7, EN5-8									

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic Unit Title	<i>Assessment Exam</i>	Film Close Study of Text					Viewing to Write				
Outcomes	EN5-1, EN5-3	EN5-5, EN5-7					EN5-1				



## YEAR 10 ENGLISH ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Essay 'Novel Study' (various novels across classes)	In class skills check-in/test (creative writing)	Multimodal Presentation 'Language for Impact'	Yearly Examination (reading comprehension, writing)	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 3	Term 3 Week 9	Term 4 Week 1	
<b>Components</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
	EN5-7, EN5-8	EN5-4, EN5-5	EN5-2, EN5-6, EN5-9	EN5-1, EN5-3	
<b>Total Weighting</b>	30	20	30	20	100

# FOOD TECHNOLOGY

## STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Food For Special Needs										
Outcomes	FT5.1 FT5.2 FT5.3 FT5.6 FT5.7 FT5.8 FT5.9 FT5.10 FT5.11										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Food for Special Needs					Food Service and Catering				
Outcomes	FT5.1 FT5.2 FT5.3 FT5.6 FT5.7 FT5.8 FT5.9 FT5.10 FT5.11									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Food Service and Catering					Food Trends				
Outcomes	FT5.1 FT5.2 FT5.3 FT5.4 FT5.5 FT5.6 FT5.7 FT5.8 FT5.9 FT5.10 FT5.11									

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Food Trends										
Outcomes	FT5.1 FT5.2 FT5.3 FT5.6 FT5.7 FT5.8 FT5.9 FT5.10 FT5.11 FT.12										

## STAGE 5 FOOD TECHNOLOGY ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research and write a report on a nutritional disorder	Design and prepare a meal for an individual with special dietary needs	Design a themed party	Yearly examination	
<b>Timing</b>	Term 1 Week 6	Term 1 Week 8	Term 3 Week 5	Term 4 Week 3-4	
<b>Outcomes</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
	FT5.6 FT5.7 FT5.8	FT5.10 FT5.11	FT5.8 FT5.9 FT5.4 FT5.5	FT5.3 FT5.4 FT5.5 FT5.6 FT5.7 FT5.8 FT5.9 FT5.10 FT5.11 FT5.12	
<b>Total Weighting</b>	30	20	30	20	100

# GEOGRAPHY YEAR 9

## STAGE 5 SCOPE AND SEQUENCE

### Year 9 (either Term 1 or 3)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Intro to unit	Distribution of Biomes	Identify how biomes produce food	Humans and Biomes	Change & Sustainability	Biomes and Food	Challenges and security	Assessment task exam including preparation	Food security	Strategies to improve food production	Future Food
<b>Unit Title</b>	Sustainable Biomes										
<b>Outcomes</b>	GE-1, GE-2, GE-3, GE-5, GE-7, GE-8										

### Year 9 (either Term 2 or 4)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Intro to unit/key concepts	Urbanisation: Cause and consequences	Causes and consequences : case studies	Urban settlement patterns	Migration	International Migration	Writing focus plus skills / topic exam	Sustainability	Future cities	Group task
<b>Unit Title</b>	Changing Places									
<b>Outcomes</b>	GE-2, GE-3, GE-5, GE-7, GE-8									

# GEOGRAPHY YEAR 10

## STAGE 5 SCOPE AND SEQUENCE

### Year 10 (either Term 1 or 3)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Environments	Environmental change		Environmental Management		Investigative Study: Coastal management			Waste management		
<b>Unit Title</b>	Environmental Change and Management										
<b>Outcomes</b>	GE-2, GE-3, GE-4, GE-5, GE-7, GE-8										

### Year 10 (either Term 2 or 4)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Human wellbeing and development	Spatial variations in human wellbeing			Human wellbeing in Australia	Improving human wellbeing			Geo interest topic	
<b>Unit Title</b>	Human wellbeing									
<b>Outcomes</b>	GE-1, GE-2, GE-6, GE-7, GE-8									

## GE 5 GEOGRAPHY YEAR 10 ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Sustainable Biomes Topic test	Changing places Research task	Environmental Management Investigative Study	Human Wellbeing Topic test	
<b>Timing</b>	Year 9 Week 8 of relevant term	Year 9 Week 5 of relevant term	Year 10 Week 7 of relevant term	Year 10 Week 5 of relevant term	
Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total weighting
Geographical knowledge	5	5	10	10	30
Geographical concepts, tools and skills	5	5	10	10	30
Communication	10	10	10	10	40
<b>Total Weighting</b>	20	20	30	30	100

## HISTORY YEAR 9

### STAGE 5 SCOPE AND SEQUENCE

#### Year 9 (either Term 1 or 3)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Topic</b>	The Industrial Revolution	Trans -Atlantic Slave Trade				Life of convicts.	Free settlers of Australia		Causes of WWI	Nature of Warfare		
<b>Unit Title</b>	Making a better World Movement of People										Australians at War	
<b>Outcomes</b>	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10											

#### Year 9 (either Term 2 or 4)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>Topic</b>	The Gallipoli campaign		Experiences and significance of World War One			Causes of WWII	Australian campaigns	Experiences and significance of World War Two			
<b>Unit Title</b>	Australians at War WORLD WARS I AND II (1914–1918, 1939–1945)										
<b>Outcomes</b>	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10										

