



# ROSA (Year 10)

Assessment Booklet  
2023

STAGE 5



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## What is the Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be between the end of Year 10 up until and including some results from Year 12.

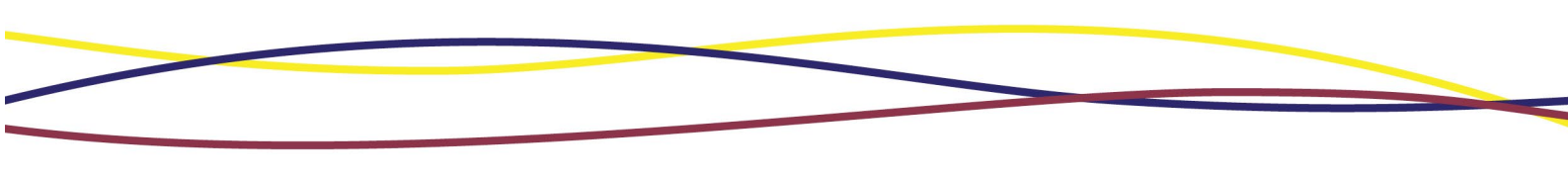
The RoSA records completed Stage 5 (Year 10) and Preliminary Stage 6 (Year 11) courses and grades, HSC (Year 12) results, and where applicable participation in any uncompleted Preliminary Stage 6 courses or HSC courses.

The RoSA is useful to students leaving school prior to the HSC because they can show it to potential employers or places of further learning.

The RoSA is also available to students who, from 2020, have not demonstrated the [HSC minimum standard](#) to receive their HSC.

## Eligibility for a RoSA

To be eligible for a RoSA, students must have:

- Completed the mandatory curriculum requirements for Years 7 to 10.
  - Attended a government school, an accredited non-government school or a recognised school outside NSW.
  - Completed courses of study that satisfy Education Standards' curriculum and assessment requirements for the RoSA.
  - Complied with the requirements from the [Education Act](#).
- 

## Mandatory Curriculum Requirements for RoSA

<b>English</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Mathematics</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Science</b>	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
<b>Human Society and Its Environment</b>	The Board Developed syllabuses are to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in each Stage.
<b>Languages Other than English</b>	100 hours to be completed in one Board Developed syllabus or Board Endorsed language course over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
<b>Technological and Applied Studies (Technologies)</b>	The Board Developed Technology Mandatory syllabus to be studied for 200 hours in Years 7-8.
<b>Creative Arts</b>	200 hours to be completed consisting of the Board Developed 100-hour mandatory courses in each of Visual Arts and Music. It is an expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
<b>Personal Development, Health and Physical Education</b>	The Board Developed mandatory 300-hour integrated syllabus in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

## Satisfactory Completion of Course

A student is considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by NESAs
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

NESA does not set a minimum attendance for the satisfactory completion of a course. The Principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious, and Principals must give students early written warning of the consequences of non-completion of course requirements (N Determination warning letter). The warning must relate the student's absence to the non-completion of the course requirements.

## Grading

Assessing student achievement is the process of collecting information on student performance in relation to the objectives and outcomes of a course.

In setting activities or tasks, careful consideration is given to the syllabus objectives and outcomes being assessed. By measuring student achievement in relation to these objectives and outcomes, it builds up a profile of the achievement of each student in relation to the course performance descriptors.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In Mathematics, grades have been further differentiated to nine levels as follows: A10, A9, B8, B7, C6, C5, D4, D3, E2. For students undertaking courses without subject-specific course performance descriptors, (ie. Board Endorsed or Content Endorsed Courses) a grade from A to E should be assigned using the [Common Grade Scale](#).

## School-Based Assessment

In Year 10, students follow a program of formal school-based assessment in all courses. All tasks are designed to assess what students know and can do in relation to course outcomes and the Course Performance Descriptors for Stage 5. Each task gives the student the opportunity to demonstrate their level of achievement through a range of task types such as research tasks, portfolios, performances, oral presentations, viva voce, essays and extended responses, tests and examinations, practical investigations, experiments and fieldwork to name a few. The nature of tasks varies from subject to subject

Students must make a **genuine and serious attempt** in all tasks and complete and submit them by published due dates. All work is used in the determination of grades for Stage 5 RoSA. These grades will appear on the RoSA Credential.

Students will be notified of assessments tasks according to their mode of delivery, either electronically or hard copy.

## Students Accessing Life Skills

All students are entitled to participate in and progress through the curriculum. Years 7–10 courses based on Life Skills outcomes provide options for students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability. For these students, the Life Skills outcomes and content in the syllabuses can provide the basis for a relevant and meaningful program.

A decision to allow a student to undertake Life Skills in one or more Years 7–10 courses is made collaboratively with the student, parents/carers and the school. Students, undertaking Life Skills courses, are assessed on their achievement of course outcomes in a number of ways and across a range of environments, including the school, home and community. Evidence of achievement of outcomes can be gathered through ongoing assessment for learning and assessment of learning at particular points in the course of study.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support.

## Timing of Assessment Tasks

Assessment schedules for each course set out the approximate timing of each task, that is, the week it is due. Course teachers will advise in writing the precise timing and nature of the task at least two weeks before the task is to be administered or is due.

It is the student's responsibility to be alert to the notification and due date of tasks by reference to the Assessment Schedule. If uncertain about a task, students should communicate directly with their Course Teacher or subject Head Teacher.

## Honesty in Assessment

Dungog High School expects that all student work, formal and informal, is the student's own original work, completed independently by the student and written in their own words. It is expected that students practice the principles of good scholarship which involves:

- Being honest and ethical about what is your own work and what is the work of others. This includes the use of the student's own words and not those of others, unless quoted.
- Acknowledging all sources used in the work that is not your own. Referencing and citing the sources used to produce the work.
- Working independently unless the task requires group work components.

All work that is not the student's own work must be acknowledged. Each course will have different requirements for referencing work. The basic principles for referencing work are:

- Quoted passages should be placed in quotation marks and their source referenced within the text (giving author, date and page number).
- Using the ideas of others should be acknowledged in *Italics, with the title, author, source*.
- Paraphrasing the words/sentences of others should also be presented in *Italics, with the title, author, source*.

## Collusion/Plagiarism

Where it is evident that students have colluded to prepare a submitted task i.e. two or more students have together prepared and shared a submission for an assessment task, or the student has copied the material presented as the assessment task from another source, a reduced award will be given as determined by the Head Teacher and Principal.

The Head Teacher, with approval from the Principal, may recommend either of the following options:

- a zero award for all students involved
- a reduced mark penalty will be awarded or
- students re-submit the task with a mark penalty applied.

## Malpractice

All work presented must be a student's own work or be acknowledged appropriately with reference to the source or author. Malpractice is taken very seriously as it means students are not able to receive appropriate feedback and they have gained unfair advantage and results. This is inequitable and unfair.

Malpractice can include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, friend, tutor or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in a school-based task, such as a test or exam. Cheating in the HSC examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- faking an illness or injury to prevent the completion or submission of work; and/or
- assisting another student to engage in malpractice.

In the case of suspected malpractice, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas; or
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.



## Submission of Tasks

It is the student's responsibility to ensure that all assessment tasks are completed and submitted by published due dates. The Due Date is clearly indicated on the Assessment Task Notification.

Students are required to sign for the Assessment Task notification when it is handed out, when the Assessment Task is handed in and when the Assessment Task is handed back.

When a hand-in assessment task has been set for a particular day, the time that assessment task is due is 9.00 am unless other arrangements have been made by the teacher and notified to all students.

## Late Assessment Task

When a submission time is not met by the student, the following mark deductions will apply. (This includes weekends)

Note: The word "Day" represents the 24-hour period starting from the task's initial due date and time.

After marking the assessment as if it was handed in on time, you then deduct the following from that mark.