# HISTORY YEAR 10

## STAGE 5 SCOPE AND SEQUENCE

### Year 10 (either Term 1 or 3)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	United Nations & Human Rights		Historical context: Australia before 1965			Significant events and the methods used to achieve change				Overview: Cold War
<b>Unit Title</b>	Rights and Freedoms (1945 until present)									
<b>Outcomes</b>	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10									

### Year 10 (either Term 2 or 4)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Vietnam War: Reasons behind Australia's involvement		The Vietnam War: Experiences of those involved				Popular culture: Changes during 20th century				
<b>Unit Title</b>	Australia during the Vietnam War era										
<b>Outcomes</b>	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10										



## STAGE 5 HISTORY ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Depth Study: Making a better World  Writing task	Core study: Australians at War  Topic test	Core study: Rights and freedoms  Writing task	Depth Study: Australia during the Vietnam War era  Topic test	
<b>Timing</b>	Year 9 Week 7 of relevant term	Year 9 Week 6 of relevant term	Year 10 Week 6 & 8 of relevant term	Year 10 Week 6 of relevant term	
Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total weighting
Historical knowledge	5	5	10	10	30
Research and historical inquiry skills	5	5	10	10	30
Communication	10	10	10	10	40
<b>Total Weighting</b>	20	20	30	30	100

## HISTORY ELECTIVE

### STAGE 5 SCOPE AND SEQUENCE

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Historical concepts and skills				Crime and Punishment						
<b>Unit Title</b>	Fundamentals of History				Thematic Studies						
<b>Outcomes</b>	HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10				HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10						

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	How does the study contribute to our understanding of the nature of history and the ways in which historical meanings can be constructed?									
<b>Unit Title</b>	History, heritage and archaeology									
<b>Outcomes</b>	HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8									

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	How does the study of ancient, medieval or modern societies contribute to our understanding of the past?									
<b>Unit Title</b>	Ancient, Medieval and Modern societies									
<b>Outcomes</b>	HTE5-1, HTE5-3, HTE5-4, HTE5-5, HTE5-10									

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Power and political unrest					War and Peace					
<b>Unit Title</b>	Thematic studies										
<b>Outcomes</b>	HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10										

## STAGE 5 HISTORY ELECTIVE ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Fundamentals & Thematic Study	History, heritage and archaeology	Ancient, Medieval and Modern societies	Thematic Study	
	Topic test	Research task	Project task	Writing task	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	Term 4 Week 5	
<b>Components</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
	HTE5-6, HTE5-9, HTE5-10	HTE5-2, HTE5-7, HTE5-8	HTE5-3, HTE5-4, HTE5-10	HTE5-6, HTE5-8, HTE5-9	
Historical knowledge	5	5	10	10	30
Research and historical inquiry skills	5	5	10	10	30
Communication	10	10	10	10	40
<b>Total Weighting</b>	20	20	30	30	100

## INDUSTRIAL TECHNOLOGY - BUILDING AND CONSTRUCTION

### STAGE 5 SCOPE AND SEQUENCE

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Introduction to Construction Drawing									Week 10 TASK 1 - Project	
<b>Unit Title</b>	WHS	Workplace Communication Drawing									

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Automatic Levelling			Week 4 Task 2 Assignment	Automatic Levelling					
<b>Unit Title</b>	Levelling Practical task introduction									

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Timber and its products									
<b>Unit Title</b>	Sustainability of the timber industry						Structure and development of industry			

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Topic</b>		Week 2 Task 4 Yearly Exam	Timber Practical project					Term 4-week 8 Task 3	Timber Practical project			
<b>Unit Title</b>	Practical timber application											

STAGE 5

INDUSTRIAL TECHNOLOGY - BUILDING AND CONSTRUCTION ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Project-Orthogonal Drawing task	Surveying – automatic levelling application	Project – Major Timber	Yearly Exam	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 4	Term 4 Week 8	Term 4 Week 2	
	25	20	25	30	<b>Total weighting</b>
<b>Total Weighting</b>	25%	20%	25%	30%	100

## INDUSTRIAL TECHNOLOGY – TIMBER

### STAGE 5 SCOPE AND SEQUENCE

#### Term 1 2024

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>Topic</b>	WHS / SWMS & Industry Safety Procedures		Timber Frame / Timber Properties, Use and Opportunities								
<b>Unit Title</b>	Workshop Safety		Timber Frame Project, Portfolio and Research								
<b>Outcomes</b>	IND5-1, IND5-3, IND5-5		IND5-1, IND5-2, 1ND5-3, IND5-4, IND5-6, IND5-7								

#### Term 2 2024

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>Topic</b>	Timber Frame / Communication / Timber Properties, Use and Opportunities				Project Evaluation		Design and Communication				
<b>Unit Title</b>	Timber Frame Project, Portfolio and Research				Project Evaluation		Design and Communication				
<b>Outcomes</b>	IND5-1, IND5-2, 1ND5-3, IND5-4, IND5-6, IND5-7				IND5-8		IND5-5, IND5-8, IND5-9				