Up to one Day Late	Up to two Days Late	Up to Three Days Late	After Three Days Late
Receive 80% of the mark	Receive 60% of the mark	Receive 20% of the mark	No marks awarded for task.

e.g. David hands his assessment in 28 hours after the original time and has not supplied a misadventure form that has explained his lateness. The teacher marks his assessment like he has handed it in at the correct time and he receives a mark of 20 out of 25 i.e.  $\left(\frac{20}{25}\right)$ . Due to it now being in the 2 days late category, he receives 60% of the mark.  $60\% \text{ of } 20 = \frac{60}{100} \times 20 = 12$ . So, David now gets a mark of 12 out of 25 i.e.  $\left(\frac{12}{25}\right)$  for the assessment and this is recorded.

## Request for Extension of Time

These applications are to be submitted to the class teacher on a Misadventure/Illness appeal form **prior to the day of the assessment**. They will be judged by the Head Teacher in conjunction with the class teacher. Students must not assume that an application for an extension of time will be automatically accepted and therefore should submit such applications as early as possible. (NB Failure of computer hardware or software will not normally be considered as valid reason for extension of time to be granted).

## Failure of Technology

Generally, failure of technology is not considered acceptable grounds for late submission or non-submission of assessment tasks. Where tasks have been produced on a computer, it is the student's responsibility to save work at regular intervals, copy or back-up, and/or produce progressive printouts or drafts. Should computer failure result in late work, the same penalties apply as for other late submissions (use Appendix 1).

## Non-Serious or Non-Attempts

An assessment task may be deemed a non-serious or non-attempt if, in the professional judgment of the Course Teacher and in consultation with the Head Teacher, the student has not made a reasonable or serious attempt when completing all sections/aspects of a task.

A non-serious attempt may include things such as, but is not limited to:

- only multiple-choice questions completed in a task or an examination paper
- repeating the question as the answer
- malpractice in some or all of the task

## Appeals Process (Misadventure/Illness)

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance. Applications may be in respect of:

- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

Unacceptable grounds for appeal

The application process does **NOT** cover:

- attendance at a sporting, cultural event, family holiday or extra curricula event that prevents the student sitting the task on the set/due date - if HT or teacher is not informed beforehand and given approval
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. A hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury, such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a ‘flare-up’ of the condition immediately before or during the examination(s) (Chronic sickness is not in itself an acceptable basis for appeal)
- long term family situations
- matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).
- matters relating to the loss of time towards the end of tasks preparation period
- matters relating to failure to perform at usual standard in assessment tasks other than exams
- computer failure or malfunction generally will not be grounds for appeal.

Students need to refer to the flowchart for information on grounds for appeal, how to lodge an appeal and the appeals process. Students need to be aware that the provision of the appeals process does not cover.

### **Appeals Time-frame**

Misadventure/Illness appeals must be submitted:

- prior to the due date for requests for extension of time
- prior or on the due date for “failure to submit task” or “failure to sit for school set exam”
- if appeal is based on illness, appeal must be presented within 48 hours of return to school.

Students are advised that appeals for late submission, misadventure or illness will be strengthened if they contact the school by phone, on or before the due date, and submit medical certificates, if

### **Disability Provisions**

For students with identified special needs or a diagnosed long- or short-term disability the school provides, in line with procedures and provisions approved by NESAs for the external HSC examinations, access to provisions to (as far as is possible) remove a student’s barrier or disadvantage when accessing course work and assessments. If assessed eligible, students may be given provisions such as:

- Readers and/or writers
- Time to rest
- Time to take medication
- Increased font/work size
- Separate supervision
- Adjustments to the physical environment eg, special furniture or lightning

Students must inform their Course Teacher if they believe they might be eligible for a disability provision. Appropriate documentation must be provided (eg, medical

certificates, medical reports etc. that are no older than 12 months in nature). Course Teachers, in consultation with the Course Head Teacher or Deputy Principal (if necessary) can then approve a disability provision for a school-based assessment.

Students, please be aware that, **School Based Disability Provisions** granted for school-based tasks **may not be approved** by **NESA** for external examinations.

All evidence provided to support a student's request for a provision must not be older than 12 months. applicable.



## Phone Call

Student or your parent/care giver should notify the school (Teacher or Head Teacher) on the day of the missed assessment task before 9am on (02)49923022

Note: This step is only required if it is for illness on the day of the assessment

1

## Complete Illness/Misadventure Form

### Illness or Injury

Is something that directly affects the students performance in the assessment on the day

### Misadventure

Any event beyond the student's control which affects the student's performance

Obtain a copy of the Illness/Misadventure form (Either from school website, photocopy from Assessment Booklet or from Deputy Principal) and complete. Evidence will need to be attached to this form including but not limited to things like Medical Certificates. The form must be handed in prior to the day of the assessment task for requests of extension and within 2 days of the student being back at school for Illness.

2

## Head Teacher/Teacher Decision

After a decision is reached, the student will be informed of this decision and a copy of the original form will be given to the student.

3

## Appealing Decision

This section will only need to be completed if the student would like to appeal the decision from the previous step. At this point the completed paperwork should be handed to the Deputy Principal and a Review Committee (Consisting of the Principal, Deputy Principal, and a Head Teacher) will preside over the issue. When a decision is reached the student will be informed of this decision and a copy of this decision will be given to the student.

4

## Appendix 1: Illness / Misadventure Form

STUDENT SECTION
Student Name: _____ Year: _____ Subject: _____ Task: _____ Date of Task: _____ Reason <b>extension / estimate / new date</b> ( <i>please circle</i> ) is required: (documentary evidence from parent/doctor must be provided if you are claiming illness – in line with NESAs requirements) _____ _____ _____ _____ I hereby request an extension of time / new date / forward date to complete the task Student signature: _____ Date: ____/____/____ Parent signature: _____ Date: ____/____/____
HEAD TEACHER SECTION
After consultation with the classroom teacher I <b>have / have not</b> granted the student: _____ _____ _____ _____ Classroom Teacher signature: _____ Date: ____/____/____ Head Teacher signature: _____ Date: ____/____/____
REVIEW COMMITTEE SECTION (only completed if Head Teacher decision is appealed)
Based on the above recommendation I <b>have / have not</b> granted the student: _____ _____ _____ Principal / Deputy signature: _____ Date: ____/____/____
DECISION NOTIFICATION (Parent only notified if students application denied)
Student Notified: Date: ____/____/____ Time: _____ Copy given: Y N Parent Notified (phone): Date: ____/____/____ Time: _____

## Illness/misadventure applications – grounds for appeal

As the examination marks are intended to be a measure of a student's actual examination performance, applications must relate to illness or misadventure suffered immediately before or during the examination(s) that has affected the student's examination performance. Applications may be in respect of:

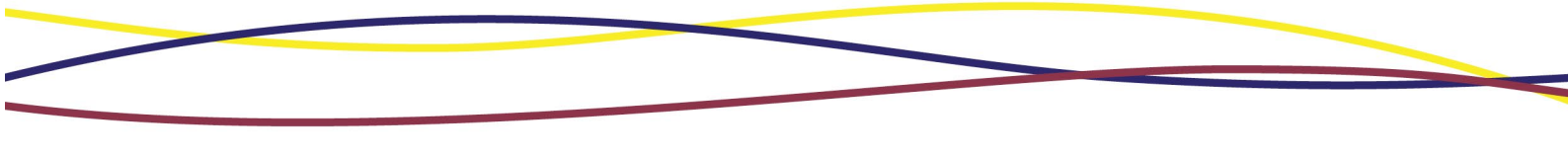
- a. illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- b. misadventure – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

## Unacceptable grounds for appeal

The application process does **not** cover:

- attendance at a sporting or cultural event, or family holiday
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities. (There may be cases involving the interruption to the completion of an HSC submitted work or loss of materials prepared by the student which NESAs will consider, e.g. major works stolen or destroyed by vandals.)
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the examination (e.g. a hypoglycemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the presiding officer.

Note: A student who has suffered an injury such as a broken writing arm immediately before the examinations will require careful consideration as the student generally will not have had sufficient time to practise with the provision(s) granted.

- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered a 'flare-up' of the condition immediately before or during the examination(s)
  - matters avoidable by the student (e.g. misreading of timetable; misinterpretation of examination paper).
- 

## Appendix 2: Official Warning Letter: Non-completion of ROSA course



**DUNGOG HIGH SCHOOL**  
 Eloiza Street, Dungog 2420  
 (PO Box 147)  
 Tel: (02) 49 923022 Fax: (02) 49 923125

Date \_\_\_\_\_

Dear \_\_\_\_\_

### Re: **OFFICIAL WARNING - Non-completion of a ROSA Course**

I am writing to advise that \_\_\_\_\_ is in danger of not meeting the Course

(Student Name)

Completion Criteria for the ROSA Certificate Course \_\_\_\_\_

(Course)

The NESA requires schools to issue students with official warnings to give them the opportunity to redeem themselves. Please regard this letter as the 1st, 2nd (*Circle*) **official warning** we have issued concerning

\_\_\_\_\_  
 (Course name)

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

### Course Completion Criteria

In Year 10, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, your child has not satisfactorily met section \_\_\_\_\_ of the Course Completion Criteria\*.  
 (Indicate a), b) or c)

### \*Course Completion Criteria

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ ----- ✂ -----

*Please detach this section and ask your child to give it to the Head Teacher the next time they attend school.*

### REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A ROSA COURSE

I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not

(Student full name)

having satisfactorily completed \_\_\_\_\_

(course name)

I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate

Parent/Guardian's signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_



The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for your child to satisfy the Course Completion Criteria, the following tasks, requirements, or outcomes need to be satisfactorily completed:

<i>Task Name/Course Requirement/Course Outcome</i>	<i>Date Task Initially Due (if applicable)</i>	<i>Action Required by student</i>	<i>Date to be completed by (if applicable)</i>

Please contact the school if further information or clarification is needed.

Yours sincerely

Class Teacher \_\_\_\_\_

Head Teacher \_\_\_\_\_

Principal \_\_\_\_\_



**Note for student**

If the Deputy Principal has not met with you regarding this warning letter, please arrange for a meeting time.

The focus of this meeting will be:

- clarification of the requirements for the award of a ROSA
- how to avoid receiving warning letters and 'N' awards
- planning and organising schoolwork
- improvement programs
- general support.



### Appendix 3: Assessment Task template

<b>COURSE</b>	
<b>TASK NUMBER</b>	
<b>TASK WEIGHT</b>	%
<b>DATE OF NOTIFICATION</b>	
<b>DUE DATE AND TIME</b>	
<b>OUTCOMES ASSESSED</b>	
<b>TASK DESCRIPTION (NATURE)</b>	
<b>TASK INSTRUCTIONS</b>	
<b>MARKING CRITERIA</b>	
<b>FEEDBACK TO BE PROVIDED</b>	

Teacher's signature: \_\_\_\_\_ Head Teacher's signature: \_\_\_\_\_



# Stage 5 – ROSA Subjects

Scopes & Sequences

Assessment Schedules



**Year 10 Assessment Schedule Overview**

	<b>Week</b>	<b>Assessment Schedule</b>
<b>Term 1, 2023</b>	1	
	2	
	3	MET, TIM
	4	
	5	AG, MA5.1, MA5.2, MA5.3
	6	
	7	
	8	MUS
	9	CS
	10	AG, ENG, HIS, MET, TIM, PDHPE, VA
	11	MA5.1, MA5.2, MA5.3, SCI, FT
<b>Term 2, 2023</b>	1	FT
	2	FT
	3	FT
	4	AG, HIS, MET, MA5.1, MA5.2, MA5.3, VA, FT, CS
	5	<b>Work Experience</b>
	6	
	7	
	8	TIM, FT
	9	MUS,
	10	ENG, MA5.1, MA5.2, MA5.3, PDHPE, SCI
<b>Term 3, 2023</b>	1	
	2	
	3	
	4	MET, MA5.1, MA5.2,
	5	MA5.3
	6	
	7	
	8	TIM, MUS, CS
	9	AG, FT, GEO, TIM, VA
	10	ENG, MET, MA5.1, MA5.2, MA5.3, PDHPE
<b>Term 4, 2023</b>	1	
	2	
	3	
	4	<b>Yearly Exams for Most Subjects</b>
	5	
	6	
	7	
	8	
	9	
	10	
	11	



**CAPA – Music**  
Scope & Sequence – 2023

	<b>Week</b>	<b>Topics Covered</b>
<b>Term 1, 2023</b>	1	<b>This week is NO students</b>
	2	<b>Unit One</b> Music for Large Ensembles
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2, 2023</b>	1	<b>Unit Two</b> Popular Music
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	<b>Unit Two cont.</b> Popular Music
	7	
	8	
	9	
	10	
<b>Term 3, 2023</b>	1	<b>Unit Three</b> Music & Technology
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4, 2023</b>	1	<b>Unit Four</b> Music for Radio, Film, Television & Multimedia
	2	
	3	
	4	<b>Yearly Exams</b>
	5	<b>Unit Four cont.</b> Music for Radio, Film, Television & Multimedia
	6	
	7	
	8	
	9	
	10	
	11	<b>This week is NO students</b>



<b>Music Assessment Schedule – 2023</b>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
	Music for Large Ensemble	Popular Music	Music & Technology	Yearly Exam	
	Performance Listening	Performance Composition	Performance Composition	Formal Examination	
	Term 1 Weeks 8	Term 2 Week 9	Term 3 Week 8	Term 4 Week 4	
	5.2, 5.3, 5.8, 5.9, 5.10	5.1, 5.3, 5.4, 5.6, 5.7	5.2, 5.4, 5.5, 5.6, 5.10	All	
<b>Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>Year 10 Outcomes:</b> A student:	
<b>5.1</b>	Performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
<b>5.2</b>	Performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
<b>5.3</b>	Performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
<b>5.4</b>	Demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
<b>5.5</b>	Notates own compositions, applying forms of notation appropriate to the music selected for study
<b>5.6</b>	Uses different forms of technology in the composition process
<b>5.7</b>	Demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
<b>5.8</b>	Demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
<b>5.9</b>	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
<b>5.10</b>	Demonstrates an understanding of the influence and impact of technology on music

**CAPA – Visual Arts**  
Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	<p style="text-align: center;"><b>Young Archies</b></p> <p>Artmaking; practice 2D drawing, painting. The Conceptual Framework; the relationships between the artist, artwork, world and audience. Frames; Cultural and Subjective. Critical and Historical Studies; that art criticism and history construct meaning through the Subjective frame</p>
	3	
	4	
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	11	
Term 2, 2023	1	<b>Landscape</b>
	2	<p>Artmaking; practice 2D drawing, painting, mixed media and 4D. The Conceptual Framework; the relationships between the artist and artwork. Frames; Structural. Critical and Historical Studies; that art criticism and history construct meaning through the Structural frame.</p>
	3	
	4	
	5	
	6	<b>Work Experience</b>
	7	<b>Landscape cont.</b>
	8	<p>Artmaking; practice 2D drawing, painting, mixed media and 4D. The Conceptual Framework; the relationships between the artist and artwork. Frames; Structural. Critical and Historical Studies; that art criticism and history construct meaning through the Structural frame</p>
	9	
	10	
Term 3, 2023	1	<p style="text-align: center;"><b>Nature in Clay</b></p> <p>Artmaking; practice 2D and 3D drawing, painting. The Conceptual Framework; the relationships between the artist, artwork and world and audience. Frames; Structural. Critical and Historical Studies; that art criticism and history construct meaning through the Cultural frame.</p>
	2	
	3	
	4	
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	9	
	10	
Term 4, 2023	1	<b>Mini Body of Work</b>
	2	<p>Artmaking; practice 2D, 3D or 4D students choice. The Conceptual Framework; the relationships between the artist, artwork, world and audience. Frames; Subjective. Critical and Historical Studies; that art criticism and history construct meaning through the conceptual frame and the frames.</p>
	3	
	4	
	5	<b>Yearly Exams</b>
	6	<b>Mini Body of Work cont.</b>
	7	<p>Artmaking; practice 2D, 3D or 4D students choice. The Conceptual Framework; the relationships between the artist, artwork, world and audience. Frames; Subjective. Critical and Historical Studies; that art criticism and history construct meaning through the conceptual frame and the frames.</p>
	8	
	9	
	10	
	11	<b>This week is NO students</b>

Visual Arts Assessment Schedule – 2023					
Component	Task 1	Task 2	Task 3	Task 4	Total
	Young Archies	ISMS	Nature in Clay	Mini Body of Work	
	Portfolio of Artworks	Written Task	Portfolio of Artworks	Written Task	
	Term 1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4	
	5.1, 5.3, 5.6	5.7,5.8	5.1, 5.2, 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10	
Weighting (%)	<b>30</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>100</b>

Year 10 Outcomes: A student:	
<b>5.1</b>	Develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
<b>5.2</b>	Makes artworks informed by their understanding of the function of and relationships between the artist – artwork – world – audience
<b>5.3</b>	Makes artworks informed by an understanding of how the frames affect meaning
<b>5.4</b>	Investigates the world as a source of ideas, concepts and subject matter in the visual arts
<b>5.5</b>	Makes informed choices to develop and extend concepts and different meanings in their artworks
<b>5.6</b>	Demonstrates developing technical accomplishment and refinement in making artworks.
<b>5.7</b>	Applies their understanding of aspects of practice to critical and historical interpretations of art
<b>5.8</b>	Uses their understanding of the function of and relationship between artist – artwork – world – audience in critical and historical interpretations of art
<b>5.9</b>	Demonstrates how the frames provide different interpretations of art
<b>5.10</b>	Demonstrates how art criticism and art history construct meanings.



**English – English**  
Scope & Sequence – 2023

	<b>Week</b>	<b>Topics Covered</b>
<b>Term 1, 2023</b>	1	<b>This week is NO students</b>
	2	<b>Unit One</b> Novel/Film: Worlds of Power
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
<b>Term 2, 2023</b>	1	<b>Unit Two</b> The Fighting Spirit: Representations of War (War Poetry)
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	<b>Unit Two cont.</b> The Fighting Spirit: Representations of War (War Poetry)
	7	
	8	
	9	
	10	
<b>Term 3, 2023</b>	1	<b>Unit Three</b> Critical Study: Human Nature: Shakespeare
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
<b>Term 4, 2023</b>	1	<b>Revision</b>
	2	
	3	
	4	<b>Yearly Exams</b>
	5	<b>Unit Four</b> Individuality and Conformity
	6	
	7	
	8	
	9	
	10	
	11	<b>This week is NO students</b>

English Assessment Schedule – 2023					
Component	Task 1	Task 2	Task 3	Task 4	Total
	Worlds of Power	The Fighting Spirit: Representations of War	Critical Study of Shakespeare: <i>Othello</i>	Yearly Exam	
	Comparative Essay Response	Multimodal Presentation	Critical Response	Formal Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	Term 4 Week 4	
	EN5-2A, EN5-4B, EN5-6C, EN5-7D, EN5-8D	EN5-1A, EN5-2A, EN5-3B, EN5-5C, EN5-7D	EN5-1A, EN5-3B, EN5-4B, EN5-7D, EN5-8D	All	
Weighting (%)	30	25	30	15	100

Year 10 Outcomes: A student:	
EN5-1A	Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EN5-2A	Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies
EN5-3B	Selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning
EN5-4B	Effectively transfers knowledge, skills and understanding of language concepts into new and different contexts
EN5-5C	Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts
EN5-6C	Investigates the relationships between and among texts
EN5-7D	Understands and evaluates the diverse ways texts can represent personal and public worlds
EN5-8D	Questions, challenges and evaluates cultural assumptions in texts and their effects on meaning
EN5-9E	Purposefully reflects on, assesses and adapts their individual and collaborative skills with increasing independence and effectiveness

## HSIE – Geography

Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	This week is NO students
	2	History
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2023	1	History
	2	History
	3	
	4	
	5	
	6	Work Experience
	7	History
	8	
	9	
	10	
Term 3, 2023	1	<p style="text-align: center;"><b>Topic 1</b> Environmental Change and Management</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4, 2023	1	<p style="text-align: center;"><b>Topic 2</b> Changing Places</p>
	2	
	3	
	4	Yearly Exams
	5	<p style="text-align: center;"><b>Topic 2 cont.</b> Changing Places</p>
	6	
	7	
	8	
	9	
	10	
	11	This week is NO students

<b>Geography Assessment Schedule – 2023</b>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>	
	Environmental Change and Management	Changing Places	Yearly Exam		
	Portfolio	Portfolio	Formal Examination		
	Term 3 Week 9	Term 4 Week 4	Term 4 Week 4		
	GE4-1, GE4-2, GE4-3, GE4-5, GE4-7, GE4-8	GE4-2, GE4-3, GE4-4, GE4-5, GE4-7, GE4-8	All		
<b>Weighting (%)</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>	

<b>Year 10 Outcomes:</b> A student:	
<b>GE5-1</b>	Explains the diverse features and characteristics of a range of places and environments
<b>GE5-2</b>	Explains processes and influences that form and transform places and environments
<b>GE5-3</b>	Analyses the effect of interactions and connections between people, places and environments
<b>GE5-4</b>	Accounts for perspectives of people and organisations on a range of geographical issues
<b>GE5-5</b>	Assesses management strategies for places and environments for their sustainability
<b>GE5-6</b>	Analyses differences in human wellbeing and ways to improve human wellbeing
<b>GE5-7</b>	Acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry
<b>GE5-8</b>	Communicates geographical information to a range of audiences using a variety of strategies

## HSIE – History

Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	This week is NO students
	2	<p style="text-align: center;"><b>Depth Study 6</b> The Holocaust</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	Term 2, 2023	11
1		
2		
3		
4		
5		
6		
7		
8		
9		
Term 3, 2023	10	<p style="text-align: center;"><b>Depth Study 5</b> Popular Culture</p>
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Term 4, 2023	10	<p style="text-align: center;">Geography</p>
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
11	This week is NO students	



History Assessment Schedule – 2023					
Component	Task 1	Task 2	Task 3	Total	
	The Holocaust	Changing Rights and Freedoms	Yearly Exam		
	Portfolio	Portfolio	Formal Examination		
	Term 1 Week 10	Term 2 Week 4	Term 2 Week 4		
	HT5-1, HT5-2, HT5-3, HT5-4, HT4-6, HT5-7, HT5-8HT5-10	HT5-1, HT5-2 HT5-3, HT5-5, HT5-9, HT5-10	All		
<b>Weighting (%)</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>	

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

## Mathematics – Stage 5.1

Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	Financial Mathematics
	3	
	4	
	5	
	6	Measurement
	7	
	8	
	9	Probability
	10	
	11	
Term 2, 2023	1	Algebraic Expressions and Indices
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	Single Variable and Bivariate Statistics
	7	
	8	
	9	
	10	
Term 3, 2023	1	Equations, Formula and Inequalities
	2	
	3	
	4	
	5	Properties of Geometrical Figures
	6	
	7	
	8	Right-angled Triangles
	9	
	10	
Term 4, 2023	1	Linear Relationships
	2	
	3	
	4	<b>Yearly Exams</b>
	5	Quadratic Expressions, Quadratic Equations and Non-linear Relationships (Year 11 preparation)
	6	
	7	
	8	
	9	
	10	<b>This week is NO students</b>
	11	

Year 10 Mathematics (Stage 5.1) Assessment Schedule – 2023									
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Total	
Topic	Financial Mathematics	Measurement & Probability	Algebraic Expressions & Indices, Recall	Single Variable & Bivariate Statistics	Equations, Formula & Inequalities	Properties of Geometrical Figures, Right-angled Triangles	Linear Relationships, Recall		
Task	In-class Test	In-class Test	In-class Test	In-class Test	In-class Test	In-class Test	Formal exam		
Due Date	Term 1 Week 5	Term 1 Week 11	Term 2 Week 4	Term 2 Week 10	Term 3 Week 4	Term 3 Week 10	Term 4 Week 4		
Outcomes	MA5.1-4NA MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.1-8MG MA5.1-9MG MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-13SP MA5.2-17SP	MA5.1-4NA MA5.1-5NA MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-8MG MA5.1-9MG MA5.1-13SP MA5.2-17SP	MA5.1-12SP MA5.2-16SP MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.2-8NA MA5.2-1WM MA5.2-2WM MA5.2-3WM	MA5.1-11MG MA5.1-1WM MA5.1-2WM MA5.1-3WM	MA5.1-1WM MA5.1-2WM MA5.1-3WM MA5.1-6NA MA5.2-8NA MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.2-16SP		
Weighting %	9	16	20	9	9	16	21	100	