#### Term 3 2024

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>Topic</b>	Occasional Table / Joints / Tools / Societal and Environmental Impacts									Yearly Exam	
<b>Unit Title</b>	Occasional Table Project, Portfolio and Research									Yearly Exam	
<b>Outcomes</b>	IND5-1, IND5-2, 1ND5-3, IND5-4, IND5-5, IND5-6, IND5-7									IND5-1, IND5-5, IND5-8, IND5-10	

#### Term 4 2024

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>Topic</b>	Occasional Table / Joints / Tools / Societal and Environmental Impacts				Project Evaluation		Personal Project - Timber Turning and Application of Learning				
<b>Unit Title</b>	Occasional Table Project, Portfolio and Research				Project Evaluation		Personal Project				
<b>Outcomes</b>	IND5-1, IND5-2, 1ND5-3, IND5-4, IND5-5, IND5-6, IND5-7				IND5-8		IND5-1, IND5-2, 1ND5-3, IND5-4, IND5-7				

## STAGE 5 INDUSTRIAL TECHNOLOGY -TIMBER ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Design Communication	Timber Frame Project and Folio	Yearly Exam	Major Project: Occasional Table and Folio	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9	Term 4 Week 5	
Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total weighting
	IND5-5, IND5-6, IND5-8 IND5-10	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-9	IND5-1, IND5-2, IND5-5, IND5-6, IND5-7, IND5-9	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10	
Knowledge and understanding of course content	15	5	15	5	40
Knowledge and skills in the design, management, communication, and production of projects		25		35	60
<b>Total Weighting</b>	15	30	15	40	100

# JAPANESE YEAR 9

## YEAR 9 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Greetings hiragana	Key Q&As hiragana	Key Q&As hiragana	Days of the week	Places / locations	Verbs	Revision	Suggesting / inviting	practise	Assessment	Assessment
<b>Unit Title</b>	Year 8 in review			Organising an event							
<b>Outcomes</b>	ML5-INT-01	ML5-UND-01	ML5-CRT-01	ML5-INT-01 ML5-UND-01 ML5-CRT-01							

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Houses and neighbourhood vocab	There is/are counters	Adjectives Linking adjectives	Practise Assessment prep	Assessment prep	Places revision Direction vocab	Specific locations sentence structure	Q&A practise	Speaking practise using maps	Buffer week
<b>Unit Title</b>	Houses, Homes and Neighbourhoods									
<b>Outcomes</b>	ML5-INT-01 ML5-UND-01 ML5-CRT-01									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	School subjects Time periods	Time from-to...	I am studying... Adjectives	Negative adjectives Giving reasons	Daily routines (before/after school)	Practise / skills	Assessment prep	Assessment prep	Buffer	Buffer
<b>Unit Title</b>	School and Daily Routines									
<b>Outcomes</b>	ML5-INT-01 ML5-UND-01 ML5-CRT-01									

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Weather conditions	Temperature adjectives	Weather reports	Weather reports Assessment	Activities for the seasons I want to	I want to Travel itinerary	Travel itinerary	Travel itinerary	Buffer	Buffer	
<b>Unit Title</b>	Weather and activities for the seasons										
<b>Outcomes</b>	ML5-INT-01 ML5-UND-01 ML5-CRT-01										



## JAPANESE YEAR 9 ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Part A (formal) Organise an event/party with a friend. Speaking task.  Part B (informal) Listening/reading class tasks	Part A (formal) Escape to Japan - develop a portfolio of houses/homes to meet the criteria of someone who would like to move to Japan. Writing task.  Part B (informal) Listening/reading class tasks	Part A (formal) School/daily routine. Writing task  Part B (informal) Listening/reading class tasks	Part A (formal) Weather report. Speaking.  Part B (informal) Listening/reading class tasks	
<b>Timing</b>	Term 1 Week 9/10	Term 2 Week 5	Term 3 Week 7 /8	Term 4 Week 4	
<b>Outcomes</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
<b>Components</b>	Part A: ML5-INT-01 20	Part A: ML5-CRT-01 25	Part A: ML5-CRT-01 20	Part A: ML5-INT-01 20	80
	Part B: ML5-UND-01 5	Part B: ML5-UND-01 5	Part B: ML5-UND-01 5		15
<b>Total Weighting</b>	20	30	25	20	100

# JAPANESE YEAR 10

## YEAR 10 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>		Katakana review Masho Masen ka	Describing someone else's family	Comprehension task on homestay family	Joining sentences and answering complex structures	Kanji What kind of sports do you play?	Bugs on tour comprehension	Travel plans past, present continuous and future	Speaking assessment preparation	Speaking assessment	Buffer week
<b>Unit Title</b>	Year 9 in review				Mirai stage 3/4 Unit 2						
<b>Outcomes</b>		LJA5-6U	LJA5-7U	LJA5-1C LJA5-5U	LJA5-5U LJA5-7U	LJA5-5U LJA5-7U	LJA5-2C	LJA5-3C	LJA5-1C LJA5-5U	LJA5-1C	