Stage 5.1 Outcomes – A student:	
MA5.1-1WM	Uses appropriate terminology, diagrams and symbols in mathematical contexts
MA5.1-2WM	Selects and uses appropriate strategies to solve problems
MA5.1-3WM	Provides reasoning to support conclusions that are appropriate to the context
MA5.1-4NA	Solves financial problems involving earning, spending and investing money
MA5.1-5NA	Operates with algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases
MA5.1-6NA	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	Graphs simple non-linear relationships
MA5.1-8MG	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-9MG	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
MA5.1-10MG	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.1-11MG	Describes and applies the properties of similar figures and scale drawings
MA5.1-12SP	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
MA5.1-13SP	Calculates relative frequencies to estimate probabilities of simple and compound events
Stage 5.2 Outcomes that are included – A student:	
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-16SP	Investigates relationships between two statistical variables, including their relationship over time
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments



## Mathematics – Stage 5.2

Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	Financial Mathematics
	3	
	4	
	5	
	6	Measurement
	7	
	8	
	9	Probability
	10	
	11	
Term 2, 2023	1	Algebraic Expressions and Indices
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	Single Variable and Bivariate Statistics
	7	
	8	
	9	
	10	
Term 3, 2023	1	Equations, Formula and Inequalities
	2	
	3	
	4	
	5	Properties of Geometrical Figures
	6	
	7	
	8	Right-angled Triangles
	9	
	10	
Term 4, 2023	1	Linear Relationships
	2	
	3	
	4	<b>Yearly Exam</b>
	5	Quadratic Expressions, Quadratic Equations and Non-linear Relationships (Year 11 preparation)
	6	
	7	
	8	
	9	
	10	<b>This week is NO students</b>
	11	

Year 10 Mathematics (Stage 5.2) Assessment Schedule – 2023									
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Total	
Topic	Financial Mathematics	Measurement & Probability	Algebraic Expressions & Indices, Recall	Single Variable & Bivariate Statistics	Equations, Formula & Inequalities	Properties of Geometrical Figures, Right-angled Triangles	Linear Relationships, Recall		
Task	In-class Test	In-class Test	In-class Test	In-class Test	In-class Test	In-class Test	Formal exam		
Due Date	Term 1 Week 5	Term 1 Week 11	Term 2 Week 4	Term 2 Week 10	Term 3 Week 4	Term 3 Week 10	Term 4 Week 4		
Outcomes	MA5.2-1WM MA5.2-2WM MA5.1-4NA MA5.2-4NA	MA5.1-8MG MA5.1-9MG MA5.2-11MG MA5.2-12MG MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-13SP MA5.2-17SP	MA5.1-4NA MA5.2-4NA MA5.2-6NA MA5.2-7NA MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-8MG MA5.1-9MG MA5.2-11MG MA5.2-12MG MA5.1-13SP MA5.2-17SP	MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.2-1WM MA5.2-3WM	MA5.2-8NA MA5.2-1WM MA5.2-2WM MA5.2-3WM	MA5.1-11MG MA5.2-14MG MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-10MG MA5.2-13MG	MA5.1-6NA MA5.2-5NA MA5.2-8NA MA5.2-9NA MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.1-10MG MA5.1-11MG MA5.2-13MG MA5.2-14MG		
Weighting %	9	16	20	9	9	16	21	100	

#### Stage 5.2 Outcomes – A student:

<b>MA5.2-1WM</b>	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
<b>MA5.2-2WM</b>	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
<b>MA5.2-3WM</b>	Constructs arguments to prove and justify results
<b>MA5.2-4NA</b>	Solves financial problems involving compound interest
<b>MA5.2-5NA</b>	Recognises direct and indirect proportion, and solves problems involving direct proportion
<b>MA5.2-6NA</b>	Simplifies algebraic fractions, and expands and factorises quadratic expressions
<b>MA5.2-7NA</b>	Applies index laws to operate with algebraic expressions involving integer indices
<b>MA5.2-8NA</b>	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>MA5.2-9NA</b>	Uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.2-10NA</b>	Connects algebraic and graphical representations of simple non-linear relationships
<b>MA5.2-11MG</b>	Calculates the surface areas of right prisms, cylinders and related composite solids
<b>MA5.2-12MG</b>	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	Applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-14MG</b>	Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar
<b>MA5.2-15SP</b>	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>MA5.2-16SP</b>	Investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	Describes and calculates probabilities in multi-step chance experiments

#### Stage 5.1 Outcomes that are included – A student:

<b>MA5.1-4NA</b>	Solves financial problems involving earning, spending and investing money
<b>MA5.1-6NA</b>	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-8MG</b>	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
<b>MA5.1-9MG</b>	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures

<b>MA5.1-10MG</b>	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-11MG</b>	Describes and applies the properties of similar figures and scale drawings
<b>MA5.1-12SP</b>	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	Calculates relative frequencies to estimate probabilities of simple and compound events

## Mathematics – Stage 5.3

Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	Measurement
	3	
	4	
	5	
	6	Indices and Surds
	7	
	8	
	9	Probability
	10	
	11	
Term 2, 2023	1	Expressions, Equations and Linear Relationships
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	Single Variable and Bivariate Statistics
	7	
	8	
	9	
	10	
Term 3, 2023	1	Quadratic Expressions and Quadratic Equations
	2	
	3	
	4	
	5	
	6	Trigonometry
	7	
	8	
	9	
	10	
Term 4, 2023	1	Non-linear Relationships, Functions and Graphs
	2	
	3	
	4	<b>Yearly Exam</b>
	5	Logarithms, Polynomials, Geometrical Figures and Circle Geometry (Year 11 preparation)
	6	
	7	
	8	
	9	
	10	<b>This week is NO students</b>
	11	

Year 10 Mathematics (Stage 5.3) Assessment Schedule – 2023									
	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Task 7	Total	
Topic	Measurement	Indices & Surds, Probability	Expressions, Equations & Linear Relationships, Recall	Single Variable & Bivariate Statistics	Quadratic Expressions & Quadratic Equations	Trigonometry	Non-linear Relationships, Functions & Graphs, Recall		
Task	In-class Test	In-class Test	In-class Test	In-class Test	In-class Test	In-class Test	Formal exam		
Due Date	Term 1 Week 5	Term 1 Week 11	Term 2 Week 4	Term 2 Week 10	Term 3 Week 5	Term 3 Week 10	Term 4 Week 4		
Outcomes	MA5.1-8MG MA5.1-9MG MA5.2-11MG MA5.2-12MG MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-13MG MA5.3-14MG	MA5.1-13SP MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-7NA MA5.2-17SP MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-6NA	MA5.1-6NA MA5.1-8MG MA5.1-9MG MA5.1-13SP MA5.2-1WM MA5.2-2WM MA5.2-3WM MA5.2-6NA MA5.2-7NA MA5.2-8NA MA5.2-9NA MA5.2-11MG MA5.2-12MG MA5.2-17SP MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.3-6NA MA5.3-7NA MA5.3-8NA MA5.3-13MG MA5.3-14MG	MA5.1-12SP MA5.2-15SP MA5.2-16SP MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-18SP MA5.3-19SP	MA5.2-8NA MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.3-7NA	MA5.1-10MG MA5.2-13MG MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-15MG	MA5.1-10MG MA5.1-12SP MA5.2-8NA MA5.2-13MG MA5.2-15SP MA5.2-16SP MA5.3-1WM MA5.3-2WM MA5.3-3WM MA5.3-5NA MA5.3-7NA MA5.3-9NA MA5.3-12NA MA5.3-18SP MA5.3-19SP	100	
Weighting %	10	18	21	10	10	10	21		