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Year 9 directions reviewed	Kanji Describing illnesses	Doctors visit dialogue Visiting a pharmacy	Clothing related to travel, illness and weather Part 1	What will you do and when? Katakana	Time revision	Adjectives extension Assessment preparation	Assessment preparation	Listening Writing assessment	Buffer week
<b>Unit Title</b>	Mirai stage 3/4 Unit 3				Mirai stage 3/4 Unit 4					
<b>Outcomes</b>	LJA5-2C	LJA5-6U	LJA5-6U	LJA5-2C	LJA5-6U	LJA5-1C	LJA5-4C	LJA5-4C LJA5-7U	LJA5-2C	

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Verb conjugation Reviewed.	Clothing related to travel, illness and weather	Activities for different weather conditions Part 2	Hiroshima comprehension task. 72 years later	Assessment preparation	Extended time structures. Counting a range of different animals	Kanji Visiting a zoo	Present perfect tense of verbs and present continuous	Assessment due	Buffer
<b>Unit Title</b>	Mirai stage 3/4 Unit 5					Mirai stage 3/4 Unit 6				
<b>Outcomes</b>	LJA5-7U	LJA5-4C LJA5-7U	LJA5-7U	LJA5-2C	LJA5-4C LJA5-7U	LJA5-8U	LJA5-6U	LJA5-7U	LJA5-3C LJA5-8U	

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Revision of everyday expressions	Tokyo experience comprehension task	School day activities rearrange	School day activities listening	Adventures by bicycle comprehension task	Rearrange Conversation on travel	Famous places and things to do in Japan	Revision	Year in review	Film Nama wa	
<b>Unit Title</b>	Mirai stage 3/4 Units 7 to 9										
<b>Outcomes</b>	LJA5-4C LJA5-7U	LJA5-4C LJA5-7U	LJA5-6U	LJA5-7U	LJA5-4C	LJA5-7U	LJA5-7U	LJA5-3C			

## JAPANESE YEAR 10 ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Part A (formal)  Describe a weather forecast including activities to do based on the weather  Part B (informal)  Create a 6 Day weather forecast	Part A (formal)  Describe a weather forecast including activities to do based on the weather  Part B (informal)  Create a 6 Day weather forecast	Part A (formal)  Creating a poster comparing the school rules of Keira and a school in Japan  Part B (informal)  Giving directions from Kyoto station to a range of tourist attractions	Part A (formal)  Create a profile of a famous person  Part B (informal)  Students interview each other and describe their skills	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8	Term 4 Week 5	
<b>Outcomes</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
<b>Components</b>	Part A: ML5-INT-01 Part B: ML5-UND-01	Part A: ML5-CRT-01 Part B: ML5-UND-01	Part A: ML5-CRT-01 Part B: ML5-UND-01	Part A: ML5-INT-01 Part B: ML5-UND-01	
<b>Total Weighting</b>	25	25	25	25	100

## MATHEMATICS YEAR 9 (NEW SYLLABUS)

### YEAR 9 SCOPE AND SEQUENCE

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
<b>Adjusted</b>	Financial Mathematics A (*no simple interest; buying on terms) MA5-FIN-C-01*, MAO-WM-01							Numbers of any Magnitude MA5-MAG-C-01, MAO-WM-01				
<b>Core</b>	Financial Mathematics A MA5-FIN-C-01, MAO-WM-01							Numbers of any Magnitude MA5-MAG-C-01, MAO-WM-01				
<b>Paths</b>	Financial Mathematics A and B MA5-FIN-C-01, MA5-FIN-C-02, MAO-WM-01					Review Numbers of any Magnitude/Trig A & Trigonometry B MA5-MAG-C-01, MA5-TRG-C-01, MA5-TRG-C-02, MAO-WM-01						

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Adjusted</b>	Trigonometry (Pythagoras & Labelling) MA5-TRG-C-02, MAO-WM-01					Linear Relationships A MA5-LIN-C-01, MAO-WM-01					
<b>Core</b>	Trigonometry A MA5-TRG-C-01, MAO-WM-01					Linear Relationships A MA5-LIN-C-01, MAO-WM-01					
<b>Paths</b>	Trigonometry C MA5-TRG-P-01, MAO-WM-01					Linear Relationships A, B and C MA5-LIN-C-01, MA5-LIN-C-02, MA5-LIN-P-0, MAO-WM-01					

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Adjusted</b>	Probability A MA5-PRO-C-01, MAO-WM-01					Algebraic Techniques A (Stage 4) MA4-ALG-C-01, MAO-WM-01					
<b>Core</b>	Probability A MA5-PRO-C-01, MAO-WM-01				Algebraic Techniques A (plus review of Stage 4) MA5-ALG-C-01, MA4-ALG-C-01, MAO-WM-01						
<b>Paths</b>	Probability A and B MA5-PRO-C-01, MA5-PRO-P-01, MAO-WM-01				Algebraic Techniques A, B and C MA5-ALG-C-01, MA5-ALG-P-01, MA5-ALG-P-02, MAO-WM-01						

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Adjusted</b>	Data Analysis A MA5-DAT-C-01, MAO-WM-01					Indices A MA5-IND-C-01, MAO-WM-01					
<b>Core</b>	Data Analysis A MA5-DAT-C-01, MAO-WM-01					Indices A and B MA5-IND-C-01, MA5-IND-P-01, MAO-WM-01					
<b>Paths</b>	Indices A, B and C and Logarithms MA5-IND-C-01, MA5-IND-P-01, MA5-IND-P-02, MA5-LOG-P-01, MAO-WM-01							Data Analysis A MA5-DAT-C-01, MAO-WM-01			

## MATHEMATICS YEAR 9 ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Investigation  Topic: Financial Mathematics  Hand-in task	Trigonometry MC Questions  Topic: Trigonometry  Hand-in task	Probability Question Bank task  Topic: Probability  Hand-in task	Yearly Examination  All Year 9 topics to be assessed in a formal examination  1 hour	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 7	Term 3 Week 6	Term 4 Week 5	
<b>Outcomes</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
<b>Components</b>	MA5-FIN-C-01 MAO-WM-01	MA5-TRG-C-01 MAO-WM-01	MA5-PRO-C-01 MAO-WM-01	All Year 9 Outcomes	
<b>Total Weighting</b>	25	25	25	25	100

# MATHEMATICS YEAR 10

## YEAR 10 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Orientation Week		Bivariate Data Analysis MA5.2-16SP				Financial Mathematics MA5.1-4NA* & MA5.2-4NA				
5.3 Topics			Bivariate Data Analysis MA5.3-19SP								

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Trigonometry MA5.1-10MG & MA5.2-13MG						Area and Surface Area MA5.2-12MG			
5.3 Topics	Trigonometry MA5.3-15MG						Area and Surface Area MA5.3-14MG			

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	MA5.1-8MG & MA5.2-11MG Volume		Quadratic Expressions MA5.2-6NA*			Non-Linear Relationships MA5.1-7NA & MA5.2-10NA			Ratios & Rates MA5.2-5NA	
5.3 Topics	MA5.3-13MG Volume		Quadratic Expressions MA5.3-5NA*			Non-Linear Relationships MA5.3-9NA			Ratios & Rates MA5.3-4NA	

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Simultaneous Equations MA5.2-8NA*			Probability MA5.2-17SP			Prop of Geometrical Figures MA5.1-11MG & MA5.2-14MG				
5.3 Topics	Simultaneous Equations MA5.3-7NA*						Prop of Geometrical Figures MA5.3-16MG				

## MATHEMATICS YEAR 10 ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Statistics Investigation  Hand-in task	Trigonometry Multiple Choice Qs  Hand-in task	Surface Area & Volume Question Bank  1 hour	Everything Examination  1 hour	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Week 3	Term 4 Week 5	
<b>Outcomes</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
<b>Components</b>	MA5.2-16SP MA5.3-19SP	MA5.1-10MG MA5.2-13MG MA5.3-15MG	MA5.1-8MG MA5.2-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG	All Year 10 Outcomes	
<b>Total Weighting</b>	25	25	25	25	100

# MUSIC

## STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic Unit Title	Research Task Theatre Music										
Outcomes	5.4, 5.8										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic Unit Title	Theory and Listening Exam Classical Music									
Outcomes	5.7, 5.9									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic Unit Title	Performance Task Australian Music									
Outcomes	5.1, 5.3									

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic Unit Title	Combines CAPA Project Popular Music										
Outcomes	5.4, 5.5, 5.6, 5.10										



## STAGE 5 MUSIC ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research Task	Theory and Listening Exam	Performance Task	CAPA Combined Project	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 4	Term 3 Week 9	Term 4 Week 3	
<b>Outcomes</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
<b>Components</b>	5.4, 5.8	5.7, 5.9	5.1, 5.3	5.4, 5.5, 5.6, 5.10	
<b>Total Weighting</b>	15	15	40	30	100

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Practical	Transfer of Skills										
Theory	Equal and Respectful Relationships										
Outcomes	Theory: PD5-1, PD5-2, PD5.9 Practical: PD5-5, PD5.9, PD5.11										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Practical	Athletics					Commit to Be Fit				
Theory	Health Literacy									
Outcomes	Theory: PD5-2, PD5-6, PD5-7, PD5-9 Practical: PD5-4, PD5-5, PD5-11									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Practical	Net/Court Games (Volleyball)						Latin Dance (Samba & Cha Cha)			
Theory	Road Safety									
Outcomes	Theory: PD5-2, PD5-6, PD5-7, PD5-9 Practical: PD5-4, PD5-5, PD5-11									

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Practical	Striking and Fielding					Target Games				
Theory	Future Success					Physical Activity, Sport and Society				
Outcomes	Theory: PD5-1, PD 5-6, PD5-7, PD5-8 , PD5-9 Practical: PD5-4, PD5-5									

## STAGE 5 PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Equal and Respectful Relationships  -Website Design	Transfer of Skills  -Practical	Road Safety  -Newsletter Article & Presentation	Innovative Movement Sequences  -Practical	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 3	Term 3 Week 9	Term 4 Week 3	
<b>Outcomes Assessed</b>	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	<b>Total weighting</b>
<b>Components</b>	PD5-2 PD5-9	PD5-4 PD5-10 PD5-11	PD5-6 PD5-7	PD5-4 PD5-10 PD5-11	
Knowledge and understanding of course outcomes.	25	0	25	0	50
Skills in self-management, movement in physical activity, interpersonal skills and communication.	0	25	0	25	50
<b>Total Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