### Stage 5.3 Outcomes – A student:

<b>MA5.3-1WM</b>	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures
<b>MA5.3-2WM</b>	Generalises mathematical ideas and techniques to analyse and solve problems efficiently
<b>MA5.3-3WM</b>	Uses deductive reasoning in presenting arguments and formal proofs
<b>MA5.3-4NA</b>	Draws, interprets and analyses graphs of physical phenomena
<b>MA5.3-5NA</b>	Selects and applies appropriate algebraic techniques to operate with algebraic expressions
<b>MA5.3-6NA</b>	Performs operations with surds and indices
<b>MA5.3-7NA</b>	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations
<b>MA5.3-8NA</b>	Uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
<b>MA5.3-9NA</b>	Sketches and interprets a variety of non-linear relationships
<b>MA5.3-10NA</b>	Recognises, describes and sketches polynomials, and applies the factor and remainder theorems to solve problems
<b>MA5.3-11NA</b>	Uses the definition of a logarithm to establish and apply the laws of logarithms
<b>MA5.3-12NA</b>	Uses function notation to describe and sketch functions
<b>MA5.3-13MG</b>	Applies trigonometry to solve problems, including problems involving bearings
<b>MA5.3-14MG</b>	Applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids
<b>MA5.3-15MG</b>	Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions
<b>MA5.3-16MG</b>	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals
<b>MA5.3-17MG</b>	Applies deductive reasoning to prove circle theorems and to solve related problems
<b>MA5.3-18SP</b>	Uses standard deviation to analyse data
<b>MA5.3-19SP</b>	Investigates the relationship between numerical variables using lines of best fit, and explores how data is used to inform decision-making processes
<b>Stage 5.1 and 5.2 Outcomes that are included – A student:</b>	
<b>MA5.1-6NA</b>	Determines the midpoint, gradient and length of an interval, and graphs linear relationships
<b>MA5.1-8MG</b>	Calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms

<b>MA5.1-9MG</b>	Interprets very small and very large units of measurement, uses scientific notation, and rounds to significant figures
<b>MA5.1-10MG</b>	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-10MG</b>	Applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
<b>MA5.1-12SP</b>	Uses statistical displays to compare sets of data, and evaluates statistical claims made in the media
<b>MA5.1-13SP</b>	Calculates relative frequencies to estimate probabilities of simple and compound events
<b>MA5.2-1WM</b>	Selects appropriate notations and conventions to communicate mathematical ideas and solutions
<b>MA5.2-2WM</b>	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
<b>MA5.2-3WM</b>	Constructs arguments to prove and justify results
<b>MA5.2-6NA</b>	Simplifies algebraic fractions, and expands and factorises quadratic expressions
<b>MA5.2-7NA</b>	Applies index laws to operate with algebraic expressions involving integer indices
<b>MA5.2-8NA</b>	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
<b>MA5.2-9NA</b>	Uses the gradient-intercept form to interpret and graph linear relationships
<b>MA5.2-11MG</b>	Calculates the surface areas of right prisms, cylinders and related composite solids
<b>MA5.2-12MG</b>	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
<b>MA5.2-13MG</b>	Applies trigonometry to solve problems, including problems involving bearings
<b>MA5.2-15SP</b>	Uses quartiles and box plots to compare sets of data, and evaluates sources of data
<b>MA5.2-16SP</b>	Investigates relationships between two statistical variables, including their relationship over time
<b>MA5.2-17SP</b>	Describes and calculates probabilities in multi-step chance experiments

**PDHPE – Personal Development, Health & Physical Education (PDHPE)**  
Scope & Sequence – 2023

	Week	Assessment Schedule	
Term 1, 2023	1	This Week No Students	
	2	<b>Risky Business</b> Strand: Healthy, Safe & Active Lifestyles	<b>Sports Focus</b> Strand: Movement Skill and Performance
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Term 2, 2023	1	<b>Safe Celebrations</b> Strand: Healthy, Safe & Active Lifestyles	<b>Alternative Field Sport</b> Strand: Movement Skill and Performance
	2		
	3		
	4		
	5	Work Experience	
	6	Work Experience	
	7	<b>Safe Celebrations cont.</b> Strand: Healthy, Safe & Active Lifestyles	<b>Alternative Field Sport cont.</b> Strand: Movement Skill and Performance
	8		
	9		
	10		
Term 3, 2023	1	<b>Diversity Rocks</b> Strand: Health, Wellbeing & Relationships	<b>Game Sense</b> Strand: Movement Skill and Performance
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 4, 2023	1	<b>Myself and My Connection</b> Strand: Health, Wellbeing & Relationships	<b>Physical Activity Opportunities</b> Strand: Healthy, Safe & Active Lifestyles
	2		
	3		
	4	Yearly Exams	
	5	Yearly Exams	
	6	<b>Myself and My Connection cont.</b> Strand: Health, Wellbeing & Relationships	<b>Physical Activity Opportunities cont.</b> Strand: Healthy, Safe & Active Lifestyles
	7		
	8		
	9		
	10		
	11	This Week No Students	

PDHPE Assessment Schedule – 2023					
Component	Task 1	Task 2	Task 3	Task 4	Total
	Risky Business, Party Safe	Sports Focus	Game Sense	Yearly Exam	
	Portfolio	Practical Skill Assessment	Practical Skill Assessment	Formal Examination	
	Term 1 Week 6-11	Term 1 Week 4-10	Term 3 Week 3-10	Term 4 Week 4	
PD5-2, PD5-6, PD5-7	PD5-4, PD5-11	PD5-4, PD5-5	All		
<b>Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

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



## PDHPE – Physical Activity and Sports Studies (PASS)

Scope & Sequence – 2023

	Week	Assessment Schedule	
Term 1, 2023	1	This Week No Students	
	2	<b>Event Management</b> AoS 3: Enhancing participation & Performance	<b>Lifestyle, Leisure &amp; Recreation</b> AoS 2: Physical Activity & Sport in Society
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
Term 2, 2023	1	<b>Physical Activity for Health</b> AoS 1: Foundations of PA	<b>Participating with Safety</b> AoS 1: Foundations of Physical Activity
	2		
	3		
	4		
	5	Work Experience	
	6	Work Experience	
	7	<b>Physical Activity for Health cont.</b> AoS 1: Foundations of PA	<b>Participating with Safety cont.</b> AoS 1: Foundations of Physical Activity
	8		
	9		
	10		
Term 3, 2023	1	<b>Technology, Participation &amp; Performance</b> AoS 3: Enhancing participation & Performance	<b>Enhancing Performance-Strategies &amp; Techniques</b> AoS 3: Enhancing participation & Performance
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
Term 4, 2023	1	<b>Body Systems &amp; Energy</b> AoS 1: Foundations of Physical Activity	<b>Opportunities and Pathways in physical activity &amp; Sport</b> AoS 2: Physical Activity & Sport in Society
	2		
	3		
	4	Yearly Exams	
	5	<b>Body Systems &amp; Energy cont.</b> AoS 1: Foundations of Physical Activity	<b>Opportunities and Pathways in physical activity &amp; Sport cont.</b> AoS 2: Physical Activity & Sport in Society
	6		
	7		
	8		
	9		
	10		
	11		
	This Week No Students		

PASS Assessment Schedule – 2023					
Component	Task 1	Task 2	Task 3	Task 4	Total
	Event Management	Lifestyle, Leisure and Recreation	Technology, Participation & Performance	Enhancing Performance – Strategies and Techniques	
	Organisation and implementation of sports gala day/ In class event	Participation in and development of activities	Research	Participation & skill development	
	Week 10 Term 1	Week 2-10 Term 1	Week 8 Term 3	Week 2-10, Term 3	
	PASS5-5, PASS5-7, PASS5-5-8	PASS5-3, PASS5-4, PASS5-9	PASS5-6, PASS5-7, PASS5-10	PASS5-6, PASS5-7, PASS5-9	
Weighting (%)	25	25	25	25	100

Year 10 Outcomes: A student:	
<b>PASS5-1</b>	Discusses factors that limit and enhance the capacity to move and perform
<b>PASS5-2</b>	Analyses the benefits of participation and performance in physical activity and sport
<b>PASS5-3</b>	Discusses the nature and impact of historical and contemporary issues in physical activity and sport
<b>PASS5-4</b>	Analyses physical activity and sport from personal, social and cultural perspectives
<b>PASS5-5</b>	Demonstrates actions and strategies that contribute to enjoyable participation and skilful performance
<b>PASS5-6</b>	Evaluates the characteristics of enjoyable participation and quality performance in physical activity and sport
<b>PASS5-7</b>	Works collaboratively with others to enhance participation, enjoyment and performance
<b>PASS5-8</b>	Displays management and planning skills to achieve personal and group goals
<b>PASS5-9</b>	Performs movement skills with increasing proficiency
<b>PASS5-10</b>	Analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

### PDHPE – Child Studies (CST)

Scope & Sequence – 2023

	Week	Assessment Schedule
Term 1, 2023	1	<b>This Week No Students</b>
	2	<p align="center"><b>Module 7</b> Health and Safety in Childhood</p>
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2023	1	<p align="center"><b>Module 8</b> Food and Nutrition in Childhood</p>
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	<p align="center"><b>Module 8 cont.</b> Food and Nutrition in Childhood</p>
	7	
	8	
	9	
	10	
11		
Term 3, 2023	1	<p align="center"><b>Module 9</b> Play and the Developing Child</p>
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4, 2023	1	
	2	
	3	
	4	<b>Yearly Exams</b>
	5	<p align="center"><b>Module 11</b> Media and Technology in Childhood</p>
	6	
	7	
	8	
	9	
	10	
	11	<b>This Week No Students</b>



<b>Child Studies Assessment Schedule – 2023</b>					
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
	Health & safety in childhood	Food and Nutrition in Childhood	Play and the developing child	Media and Technology in childhood	
	Test	Menu plan & research	Toy/Game design	Test	
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 4	
	CS5-2, CS5-4, CS5-8	CS5-5, CS5-11, CS5-12	CS5-4, CS5-5,	CS5-3, CS5-5, CS5-9	
<b>Weighting (%)</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

<b>Year 10 Outcomes:</b> A student:	
<b>CS5-1</b>	Identifies the characteristics of a child at each stage of growth and development
<b>CS5-2</b>	Describes the factors that affect the health and wellbeing of the child
<b>CS5-3</b>	Analyses the evolution of childhood experiences and parenting roles over time
<b>CS5-4</b>	Plans and implements engaging activities when educating and caring for young children within a safe environment
<b>CS5-5</b>	Evaluates strategies that promote the growth and development of children
<b>CS5-6</b>	Describes a range of appropriate parenting practices for optimal growth and development
<b>CS5-7</b>	Discusses the importance of positive relationships for the growth and development of children
<b>CS5-8</b>	Evaluates the role of community resources that promote and support the wellbeing of children and families
<b>CS5-9</b>	Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
<b>CS5-10</b>	Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
<b>CS5-11</b>	Analyses and compares information from a variety of sources to develop an understanding of child growth and development
<b>CS5-12</b>	Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

## Science – Science

### Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	<b>PW3</b> Electricity <b>PW4</b> Energy Efficiency
	3	
	4	
	5	
	6	
	7	<b>LW3</b> DNA and Genetics
	8	
	9	
	10	
	11	
Term 2, 2023	1	<b>CW3</b> Chemical Reactions
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	<b>CW3 cont.</b> Chemical Reactions
	7	
	8	
	9	
	10	
Term 3, 2023	1	<b>PW3</b> Motion
	2	
	3	
	4	
	5	
	6	<b>LW4</b> Evolution
	7	
	8	
	9	
	10	
Term 4, 2023	1	<b>CW4</b> Rates of Reactions
	2	
	3	
	4	<b>Yearly Exams</b>
	5	<b>CW4 cont.</b> Rates of Reactions
	6	
	7	<b>ES1</b> Astronomy
	8	
	9	
	10	
	11	<b>This week is NO students</b>

Science Assessment Schedule – 2023					
Component	Task 1	Task 2	Task 3	Total	
	Research Task	Depth Study (IRP)	Yearly Exam		
	DNA and Genetics	Portfolio	Formal Examination		
	Term 1 Week 11	Term 2 Week 10	Term 4 Week 4		
	15LW 7WS 9WS	4WS 5WS 6WS 7WS 9WS	All		
<b>Weighting (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>	

Year 10 Outcomes: A student:	
<b>4WS</b>	Develops questions or hypotheses to be investigated scientifically
<b>5WS</b>	Produces a plan to investigate identified questions, hypotheses, or problems, individually and collaboratively
<b>6WS</b>	Undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
<b>7WS</b>	Processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
<b>8WS</b>	Applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
<b>9WS</b>	Presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions, and representations
<b>10PW</b>	Applies models, theories and laws to explain situations involving energy, force and motion
<b>11PW</b>	Explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
<b>12ES</b>	Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community
<b>13ES</b>	Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
<b>14LW</b>	Analyses interactions between components and processes within biological systems
<b>15LW</b>	Explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
<b>16CW</b>	Explains how models, theories and laws about matter have been refined as new scientific evidence becomes available
<b>17CW</b>	Discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

**TAS – Agriculture**  
Scope & Sequence – 2023

	<b>Week</b>	<b>Topics Covered</b>	
<b>Term 1, 2023</b>	1	<b>This week is NO students</b>	
	2	<b>Unit One</b> Beef and Pasture Production	
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
	11		
<b>Term 2, 2023</b>	1		<b>Unit One cont.</b> Beef and Pasture Production
	2		
	3		
	4		
	5	<b>Work Experience</b>	
	6		
	7		
	8		
	9		
	10		
<b>Term 3, 2023</b>	1	<b>Unit Two</b> Broiler Chicken Production	
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		
<b>Term 4, 2023</b>	1	<b>Unit Three</b> Beef, Pasture and Broiler Production	
	2		
	3		
	4	<b>Yearly Exams</b>	
	5	<b>Unit Three cont.</b> Beef, Pasture and Broiler Production	
	6		
	7		
	8		
	9		
	10		
	11	<b>This week is NO students</b>	

Agriculture Assessment Schedule – 2023						
Component	Task 1	Task 2	Task 3	Task 4	Task 5	Total
	Pasture Production	Beef production	Tractor Operation, Beef and Pasture Production	Broiler Chicken Production	Yearly Exam	
	Weeds Research	Topic Test	Half Yearly Examination	Report	Formal Examination	
	Term 1 Week 5	Term1 Week 10	Term 2 Week 4	Term 3 Week 9	Term 4 Week 4	
	AG5-1, AG5-3, AG5-5, AG5-8, AG5-13	AG5-1, AG5-2, AG5-3, AG5-5, AG5-13, AG5-14	AG5-6, AG5-7, AG5-9, AG5-10, AG5-13, AG5-14	AG5-4, AG5-8, AG5-10, AG5-11, AG5-12, AG5-14	All	
<b>Weighting (%)</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

Year 10 Outcomes: A student:	
<b>AG5-1</b>	Explains why identified plant species and animal breeds have been used in agricultural enterprises and developed for the Australian environment and/or markets
<b>AG5-2</b>	Explains the interactions within and between agricultural enterprises and systems
<b>AG5-3</b>	Explains the interactions within and between the agricultural sector and Australia's economy, culture and society
<b>AG5-4</b>	Investigates and implements responsible production systems for plant and animal enterprises
<b>AG5-5</b>	Investigates and applies responsible marketing principles and processes
<b>AG5-6</b>	Explains and evaluates the impact of management decisions on plant production enterprises
<b>AG5-7</b>	Explains and evaluates the impact of management decisions on animal production enterprises
<b>AG5-8</b>	Evaluates the impact of past and current agricultural practices on agricultural sustainability
<b>AG5-9</b>	Evaluates management practices in terms of profitability, technology, sustainability, social issues and ethics
<b>AG5-10</b>	Implements and justifies the application of animal welfare guidelines to agricultural practices
<b>AG5-11</b>	Designs, undertakes, analyses and evaluates experiments and investigates problems in agricultural contexts
<b>AG5-12</b>	Collects and analyses agricultural data and communicates results using a range of technologies
<b>AG5-13</b>	Applies Work Health and Safety requirements when using, maintaining and storing chemicals, tools and agricultural machinery
<b>AG5-14</b>	Demonstrates plant and/or animal management practices safely and in collaboration with others