# PHOTOGRAPHY AND DIGITAL MEDIA

## STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Introduction to PRACTICE - Elements of Photography & Technical Camera Skills										
Unit Title	Introduction to PRACTICE - Elements of Photography										
Outcomes	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Photoshop skills/Portraiture									
Unit Title	Manipulated Images – Postmodern Photography									
Outcomes	5.1, 5.2, 5.3, 5.4, 5.6									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Contemporary Photographic Practice				CAPA COMBINED PROJECT					
Unit Title	CASE STUDY and Practice				Thematic Photography					
Outcomes	5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.6					

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	CAPA COMBINED PROJECT			Shooting Keira							
Unit Title	Thematic Photography			The Everyday							
Outcomes	5.1, 5.2, 5.3, 5.4, 5.6			5.1, 5.2, 5.3, 5.4, 5.6							

## STAGE 5 PHOTOGRAPHY AND DIGITAL MEDIA ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research Task	Body of Work + VAPD & Half Year Exam	Multimedia Presentation	Combined CAPA Project Body of Work & VAPD + Yearly Exam	
<b>Timing</b>	Term One Week 9	Term Two Week 5	Term Three Week 9	Term Four Week 5	
<b>Components</b>	Outcomes Assessed 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	<b>Total weighting</b>
Making		25%		25%	50%
Critical and Historical	10%	15%	15%	10%	50%
<b>Total Weighting</b>	10	40	15	35	100

# SCIENCE YEAR 9

## YEAR 9 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Electricity						Atoms			
<b>Unit Title</b>	Series and parallel circuits		Voltage and resistance		Electrotechnology		Atomic Theory		Radioactivity	The periodic table
<b>Outcomes</b>	SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW						SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-16CW, CW1			CW2

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Waves					Cycles in Nature				
<b>Unit Title</b>	The particle and wave models			Technology	Light	Cycles	Sustainability		Indigenous management	
<b>Outcomes</b>	SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW PW1					SC5-1VA, SC5-2VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW, LW2				

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Tectonics						Energy Efficiency			
<b>Unit Title</b>	Continental drift, plate tectonics		Natural disasters			Technology	Transfers and Transformations		Increasing energy efficiency	
<b>Outcomes</b>	SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES, SC5-13ES, ES2						-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-11PW, PW4			

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Energy Efficiency		Human Body						STEM Skills	
<b>Unit Title</b>	Non-renewables		Nutrient requirements		Response to disease		Nervous systems	Scientific research	Class projects	
<b>Outcomes</b>	PW4, SC5-1VA, SC5-2VA, SC5,3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-11PW		SC5-1VA, SC5-2VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW LW1, LW3a							

## SCIENCE YEAR 9 ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical task	Research task	Examination	
<b>Timing</b>	Term 1 Week 6 -7	Term 2 Week 9	Term 3 Week6	
Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total weighting
Working scientifically	20	15	15	50
Knowledge and Understanding	10	15	25	50
<b>Total Weighting</b>	30	30	40	100

# SCIENCE YEAR 10

## YEAR 10 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Chemical Reactions						Genetics			
<b>Unit Title</b>	Matter	Types of reactions			Writing equations		Genes and DNA		Heredity	Biotechnology
<b>Outcomes</b>	ES1, SC5-1VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-17CW						LW3, SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW			

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Motion					Astronomy				
<b>Unit Title</b>	Qualitative relationships			Newton's Laws		Features of the universe	The Big Bang Theory		Space technology	
<b>Outcomes</b>	PW2, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW					ES 1, SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES				

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Student Research project					Evolution				
<b>Unit Title</b>	Conducting a scientific investigation – the scientific method					Fossil record		Natural selection	Genes and evolution	
<b>Outcomes</b>	WS1-9					LW4 SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-12ES, SC5-1VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW				

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Global Changes						Industrial Chemistry				
<b>Unit Title</b>	Interactions between the Earth's spheres			Current global issues			Energy and reactions		Production and development		Technology
<b>Outcomes</b>	ES3, SC5-1VA, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-13ES						CW4, SC5-2VA, SC5-3VA, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-17CW				



## SCIENCE ASSESSMENT YEAR 10 SCHEDULE

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research task	Research and practical task	Examination	
<b>Timing</b>	Term 2 Week 7	Term 3 Week 7	Term 4 Week 2	
Components	Outcomes Assessed	Outcomes Assessed	Outcomes Assessed	Total weighting
Working scientifically	5	30	20	55
Knowledge and Understanding	15	15	15	45
<b>Total Weighting</b>	20	45	35	100

## YEARS 9 & 10 VISUAL ARTS STAGE 5 SCOPE AND SEQUENCE

### Term 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Senior VA Intro	Frames, Conceptual Framework, Artist Practice	Public Art	Public Art	Public Art	Public Art	Public Art	Public Art	Public Art	Public Art	Public Art
<b>Unit Title</b>	Public Art (incl school mural)										
<b>Outcomes</b>	5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10										

### Term 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift
<b>Unit Title</b>	Technology, art and shifting perspectives									
<b>Outcomes</b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10									

### Term 3

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Ctrl Alt Shift	Artist Practice	Artist Practice	Artist Practice	Artist Practice	Artist Practice
<b>Unit Title</b>	Technology, art and shifting perspectives					Identity Including CAPA Project				
<b>Outcomes</b>	5.1, 5.3, 5.4, 5.5, 5.6, 5.7, 5.9					5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				

### Term 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	CAPA PJ	CAPA PJ	CAPA PJ	CAPA PJ	CAPA PJ	CAPA PJ	CAPA PJ	CAPA PJ	CAPA PJ	CAPA PJ
<b>Unit Title</b>	Identity Including CAPA Project					School Mural – Public Art				
<b>Outcomes</b>	5.1, 5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10					5.2, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10				

## STAGE 5 VISUAL ARTS ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Research Task	Body of Work + VAPD & Half Year Exam	Research Task	Combined CAPA Project Body of Work & VAPD + Yearly Exam	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	Term 4 Week 5	
<b>Components</b>	Outcomes Assessed 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.7, 5.8, 5.9, 5.10	Outcomes Assessed 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	<b>Total weighting</b>
Artmaking		25		25	50
Art criticism and art History	10	15	10	15	50
<b>Total Weighting</b>	10	40	10	40	100

## BOARD ENDORSED COURSES

SCOPE AND SEQUENCE OUTLINES  
AND  
ASSESSMENT SCHEDULES

BOARD ENDORSED COURSES

## MARINE AND AQUACULTURE TECHNOLOGY STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	Introduction to Marine and Aquaculture Technology										
<b>Unit Title</b>	Water Safety and First Aid						Features of Marine Environments				
<b>Outcomes</b>	Mar5-9, Mar5-10						Mar5-1, Mar5-3, Mar5-13				

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Marine Mammals						Managing Fish Production			
<b>Unit Title</b>	Marine Mammals						Maintaining an Aquarium			
<b>Outcomes</b>	Mar5-2, Mar5-3, Mar5-7						Mar5-4, Mar5-6, Mar5-9			

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Topic</b>	Managing Fish Production		Introducing Estuaries					General interest - Personal interest Project		
<b>Unit Title</b>	Maintaining an Aquarium		Estuaries					Personal interest Project		
<b>Outcomes</b>	Mar5-4, Mar5-6, Mar5-9		Mar5-1, Mar5-7, Mar5-13					Mar5-7, Mar5-13, Mar5-14		

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Topic</b>	General interest - Personal interest Project				Recreational and Community Groups						
<b>Unit Title</b>	Personal interest Project				Local Marine Attractions						
<b>Outcomes</b>	Mar5-7, Mar5-13, Mar5-14				Mar5-2, Mar5-7, Mar5-11						

## STAGE 5 MARINE AND AQUACULTURE TECHNOLOGY ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Marine and Aquaculture Technology Test	Marine Mammals Research – class presentation	Managing Fish Production Practical Task	General interest Research – formal report	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Week 2	Term 4 Week 3	
<b>Components</b>	Outcomes Assessed Mar5-1, Mar5-10	Outcomes Assessed Mar5-2, Mar5-3, Mar5-7	Outcomes Assessed Mar5-4, Mar5-6, Mar5-9	Outcomes Assessed Mar5-7, Mar5-13, Mar5-14	<b>Total weighting</b>
Knowledge and Understanding	15	15	10	10	50
Working Scientifically	10	10	15	15	50
<b>Total Weighting</b>	25	25	25	25	100

# PHYSICAL ACTIVITY AND SPORTS STUDIES

## STAGE 5 SCOPE AND SEQUENCE

### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Practical	World Games										
Theory	Australia's Sporting Identity										
Outcomes	PASS5-3, PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10										

### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Practical	Fitness					Aerobic & Anaerobic Games and Sports				
Theory	Physical Fitness					Physical Activity for Health				
Outcomes	PASS5-1, PASS5-2, PASS5-5, PASS5-7, PASS5-8, PASS5-9, PASS5-10									

### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Practical	Physical Activity & Sport for Specific Groups							Enhancing Performance - Strategies and Technique Part 1 - Net/Court (Tennis and Paddle Tennis)		
Theory	Body Systems 25% Examination									
Outcomes	PASS5-1, PASS5-2, PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10									

### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Practical	Enhancing Performance - Strategies and Technique Part 2- Invasion Games (Flag Football and Ultimate Frisbee)					Lifestyle, leisure and recreation				
Theory	Drugs in Sport									
Outcomes	PASS5-5, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10									



## STAGE 5 PHYSICAL ACTIVITY AND SPORTS STUDIES ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Australian Sporting Identity Research Task	Fitness -Practical Task	Yearly Formal Examination	Enhancing Performance -Practical Task	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 4	
<b>Outcomes</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Outcomes Assessed</b>	<b>Total weighting</b>
<b>Components</b>	PASS5-3 PASS5-4 PASS5-8	PASS5-1 PASS5-2 PASS5-5	PASS5-7 PASS5-8 PASS5-10	PASS5.5 PASS5.6 PASS5.9	
Knowledge and understanding of course outcomes.	25	0	25	0	50
Skills in self-management, movement in physical activity, interpersonal skills and communication.	0	25	0	25	50
<b>Total Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



SCOPE AND SEQUENCE OUTLINES  
AND  
ASSESSMENT SCHEDULES

NESA ENDORSED  
SCHOOL DEVELOPED COURSES

## FILM MAKING

### STAGE 5 SCOPE AND SEQUENCE

#### Term 1 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	Camera Techniques and the art of Film										
Unit Title	Introduction to Practice										
Outcomes	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10										

#### Term 2 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Topic	Stop Motion Stories							Contemporary Film Maker			
Unit Title	The Rules of Storytelling							CASE STUDY and Appropriation			
Outcomes	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10							5.7, 5.8, 5.9, 5.10			

#### Term 3 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Topic	Contemporary Film Maker				CAPA Combined Project					
Unit Title	CASE STUDY and Video Practice				Responding to a theme					
Outcomes	5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.6					

#### Term 4 2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Topic	CAPA Combined Project			Shooting Keira							
Unit Title	Responding to a theme			Documenting the everyday							
Outcomes	5.1, 5.2, 5.3, 5.4, 5.6			5.1, 5.2, 5.3, 5.4, 5.6							

## STAGE 5 FILM MAKING ASSESSMENT SCHEDULE

Task Number	Task 1	Task 2	Task 3	Task 4	
<b>Nature of Task</b>	Video Diary of technical tasks	Stop Motion Movie	Contemporary practice	CAPA Combined Project	
<b>Timing</b>	Term One Week 9	Term Two Week 7	Term Three Week 4	Term Four Week 3	
<b>Components</b>	Outcomes Assessed 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.3.3	Outcomes Assessed 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.2, 5.3.3	Outcomes Assessed 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.1, 5.2.2, 5.2.3, 5.3.1	Outcomes Assessed 5.1.1, 5.1.2, 5.1.3, 5.2.1	<b>Total Weighting</b>
MAKING	20	10	10	20	60
CRITICAL AND HISTORICAL		20	20		40
<b>Total Weighting</b>	20	30	30	20	100

# TERM 1 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
1							
2							
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8							
9							
10							
11							

# TERM 2 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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8							
9							
10							

# TERM 3 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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7							
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9							
10							



# TERM 4 2024

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
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APPLICATION FOR CONSIDERATION FORM



APPLICATION FOR CONSIDERATION

Students must read the relevant section in their Assessment Booklet before completing this form.

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

Course: \_\_\_\_\_ Class Teacher Name: \_\_\_\_\_

Task: \_\_\_\_\_ Original Due Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Category:

- Appeal due to illness, absence or misadventure
Appeal in relation to the assessment and/or course rank
Request for extension of time
Request for change of assessment date

Reason for Appeal/ Request:

- Illness/ injury, Bereavement, Misadventure, Work placement, School representation, Excursion, Approved leave, Other (specify)

State details to support your case or attach statement

Three horizontal lines for providing details to support the case.

Medical Certificate is attached: Yes [ ] No [ ] Additional information attached: Yes [ ] No [ ]

- I declare that the information I have provided is true and accurate
If I am completing an assessment task before the scheduled date I will not discuss or divulge any information relating to the assessment task prior to the scheduled time and date
If I am completing the assessment task after the scheduled date, I will not seek to gain information from other students.

Signature of student, Date, Signature of Parent/ Caregiver, Date

Head Teacher Recommendation:

Reason for decision:

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

Signature of Head Teacher, Date, Signature of Principal, Date

- Parent contact, Original To Be Retained In Faculty Records

## GLOSSARY OF KEY WORDS

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b> Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b> Identify components and the relationship between them; draw out and relate implications
<b>Apply</b> Use, utilise, employ in a particular situation
<b>Appreciate</b> Make a judgement about the value of
<b>Assess</b> Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b> Ascertain/determine from given facts, figures or information
<b>Clarify</b> Make clear or plain
<b>Classify</b> Arrange or include in classes/categories
<b>Compare</b> Show how things are similar or different
<b>Construct</b> Make; build; put together items or arguments
<b>Contrast</b> Show how things are different or opposite
<b>Critically (analyse/evaluate)</b> Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
<b>Deduce</b> Draw conclusions
<b>Define</b> State meaning and identify essential qualities
<b>Demonstrate</b> Show by example
<b>Describe</b> Provide characteristics and features
<b>Discuss</b> Identify issues and provide points for and/or against

<b>Distinguish</b> Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b> Make a judgement based on criteria; determine the value of
<b>Examine</b> Inquire into
<b>Explain</b> Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b> Choose relevant and/or appropriate details
<b>Extrapolate</b> Infer from what is known
<b>Identify</b> Recognise and name
<b>Interpret</b> Draw meaning from
<b>Investigate</b> Plan, inquire into and draw conclusions about
<b>Justify</b> Support an argument or conclusion
<b>Outline</b> Sketch in general terms; indicate the main features of
<b>Predict</b> Suggest what may happen based on available information
<b>Propose</b> Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b> Present remembered ideas, facts or experiences
<b>Recommend</b> Provide reasons in favour
<b>Recount</b> Retell a series of events
<b>Summarise</b> Express, concisely, the relevant details
<b>Synthesise</b> Putting together various elements to make a whole