## TAS – Food Technology

### Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	<b>Core</b> Food Preparation and Processing <b>Focus Area</b> Food Trends
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2023	1	<b>Core</b>
	2	Food Preparation and Processing, Nutrition and Consumption
	3	<b>Focus Area</b>
	4	Food Service and Catering
	5	<b>Work Experience</b>
	6	
	7	<b>Core cont.</b>
	8	Food Preparation and Processing, Nutrition and Consumption
	9	<b>Focus Area cont.</b>
	10	Food Service and Catering
Term 3, 2023	1	<b>Core</b> Nutrition and Consumption <b>Focus Area</b> Food Equity
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
Term 4, 2023	1	<b>Core</b>
	2	Food Preparation and Processing, Nutrition and Consumption
	3	<b>Focus Area</b>
	4	Food for Special Occasions
	5	<b>Yearly Exams</b>
	6	<b>Core cont.</b> Food Preparation and Processing, Nutrition and Consumption <b>Focus Area cont.</b> Food for Special Occasions
	7	
	8	
	9	
	10	
	11	<b>This week is NO students</b>

<b>Food Technology Assessment Schedule – 2023</b>							
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>	
	Core outcomes	Food Trends	Food Service and Catering	Food Equity	Yearly Exam		
	Safety Tests	Practical Recipes (Progressive)	Class Café organization & involvement	Research and PowerPoint Presentation	Formal Examination		
	Term 1 Week 11	Term 1 Week 1-4	Term 2 Week 8	Term 3 Week 9	Term 4 Week 4		
	FT5-2	FT5-1, FT5-2, FT5-10	FT5-1, FT5-2, FT5-4, FT5-5, FT5-8, FT5-9, FT5-10, FT5-11	FT5-3, FT5-6, FT5-7, FT5-8, FT5-12, FT5-13	All		
<b>Weighting (%)</b>	<b>5</b>	<b>40</b>	<b>15</b>	<b>15</b>	<b>25</b>	<b>100</b>	

<b>Year 10 Outcomes: A student:</b>	
<b>FT5-1</b>	Demonstrates hygienic handling of food to ensure a safe and appealing product
<b>FT5-2</b>	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food
<b>FT5-3</b>	Describes the physical and chemical properties of a variety of foods
<b>FT5-4</b>	Accounts for changes to the properties of food which occur during food processing, preparation and storage
<b>FT5-5</b>	Applies appropriate methods of food processing, preparation and storage
<b>FT5-6</b>	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
<b>FT5-7</b>	Justifies food choices by analysing the factors that influence eating habits
<b>FT5-8</b>	Collects, evaluates and applies information from a variety of sources
<b>FT5-9</b>	Communicates ideas and information using a range of media and appropriate terminology
<b>FT5-10</b>	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes
<b>FT5-11</b>	Plans, prepares, presents and evaluates food solutions for specific purposes
<b>FT5-12</b>	Examines the relationship between food, technology and society
<b>FT5-13</b>	Evaluates the impact of activities related to food on individual, society and the environment

## TAS – Industrial Technology Metal (Metal Fabrication)

Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	<b>Safety</b>
	3	WHS and Risk Management
	4	<b>Hacksaw</b> Encompasses topics: Equipment, tools, materials, techniques and machinery
	5	
	6	
	7	
	8	
	9	
	10	
	11	<b>Components</b> Encompasses topics: Equipment, tools and machinery, design techniques, WHS, materials and workplace communication
1		
2		
3		
4		
5	<b>Work Experience</b>	
6		
7		
8		
9		
10	<b>F Clamp</b> Encompasses topics: Equipment, tools and machinery, workplace communication, WHS, links to Industry, materials and design	
Term 3, 2023	1	<b>BBQ</b> Encompasses topics: Equipment, tools and machinery, workplace communication, WHS, societal and environmental impact, additional content.
	2	
	3	
	4	
	5	<b>Major Project</b> Student Choice
	6	
	7	
	8	
	9	
	10	
Term 4, 2023	1	<b>Yearly Exams</b>
	2	<b>Major Project cont.</b> Student Choice
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	<b>This week is NO students</b>

<b>Metal Assessment Schedule – 2023</b>						
<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
	Apply OHS Practices	Practical Experiences and Research Projects	Practical Experiences - small components Associated Worksheets	Engineering Principles and Processes, Techniques and Written Reports	Written and Practical Tests	
	OnGuard Safety Tests - Written Theory	Practical Hacksaw and Associated Worksheets	Practical F Cramp, small Components Associated Worksheets	BBQ Assignment and Practical	Yearly Examination	
	Term 1 Week 3	Term 1 Week 10	Term 2 Week 4	Term 3 Week 4	Term 3 Week 9	
IND5-1, IND5-2	IND 5-5, IND 5-3,	IND5-1, IND5-4, IND5-6	IND5-7, IND5-8, IND5-9, IND5-10	All		
<b>Weighting (%)</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

<b>Year 10 Outcomes: A student:</b>	
<b>IND5-1</b>	Identifies, assesses applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
<b>IND5-2</b>	Applies design principles in the modification, development and production of projects
<b>IND5-3</b>	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>IND5-4</b>	Selects, justifies and uses a range of relevant and associated materials for specific applications
<b>IND5-5</b>	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment
<b>IND5-7</b>	Applies and transfers skills, processes and materials to a variety of contexts and projects
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>IND5-9</b>	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
<b>IND5-10</b>	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

## TAS – Industrial Technology Timber (Cabinet Work)

Scope & Sequence – 2023

	Week	Topics Covered
Term 1, 2023	1	<b>This week is NO students</b>
	2	<b>Safety</b> WHS and Risk Management
	3	
	4	
	5	<b>Multi-Purpose Toolbox</b> Encompasses topics: Materials, Design, Tools equipment and Techniques
	6	
	7	
	8	
	9	
	10	
	11	
Term 2, 2023	1	<b>Cabinet Carcass</b> Encompasses topics: Equipment, Tools, equipment and techniques, design, and workplace communication skills
	2	
	3	
	4	
	5	<b>Work Experience</b>
	6	<b>Cabinet Carcass cont.</b> Encompasses topics: Equipment, Tools, equipment and techniques, design, and workplace communication skills
	7	
	8	
	9	
	10	
Term 3, 2023	1	<b>Cabinet Support Folio.</b> Encompasses topics: Equipment, tools equipment and techniques, workplace communication skills, WHS and risk management, materials and design
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	<b>Exam Preparation</b>
	10	
11		
Term 4, 2023	1	<b>Major Project</b> Student Choice
	2	
	3	
	4	<b>Yearly Exams</b>
	5	<b>Major Project cont.</b> Student Choice
	6	
	7	
	8	
	9	
	10	
	11	

Timber Assessment Schedule – 2023						
Component	Task 1	Task 2	Task 3	Task 4	Task 5	Total
	Apply OHS Practices	Equipment tools and Techniques, Design, W P Communication , Materials	Workplace Communication Skills, WHS, Equipment and Tools	Tools equipment and Techniques, Design, W P Communication	Societal and Environmental Impact, WHS, Techniques, Materials	
	OnGuard Safety Tests Written Theory	Tool Box-Joints and Construction and Folio	Cabinet Carcass Construction & Doors and Drawer	Cabinet Completed, Support folio	Yearly Examination	
	Term 1 Week 3	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8	Term 3 Week 9	
	IND5-1, IND5-6	IND5-1,IND5-2, IND5-3,IND5-4	IND5-1,IND5-5, IND5-6	IND5-5,IND5-7, IND5-8,IND5-9,	IND5-1,IND5-4, IND5-8,IND5-10	
<b>Weighting (%)</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

Year 10 Outcomes: A student:	
<b>IND5-1</b>	Identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
<b>IND5-2</b>	Applies design principles in the modification, development and production of projects
<b>IND5-3</b>	Identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
<b>IND5-4</b>	Selects, justifies and uses a range of relevant and associated materials for specific applications
<b>IND5-5</b>	Selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
<b>IND5-6</b>	Identifies and participates in collaborative work practices in the learning environment
<b>IND5-7</b>	Applies and transfers skills, processes and materials to a variety of contexts and projects
<b>IND5-8</b>	Evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
<b>IND5-9</b>	Describes, analyses and uses a range of current, new and emerging technologies and their various applications
<b>IND5-10</b>	Describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally