

Year 10 Assessment Booklet

MAITLAND GROSSMANN HIGH SCHOOL

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YEAR 10 – 2023



Est. in 1884

MAITLAND
GROSSMANN
HIGH SCHOOL

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1. The purpose of assessment

Assessment is the process of identifying, gathering, and interpreting information about a student's learning.

1.1 The key reasons for assessment

- Support & monitor learning
- Diagnose student learning needs and support strategic interventions
- Evaluate the effectiveness of teaching & learning programs
- Inform the reporting process

1.2 Outcomes based assessment

All schools are required to deliver programs of study that comply with the requirements of the NSW Education Standards Authority (NESA) syllabuses (formerly BOSTES). More detailed information concerning each course and syllabus outcomes are available on the NESA website or use the following link:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home/>

It is a requirement of the school assessment program that, for each course taught, schools establish a program of assessment tasks. These tasks are conducted throughout the year, and each task has a weighting which is used as a component of the reporting process.

School-based assessment tasks are linked to performance descriptors. The marking guidelines relate to specific course outcomes and the NESA performance standards.

1.3 Assessment for learning

Assessment **for** learning enables teachers to use information about students' knowledge, understanding and skills to inform teaching and provide feedback to students about their learning and how to improve.

Assessment **as** learning involves students in the learning process where they monitor their own progress, ask questions and practise skills. Students use self-assessment and teacher feedback to reflect on their learning, consolidate their understanding and work towards learning goals

Assessment **of** learning uses evidence of students learning to assess student achievement against learning goals and standards.

1.4 Assessment schedules and scope and sequences:

Within each subject the assessment schedule and scope and sequence will provide the following:

- Syllabus outcomes relevant to each topic
- Content being studied
- Timing of the individual assessment task (weeks / terms only)
- Weightings of each task

2. Assessment tasks

Assessment Tasks are mandatory for each course. Students are expected to apply themselves with diligence in order to satisfactorily meet course requirements.

A variety of assessment task styles- for example speaking, listening, reading, and writing are included in assessment programs to provide students with varied opportunities to demonstrate achievement of outcomes.

Students who indicate they are sick on the day of an assessment task should contact the subject Head Teacher to discuss whether the student should sit the task and to discuss the required documentation for non-completion

2.1 Procedural fairness

All faculties support student learning by adopting a consistent approach to assessment by ensuring that:

- All students receive two weeks' notice of an assessment task.
- All students sign for their official assessment notification.
- All students sign that they have submitted their assessment task.
- A parent/caregiver is **notified** within **14 days** if a task has not been submitted by the due date.

2.2 Submission of tasks

Students are required to complete and submit mandatory assessment tasks on or before the due date.

Furthermore, students must:

- Make a serious attempt at all assessment tasks.
- Avoid any behaviour which disrupts other students during the completion of a task.
- Approach any task with honesty and avoid any malpractice including cheating or plagiarism.
- Submit work directly to the relevant teacher.
- Inform their teacher in advance if they know they will be absent for a task.
- Ask their teachers about any assessment tasks which may have been issued during any absence.

2.3 Late submission

Assessment Tasks submitted late, without prior arrangement, will lose marks. Penalties for late submission of tasks

Stage 4:

A penalty of **10% per day** (including weekend days) will be applied for the late submission of tasks. After 10 days, a zero mark will be awarded. Prior arrangement must be with the approval of the Head Teacher.

Stage 5

A penalty of **20% per day** (including weekend days) will be applied for the late submission of tasks. After 5 days, a zero mark will be awarded.

2.4 Extensions

If an extension of time is needed, the student must negotiate with the Classroom and Head Teacher of the course at least one week prior to the due date.

2.5 Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their 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 their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

Where cheating is detected a mark of zero will be given for the task to each student involved.

2.6 Student preparation of assessment tasks

Our aim at MGHS is for all students to become responsible for their own learning. Parents / Carers are encouraged to assist in their students learning and establishing a regular home study / revision routine.

3. Student responsibilities

- Students are expected to complete ALL assessment tasks by the due dates and times specified.
- Where assessment tasks involve attendance at excursions, field studies etc, attendance is compulsory.
- All work submitted for assessment must be your own work. (See Malpractice above)
- It is each student's responsibility to be aware of assessment task dates for all courses and to organise a study schedule accordingly.
- Technology malfunction is not an acceptable excuse for non-submission of a task. If this occurs, students should submit the 'draft' of the task (labelled as such) to their teacher on the due date. Keep copies of all drafting so that your progress can be shown in the case of a computer/printer/technology USB malfunction.

4. Notification

Years 7-9 – All assessment tasks not submitted will result in an Academic Warning Letter being sent. Teachers are required to send one warning per task.

5. Absence, illness & misadventure

When a student is absent on the day when a task is due or an in-class assessment performed, and the absence is known beforehand, the student must make arrangements for the task to be submitted or completed on or before time.

A note from the parent/caregiver is required to explain the student's absence from an assessment task. Wherever possible, this is required on the student's first day back at school.

Where special consideration is required, the teacher, in consultation with the Head Teacher, may make arrangements which may include, but are not limited to:

- (i) completing the original task
- (ii) completing an alternate task

Examples of illness/ misadventure include (but not limited to):

- Bereavement
- Illness
- Family Leave
- School Representation for sports or academic pursuits
- Personal Issues

6. Advice to students

- ✓ Be positive and optimistic.
- ✓ Ensure that you are familiar with the sections of this assessment booklet relevant to your pattern of study.
- ✓ As an active learner who exercises self-regulation, take responsibility for managing your assessment schedule and meeting deadlines. The assessment for each term has been mapped out for you in the following pages. Use the summary and a diary or electronic calendar to help with your organisation.
- ✓ Keep a record of tasks completed for each subject so that, at any given time, you know exactly what proportion of your course assessment has been completed and how much remains.
- ✓ Seek feedback from teachers if you are unsure about what you need to do to improve and make further progress.
- ✓ Open communication helps to minimise misunderstanding and confusion. Communication regarding assessment tasks is managed by each faculty- the classroom teacher in the first instance, and then the Head Teacher of the subject concerned. If issues with your health and wellbeing are impacting upon your learning, contact your teachers and Year Advisers so that measures of guidance and support can be discussed.
- ✓ Inform your teacher if you know that you will be absent when a task is due and make alternative arrangements for the task to be submitted or completed on or before the due date.

Appendix A: Illness/Misadventure Appeal Form

ILLNESS & MISADVENTURE FORM

(Please complete the form and return to faculty head teacher or deputy principal for multiple tasks)

STUDENT TO COMPLETE	Student Name		Year	
	Subject / Course		Teacher	
	Today's Date		Due Date(s)	
	Nature of task (tick)	<input type="checkbox"/> In Class	<input type="checkbox"/> Hand in Task	<input type="checkbox"/> Formal Examination
	Task details:			
	Reason for appeal (tick)	<input type="checkbox"/> ILLNESS		<input type="checkbox"/> MISADVENTURE
	Explain how unforeseen illness or misadventure has prevented or will prevent you from submitting this task			
	Supporting evidence attached		<input type="checkbox"/> YES	<input type="checkbox"/> NO
Student Signature:		Date:		
Parent/Carer Signature:		Date:		

HEAD TEACHER	I have noted the above request and recommend the following action:			
Head Teacher Signature:		Date:		

DEPUTY PRINCIPAL	Result of appeal	<input type="checkbox"/> Upheld		<input type="checkbox"/> Declined	
	Comments:				
	Student advised (please sign):		Date:		
	Deputy signature:		Date:		
Sentral entry created, and document uploaded. Incident Number:					

Office Use: HT to consult with CRT; HT to submit appeal to DP; DP consults with review committee; DP informs HT and student of response. Original form uploaded to Sentral and placed in student file. Copy provided to Faculty HT for monitoring folder and one copy for the student.

APPEALS	Details of appeal:				
	Scheduled Meeting Date:				
	Result of Appeal	<input type="checkbox"/> Upheld		<input type="checkbox"/> Dismissed	
Signature:					

Appendix B: Malpractice Appeal Form

Please submit this appeal form (within 2 school days of HT decision) to the Deputy Principal

Step One: Appeal to Deputy Principal

Student Name: _____ Course: _____ Task: _____

Reason/s for Appeal: (Evidence provided to demonstrate student's own work. Please attach additional evidence to this form as required)

For Office Use Only: Deputy Principal Decision

No change to HT decision: Reason/s:

Change to decision: Reason/s and decision outcome: Malpractice Register updated

HT Informed Student/Supervisor informed

Signed: _____ (Deputy Principal) Date: _____ (Deputy Principal)

Step Two: Appeal to Principal

Please attach/provide only new evidence to the Principal in relation to your appeal and your reasons for the appeal below:

For Office Use Only: Principal Decision

No change to DP decision: Reason/s:

Change to DP decision: Reason/s and decision outcome: Malpractice Register updated

DP and HT Informed Student/Supervisor informed

Principal Signature: _____ Date: _____

NSW Department of Education



School Planner 2023

Term one	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
January	1	23	24	25	26	27	28/29
January / February	2	30	31	1	2	3	4/5
February	3	6	7	8	9	10	11/12
February	4	13	14	15	16	17	18/19
February	5	20	21	22	23	24	25/26
February / March	6	27	28	1	2	3	4/5
March	7	6	7	8	9	10	11/12
March	8	13	14	15	16	17	18/19
March	9	20	21	22	23	24	25/26
March / April	10	27	28	29	30	31	1/2
April	11	3	4	5	6	7	8/9

Term two	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
April / May	1	24	25	26	27	28	29/30
May	2	1	2	3	4	5	6/7
May	3	8	9	10	11	12	13/14
May	4	15	16	17	18	19	20/21
May	5	22	23	24	25	26	27/28
May / June	6	29	30	31	1	2	3/4
June	7	5	6	7	8	9	10/11
June	8	12	13	14	15	16	17/18
June	9	19	20	21	22	23	24/25
June / July	10	26	27	28	29	30	1/2

Term three	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
July	1	17	18	19	20	21	22/23
July	2	24	25	26	27	28	29/30
July / August	3	31	1	2	3	4	5/6
August	4	7	8	9	10	11	12/13
August	5	14	15	16	17	18	19/20
August	6	21	22	23	24	25	26/27
August / September	7	28	29	30	31	1	2/3
September	8	4	5	6	7	8	9/10
September	9	11	12	13	14	15	16/17
September	10	18	19	20	21	22	23/24

Term four	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday / Sunday
October	1	9	10	11	12	13	14/15
October	2	16	17	18	19	20	21/22
October	3	23	24	25	26	27	28/29
October / November	4	30	31	1	2	3	4/5
November	5	6	7	8	9	10	11/12
November	6	13	14	15	16	17	18/19
November	7	20	21	22	23	24	25/26
November / December	8	27	28	29	30	1	2/3
December	9	4	5	6	7	8	9/10
December	10	11	12	13	14	15	16/17
December	11	18	19	20	21	22	23/24



Scan me for practical school tips!

To help your child get the most out of their school year and to explore our resources, check out our going to school hub at education.nsw.gov.au/going-to-school

Auslan - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p>Theory - Basic Audiology <i>L5-1C, L5-2C, L5-3C, L5-9U</i> <i>ACLASFC203, ACLASFU233, ACLASFU251</i></p> <p>Practicum - Communicating in Auslan; Receptive and Expressive Skills 1 <i>L5-1C, L5-2C, L5-3C, L5-7U</i> <i>ACLASFU231, ACLASFU232, ACLASFU249</i></p>
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Term 2	1	<p>Theory - Auslan Language and Grammar 2 <i>L5-1C, L5-4C, L5-5U, L5-7U</i> <i>ACLASFU228, ACLASFU229, ACLASFU230</i></p> <p>Practicum - Communicating in Auslan; Receptive and Expressive Skills 1 <i>L5-1C, L5-3C, L5-4C, L5-7U</i> <i>ACLASFC237, ACLASFC240, ACLASFC242</i></p>
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Term 3	1	<p>Deaf Culture 2 including Services for the Deaf <i>L5-2C, L5-3C, L5-8U, L5-9U</i> <i>ACLASFC202, ACLASFC215, ACLASFU238</i></p> <p>Practicum - Communicating in Auslan; Receptive and Expressive Skills 2 <i>L5-1C, L5-2C, L5-3C, L5-4C, L5-5U, L5-7U</i> <i>ACLASFU231, ACLASFU232, ACLASFC237, ACLASFC240, ACLASFC242, ACLASFU249</i></p>
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Term 4	1	<p>Practicum - To perform or inform in Auslan <i>L5-1C, L5-2C, L5-4C</i> <i>ACLASFC239, ACLASFC241</i></p>
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Auslan - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Theory In-Class Exam	L5-3C, L5-9U, ACLASFC203, ACLASFU251	25%	Term 1 Week 10
2	Receptive Exam	L5-2C, ACLASFU231, ACLASFU232, ACLASFU249	25%	Term 2 Week 4
3	Expressive Video Recording	L5-5U, L5-7U, ACLASFC224, ACLASFC239, ACLASFU246, ACLASFU247, ACLASFU248	35%	Term 3 Week 9
4	Expressive and Receptive Role Play	L5-1C, L5-4C, L5-8U, ACLASFC240, ACLASFC242, ACLASFC237	15%	Term 4 Week 4

Outcomes – A student:	
L5-1C	Manipulates Auslan in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate.
L5-2C	Identifies and interprets information in a range of texts.
L5-3C	Evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences.
L5-4C	Experiments with linguistic patterns and structures to compose texts in Auslan using a range of formats for a variety of contexts, purposes and audiences.
L5-5U	Demonstrates how Auslan pronunciation and intonation are used to convey meaning.
L5-7U	Analyses the function of complex Auslan grammatical structures to extend meaning.
L5-8U	Analyses linguistic, structural and cultural features in a range of texts.
L5-9U	Explains and reflects on the interrelationship between language, culture and identity.
ACLASFC203	Contributes to presentations, reports, reviews, discussions and debates that focus on selected social and cultural issues.
ACLASFC224	Translates and interprets short texts from Auslan to English and vice versa, noticing which concepts translate easily and which do not.
ACLASFC237	Interacts appropriately with the teaching team, peers and members of the Deaf community, adjusting language when necessary and demonstrating understanding of appropriate protocols in and out of the classroom.
ACLASFC239	Prepares and presents information on different issues, events, people, procedures or experiences, using signed descriptions and visual prompts to inform, report, promote, explain or invite action
ACLASFC240	Responds to different types of creative texts that involve the expression of feelings or experiences, comparing their responses to different elements and making connections with their own experience.
ACLASFC242	Translates and interprets different types of familiar texts and consider the effectiveness of examples of different translations, considering the role of culture when transferring meaning from one language to another.
ACLASFU231	Recognises similarities and differences in language features of different types of texts and in Auslan and English texts of a similar type, and notice how texts build cohesion.
ACLASFU232	Explores different dimensions of variation in the structure, development and use of Auslan, including how it has been influenced by English and other signed languages.
ACLASFU246	Explores various types of non-manual features and the types of iconicity in signs, and gain confidence in using software to transcribe signs.
ACLASFU247	Understands signs can include different information including a gestural overlay, and identify how signers establish spatial locations, types of depicting signs and ways of showing constructed action.
ACLASFU248	Understands and controls different elements of Auslan grammar, such as the use of non-manual features for topicalisation, negation or conditional form as gesture changes the form each time they are signed.
ACLASFU249	Explores the relationship between particular text types, audience, purpose and context and analyse language features used by signers to create cohesion and achieve the purpose of the text.
ACLASFU251	Understands the factors that influence the profile, diversity and distribution of Auslan use in the wider Australian society, and consider the concept of Auslan vitality in comparison with other spoken languages used around the world.

Child Studies - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p>Media and Technology in Childhood <i>CS5-3 CS5-4 CS5-5 CS5-9</i></p>
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Term 2	1	<p>Play and the Developing Child <i>CS5-2 CS5-4 CS5-5 CS5-8 CS5-9</i></p>
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Term 3	1	<p>Food and Nutrition in Childhood <i>CS5-2 CS5-5 CS5-8 CS5-11 CS5-12</i></p>
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Term 4	1	<p>Children and Culture <i>CS5-2 CS5-8 CS5-9 CS5-11</i></p>
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Child Studies - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Media and Technology in Childhood	CS5-3 CS5-4 CS5-9	25%	Term 1 Week 8
2	Play and the Developing Child	CS5-2 CS5-4	25%	Term 2 Week 2
3	Food and Nutrition in Childhood	CS5-11 CS5-12	25%	Term 3 Week 4
4	Yearly Examination	CS5-2 CS5-3 CS5-5 CS5-8	25%	Term 4 Week 3

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

Commerce - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">Law, Society and Political Involvement</p> <p style="text-align: center;"><i>COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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Term 2	1	<p style="text-align: center;">Investing</p> <p style="text-align: center;"><i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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Term 3	1	<p style="text-align: center;">Running a Business</p> <p style="text-align: center;"><i>COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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Term 4	1	<p style="text-align: center;">Economic and Business Environment</p> <p style="text-align: center;"><i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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Term 4	1	<p style="text-align: center;">Towards Independence</p> <p style="text-align: center;"><i>COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</i></p>
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Commerce - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Law, Society and Political Involvement Topic Test	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	30%	Term 1 Week 10
2	Business Presentation	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-8, COM5-9	35%	Term 3 Week 3
3	Yearly Examination	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5	35%	Term 4 Week 2

Outcomes – A student:	
COM5-1	Applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts
COM5-2	Analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts
COM5-3	Examines the role of law in society
COM5-4	Analyses key factors affecting decisions
COM5-5	Evaluates options for solving problems and issues
COM5-6	Develops and implements plans designed to achieve goals
COM5-7	Researches and assesses information using a variety of sources
COM5-8	Explains information using a variety of forms
COM5-9	Works independently and collaboratively to meet individual and collective goals within specified timeframes

Design and Technology - Hospitality - Year 10 S&S

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">Context Area – Agriculture Focus Area of Design – Environmental <i>DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</i></p>
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Term 2	1	<p style="text-align: center;">Context Area – Agriculture Focus Area of Design – Environmental <i>DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</i></p>
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Term 3	1	<p style="text-align: center;">Context Area – Food Technologies Focus Area of Design – Food Presentation <i>DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</i></p>
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Term 4	1	<p style="text-align: center;">Context Area – Food Technologies Focus Area of Design – Food Presentation <i>DT5-1, DT5-2, DT5-3, DT5-4, DT5-5, DT5-6, DT5-7, DT5-8, DT5-9, DT5-10</i></p>
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Design and Technology -Hospitality - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Design Brief Folio- The Sustainable Menu	DT5-3, DT5-4, DT5-5, DT5-6	25%	Term 2 Week 2
2	Practical Examination – Signature Dish	DT5-8, DT5-9, DT5-10	25%	Term 2 Week 6
3	Design Brief Folio – Instant Cultural Restaurant	DT5-1, DT5-3, DT5-5, DT5-8	25%	Term 3 Week 10
4	Practical Task – Instant Cultural Restaurant	DT5-8, DT5-9, DT5-10	25%	Term 4 Week 4

Outcomes – A student:	
DT5-1	analyses and applies a range of design concepts and processes
DT5-2	applies and justifies an appropriate process of design when developing design ideas and solutions
DT5-3	evaluates and explains the impact of past, current and emerging technologies on the individual, society and environments
DT5-4	analyses the work and responsibilities of designers and the factors affecting their work
DT5-5	evaluates designed solutions that consider preferred futures, the principles of appropriate technology, and ethical and responsible design
DT5-6	develops and evaluates creative, innovative and enterprising design ideas and solutions
DT5-7	uses appropriate techniques when communicating design ideas and solutions to a range of audiences
DT5-8	selects and applies management strategies when developing design solutions
DT5-9	applies risk management practices and works safely in developing quality design solutions
DT5-10	selects and uses a range of technologies competently in the development and management of quality design solutions

Drama - Year 10 Scope and Sequence

	Week	Topics Covered
Term 1	1	<p>Commedia Dell'Arte 5.1.1, 5.1.2, 5.2.1, 5.3.2</p> <p>Film making 5.1.2, 5.1.4, 5.2.2, 5.2.3, 5.3.2</p>
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Term 2	1	<p>Uncovering the Truth (Realism) 5.1.1, 5.1.3, 5.2.1, 5.3.1</p>
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Term 3	1	<p>Brecht's Epic Theatre/Absurdism 5.1.2, 5.1.3, 5.2.3, 5.3.2</p> <p>Children's Theatre 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3</p>
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Term 4	1	<p>Children's Theatre 5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3</p>
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Drama - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Commedia dell'Art- performance	5.1.1, 5.1.2, 5.2.1, 5.3.2	25%	Term 1 Week 6
2	Film making -short film submission	5.1.2, 5.1.4, 5.2.2, 5.2.3, 5.3.2	25%	Term 2 Week 6
3	Absurdism/Brecht - performance	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	25%	Term 3 Week 7
4	Children's Theatre Review	5.1.3, 5.1.4, 5.2.2, 5.2.3, 5.3.1, 5.3.3	25%	Term 4 Week 4

Outcomes – A student:	
5.1.1	manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action
5.1.2	contributes, selects, develops and structures ideas in improvisation and playbuilding
5.1.3	devises, interprets and enacts drama using scripted and unscripted material or text
5.1.4	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.1.5	explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.
5.2.1	applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning
5.2.2	selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience
5.2.3	employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.
5.3.1	responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions
5.3.2	analyses the contemporary and historical contexts of drama
5.3.3	analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.

Elective History - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">Thematic Study- History's Greatest Crimes <i>HTE5-1, HTE5-5, HTE5-6, HTE5-8, HTE5-9, HTE5-10</i></p>
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Term 2	1	<p style="text-align: center;">History, Heritage and Archaeology- Film as History <i>HTE5-1, HTE5-2, HTE5-6, HTE5-7, HTE5-8</i></p>
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Term 3	1	<p style="text-align: center;">Historical Investigations <i>HTE5-3, HTE5-4, HTE5-8, HTE5-10</i></p>
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Term 4	1	<p style="text-align: center;">Ancient, Medieval and Early Modern Societies <i>HTE5-1, HTE5-3, HTE5-4, HTE5-8, HTE5-10</i></p>
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Elective History - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Class Task	HTE5-5, HTE5-6, HTE5-9)	30%	Term 1 Week 6
2	Research Task	HTE5-1, HTE5-2, HTE5-7	30%	Term 2 Week 9
3	Personal Interest Project	HTE5-3, HTE5-4, HTE5-8, HTE5-10	40%	Term 3 Week 8

Outcomes – A student:	
HTE5-1	Applies an understanding of history, heritage, archaeology and the methods of historical inquiry
HTE5-2	Examines the ways in which historical meanings can be constructed through a range of media
HTE5-3	Sequences major historical events or heritage features, to show an understanding of continuity, change and causation
HTE5-4	Explains the importance of key features of past societies or periods, including groups and personalities
HTE5-5	Evaluates the contribution of cultural groups, sites and/or family to our shared heritage
HTE5-6	Identifies and evaluates the usefulness of historical sources in an historical inquiry process
HTE5-7	Explains different contexts, perspectives and interpretations of the past
HTE5-8	Selects and analyses a range of historical sources to locate information relevant to an historical inquiry
HTE5-9	Applies a range of relevant historical terms and concepts when communicating an understanding of the past
HTE5-10	Selects and uses appropriate forms to communicate effectively about the past for different audiences

English - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p>"Close Study of a Text" Dystopian novel <i>Outcomes: EN5-1A, EN5-2A, EN5-3B, EN5-8D</i></p>
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Term 2	1	<p>"Gothic Poetry" <i>Outcomes: EN5-1A, EN5-3B, EN5-5C, EN5-6C, EN5-7D</i></p>
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Term 3	1	<p>"The Writer's Craft" Narrative Voice through fiction extracts <i>Outcomes: EN5-3B, EN5-4B, EN5-5C, EN5-9E</i></p>
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Term 4	1	<p>"Adaptation, Transformation and Intertextuality" Choice of Shakespeare play and film <i>Outcomes: EN5-4B, EN5-6C, EN5-7D, EN5-8D</i></p>
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English– Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Multimodal – Novel	EN5-2A EN5-8D	25%	Term 1 Week 9
2	Essay - Poetry	EN5-6C	25%	Term 2 Week 5
3	Creative – Extracts and Reflection	EN5-3B EN5-9E	25%	Term 3 Week 4
4	Persuasive - Shakespeare	EN5-4B	25%	Term 4 Week 3

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

Food Technology - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">Food For Specific Needs</p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
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Term 2	1	<p style="text-align: center;">Food Trends</p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
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Term 3	1	<p style="text-align: center;">Food Service and Catering</p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-3 FT5-4 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
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Term 4	1	<p style="text-align: center;">Food For Special Occasions</p> <p style="text-align: center;"><i>FT5-1 FT5-2 FT5-5 FT5-6 FT5-7 FT5-8 FT5-9 FT5-10 FT5-11 FT5-12 FT5-13</i></p>
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Food Technology - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	FunTiki World Tour	FT5-1 FT5-6 FT5-7 FT5-8 FT5-13	25%	Term 1 Week 11
2	Crazy Dayz Snap Blog	FT5-1 FT5-3 FT5-4 FT5-9 FT5-10	25%	Term 2 Week 10
3	Welcome to YumTown Pop-Up Eatery	FT5-1 FT5-2 FT5-4 FT5-5 FT5-10	25%	Term 3 Week 10
4	New Year's Eve Countdown Celebration	FT5-2 FT5-8 FT5-9 FT5-10 FT5-11	25%	Term 4 Week 4

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

Geography - Year 10 Scope and Sequence

	Week	Topic(s) Covered
<i>Semester 1 Classes</i>		
Term 1	1	Human Wellbeing <i>GE5-1, GE5-2, GE5-6, GE5-7, GE5-8</i>
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Term 2	1	Environmental Change and Management <i>GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8</i>
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<i>Semester 2 Classes</i>		
Term 3	1	Human Wellbeing <i>GE5-1, GE5-2, GE5-6, GE5-7, GE5-8</i>
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Term 4	1	Environmental Change and Management <i>GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8</i>
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Geography - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
Semester 1 Classes				
1	Research Task	GE5-1, GE5-2 GE5-3, GE5-7, GE5-8	60%	Term 1 Week 11
2	Online Skills Assessment	GE5-6, GE5-7	40%	Term 2 Week 3
Semester 2 Classes				
1	Research Task	GE5-1, GE5-2 GE5-3, GE5-7, GE5-8	60%	Term 3 Week 10
2	Online Skills Assessment	GE5-6, GE5-7	40%	Term 4 Week 3

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

History - Year 10 Scope and Sequence

	Week	Topic(s) Covered
<i>Semester 1 Classes</i>		
Term 1	1	Rights and Freedoms <i>HT5-2, HT5-3, HT5-8, HT5-9, HT5-10</i>
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Term 2	1	Popular Culture <i>HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10</i>
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	7	School Developed Options (One of): The Vietnam War; A Decade Study. <i>HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10</i>
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<i>Semester 2 Classes</i>		
Term 3	1	Rights and Freedoms <i>HT5-2, HT5-3, HT5-8, HT5-9, HT5-10</i>
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Term 4	1	Popular Culture <i>HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10</i>
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	7	School Developed Options (One of): The Vietnam War; A Decade Study. <i>HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10</i>
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History - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
Semester 1 Classes				
1	Historical Investigation	HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10	60%	Term 1 Week 11
2	Online Skills Assessment	HT5-2, HT5-5, HT5-6, HT5-9	40%	Term 2 Week 3
Semester 2 Classes				
1	Historical Investigation	HT5-1, HT5-3, HT5-4, HT5-7, HT5-8, HT5-10	60%	Term 3 Week 10
2	Online Skills Assessment	HT5-2, HT5-5, HT5-6, HT5-9	40%	Term 4 Week 3

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

Industrial Technology Construction - Year 10 S&S

	Week	Topic(s) Covered
Term 1	1	Course Introduction Safety Instruction and Tests <i>IND5-1</i>
	2	
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	4	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 2	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 3	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 4	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Industrial Technology Construction - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Research Task	IND5-5, IND5-9, IND5-10	20	Term 1 Week 7
2	Practical Task 1 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30	Term 2 Week 6
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40	Term 4 Week 4
4	Yearly Examination	IND5.1, IND5.4, IND5.9, IND5.10	10	Term 4 Week 5

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

Industrial Technology Engineering - Year 10 S&S

	Week	Topic(s) Covered
Term 1	1	Course Introduction Safety Instruction and Tests <i>IND5-1</i>
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	4	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 2	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 3	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 4	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Industrial Technology Engineering - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Research Task	IND5-5, IND5-9, IND5-10	20	Term 1 Week 7
2	Practical Task 1 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30	Term 2 Week 6
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40	Term 4 Week 4
4	Yearly Examination	IND5.1, IND5.4, IND5.9, IND5.10	10	Term 4 Week 5

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

Industrial Technology Metal - Year 10 S&S

	Week	Topic(s) Covered
Term 1	1	Course Introduction Safety Instruction and Tests <i>IND5-1</i>
	2	
	3	
	4	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 2	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 3	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 4	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Industrial Technology Metal - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Research Task	IND5-5, IND5-9, IND5-10	20	Term 1 Week 7
2	Practical Task 1 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30	Term 2 Week 6
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40	Term 4 Week 4
4	Yearly Examination	IND5.1, IND5.4, IND5.9, IND5.10	10	Term 4 Week 5

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

Industrial Technology Multimedia - Year 10 S&S

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">HTML and Web Design</p> <p style="text-align: center;"><i>IND5-2 IND5-3 IND5-4 IND5-5</i></p> <p style="text-align: center;">(Prac: Design and Create a website) (Core Module 1: WHS and risk management, Workplace communication skills, Links to industry)</p>
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Term 2	1	<p style="text-align: center;">Animation</p> <p style="text-align: center;"><i>IND5-2 IND5-3 IND5-4</i></p> <p style="text-align: center;">(Prac: Stop Motion Animation, Graphics Tablet drawing, Adobe Animate) (Core Module 1: WHS and risk management, Workplace communication skills, Links to industry)</p>
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Term 3	1	<p style="text-align: center;">Video Production</p> <p style="text-align: center;"><i>IND5-1 IND5-2 IND5-3 IND5-4 IND5-5 IND5-6 IND5-7</i></p> <p style="text-align: center;">(Prac: Premier Pro video editing) (Core Module 1: WHS and risk management, Workplace communication skills, Links to industry)</p>
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Term 4	1	<p style="text-align: center;">New and Emerging Technologies</p> <p style="text-align: center;"><i>IND5-1 IND5-3 IND5-4 IND5-7 IND5-9</i></p> <p style="text-align: center;">(Prac: Mixture of software and hardware experiences) (Core Module 1: WHS and Risk Management, Societal and environmental impact, Links to Industry)</p>
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Industrial Technology Multimedia – Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Web Design and Creation	IND5-2 IND5-3 IND5-4 IND5-5	25%	Term 1 Week 8
2	Animation Task	IND5-2 IND5-3 IND5-4 IND5-7	25%	Term 1 Week 6
3	Video Editing	IND5-1 IND5-3 IND5-6 IND5-7	25%	Term 3 Week 9
4	Yearly Examination	IND5-1 IND5-10	25%	Term 4 Week 4

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

Industrial Technology Timber - Year 10 S&S

	Week	Topic(s) Covered
Term 1	1	Course Introduction Safety Instruction and Tests <i>IND5-1</i>
	2	
	3	
	4	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 2	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 3	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Term 4	1	Project Work – Folio and Practical / Industry Specific Theory Content <i>IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9, IND5-10</i>
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Industrial Technology Timber - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Research Task	IND5-5, IND5-9, IND5-10	20	Term 1 Week 7
2	Practical Task 1 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	30	Term 2 Week 6
3	Practical Task 2 and Folio	IND5-2, IND 5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9	40	Term 4 Week 4
4	Yearly Examination	IND5.1, IND5.4, IND5.9, IND5.10	10	Term 4 Week 5

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

iSTEM - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	Course Introduction
	2	Safety Instruction and Tests
	3	ST5-6
	4	Practical Projects / STEM Specific Theory Content <i>ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10</i>
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Term 2	1	Practical Projects / STEM Specific Theory Content Student selected Research project <i>ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10</i>
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Term 3	1	Practical Projects / STEM Specific Theory Content Student selected Research project (continued) <i>ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10</i>
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Term 4	1	Practical Projects / STEM Specific Theory Content <i>ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8</i>
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iSTEM - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Research Task	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	25%	Term 1 Week 8
2	Practical Task 1 and Folio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	35%	Term 2 Week 6
3	Practical Task 2 and Folio	ST5-1, ST5-2, ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8, ST5-9, ST5-10	25%	Term 4 Week 1
4	Yearly Examination	ST5-3, ST5-4, ST5-5, ST5-6, ST5-7, ST5-8	15%	Term 4 Week 4

Outcomes – A student:	
ST5-1	designs and develops creative, innovative, and enterprising solutions to a wide range of STEM-based problems
ST5-2	demonstrates critical thinking, creativity, problem solving, entrepreneurship and engineering design skills and decision-making techniques in a range of STEM contexts
ST5-3	applies engineering design processes to address real-world STEM-based problems
ST5-4	works independently and collaboratively to produce practical solutions to real-world scenarios
ST5-5	analyses a range of contexts and applies STEM principles and processes
ST5-6	selects and safely uses a range of technologies in the development, evaluation, and presentation of solutions to STEM-based problems
ST5-7	selects and applies project management strategies when developing and evaluating STEM-based design solutions
ST5-8	uses a range of techniques and technologies, to communicate design solutions and technical information for a range of audiences
ST5-9	collects, organises, and interprets data sets, using appropriate mathematical and statistical methods to inform and evaluate design decisions
ST5-10	analyses and evaluates the impact of STEM on society and describes the scope and pathways into employment.

Mathematics - Year 10 Stage 5.1 Scope and Sequence

	Week	Topics Covered
Term 1	1	Interest & Depreciation <i>MA5.1-4NA, MA5.1-1WM, MA5.1-2WM</i>
	2	
	3	
	4	
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	6	Coordinate Geometry <i>MA5.1-6NA, MA5.1-3WM</i>
	7	
	8	
	9	Surface Area & Volume <i>MA4-14MG, MA5.1-8MG, MA5.1-2WM</i>
	10	
	11	
Term 2	1	Algebra <i>MA5.1-5NA, MA5.1-1WM, MA5.1-2WM</i>
	2	
	3	
	4	
	5	Investigating Data <i>MA4-20SP, MA5.1-12SP</i>
	6	
	7	
	8	Equations & Inequalities <i>MA4-10NA, MA5.1-1WM, MA5.1-2WM</i>
	9	
	10	
Term 3	1	Graphs <i>MA5.1-7NA, MA5.1-1WM, MA5.1-3WM</i>
	2	
	3	
	4	Trigonometry <i>MA5.1-10MG, MA5.1-2WM</i>
	5	
	6	
	7	Probability <i>MA5.1-13SP, MA5.1-1WM, MA5.1-2WM</i>
	8	
	9	
	10	Geometry <i>MA5.1-11MG, MA5.1-1WM, MA5.1-2WM</i>
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Term 4	1	Earning Money <i>MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM</i>
	2	
	3	
	4	Geometry <i>MA5.1-11MG, MA5.1-1WM, MA5.1-2WM</i>
	5	
	6	
	7	Probability <i>MA5.1-13SP, MA5.1-1WM, MA5.1-2WM</i>
	8	
	9	
	10	Earning Money <i>MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM</i>
	11	

Mathematics - Year 10 Stage 5.1 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Half Yearly Exam	MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-6NA, MA5.1-3WM, MA4-14MG, MA5.1-8MG, MA5.1-5NA	25%	Term 2 Week 6
2	Semester 1 Portfolio of Class work	MA5.1-4NA, MA5.1-1WM, MA5.1-2WM, MA5.1-6NA, MA5.1-3WM, MA4-14MG, MA5.1-8MG, MA5.1-5NA	25%	Term 2 Week 7
3	Yearly Exam	MA4-20SP, MA5.1-12SP, MA4-10NA, MA5.1-1WM, MA5.1-2WM, MA5.1-7NA, MA5.1-3WM, MA5.1-10MG, MA5.1-13SP, MA5.1-11MG	25%	Term 4 Week 4
4	Semester 2 Portfolio of Class work	MA4-20SP, MA5.1-12SP, MA4-10NA, MA5.1-1WM, MA5.1-2WM, MA5.1-7NA, MA5.1-3WM, MA5.1-10MG, MA5.1-13SP, MA5.1-11MG	25%	Term 4 Week 5

Outcomes – A student:	
MA4-10NA	uses algebraic techniques to solve simple linear and quadratic equations
MA5.1-4-NA	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
MA5.1-1WM	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
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
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
MA4-20SP	analyses single sets of data using measures of location, and range
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

Mathematics - Year 10 Stage 5.2 Scope and Sequence

	Week	Topics Covered
Term 1	1	Interest & Depreciation <i>MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-4NA</i>
	2	
	3	
	4	
	5	
	6	Coordinate Geometry <i>MA5.1-6NA, MA5.2-3WM, MA5.2-9NA</i>
	7	
	8	
	9	Surface Area & Volume <i>MA5.1-8MG, MA5.2-2WM, MA5.2-11MG, MA5.2-12MG</i>
	10	
	11	
Term 2	1	Products & Factors <i>MA5.2-1WM, MA5.2-3WM, MA5.2-6NA, MA5.2-7NA</i>
	2	
	3	
	4	
	5	Investigating Data <i>MA5.1-12SP, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP</i>
	6	
	7	
	8	
	9	Equations & Inequalities <i>MA5.2-1WM, MA5.2-2WM, MA5.2-8NA</i>
	10	
1		
Term 3	2	Graphs <i>MA5.1-7NA, MA5.2-1WM, MA5.2-3WM, MA5.2-5NA, MA5.2-10NA</i>
	3	
	4	
	5	Trigonometry <i>MA5.1-10MG, MA5.2-1WM, MA5.2-2WM, MA5.2-13MG</i>
	6	
	7	
	8	
	9	Probability <i>MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-17SP</i>
	10	
	1	
Term 4	2	Simultaneous Equations <i>MA5.2-1WM, MA5.2-2WM, MA5.2-8NA</i>
	3	
	4	
	5	Geometry <i>MA5.1-11MG, MA5.2-1WM, MA5.2-2WM, MA5.2-14MG</i>
	6	
	7	
	8	
	9	
	10	
	11	

Mathematics - Year 10 Stage 5.2 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Half Yearly Exam	MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-4NA, MA5.1-6NA, MA5.2-3WM, MA5.2-9NA, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG	25%	Term 2 Week 6
2	Semester 1 Portfolio of Class work	MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-4NA, MA5.1-6NA, MA5.2-3WM, MA5.2-9NA, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG	25%	Term 2 Week 7
3	Yearly Exam	MA5.1-12SP, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP, MA5.2-1WM, MA5.2-2WM, MA5.2-8NA, MA5.1-7NA, MA5.2-3WM, MA5.2-5NA, MA5.2-10NA, MA5.1-10MG, MA5.2-13MG, MA5.1-13SP, MA5.2-17SP	25%	Term 4 Week 4
4	Semester 2 Portfolio of Class work	MA5.1-12SP, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP, MA5.2-1WM, MA5.2-2WM, MA5.2-8NA, MA5.1-7NA, MA5.2-3WM, MA5.2-5NA, MA5.2-10NA, MA5.1-10MG, MA5.2-13MG, MA5.1-13SP, MA5.2-17SP	25%	Term 4 Week 5

Outcomes – A student:	
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.1-7NA	graphs simple non-linear relationships
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-5NA	recognises direct and indirect proportion, and solves problems involving direct proportion
MA5.2-6NA	simplifies algebraic fractions, and expands and factorises quadratic expressions
MA5.2-7NA	applies index laws to operate with algebraic expressions involving integer indices
MA5.2-8NA	solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.2-10NA	connects algebraic and graphical representations of simple non-linear relationships
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.1-10MG	applies trigonometry, given diagrams, to solve problems, including problems involving angles of elevation and depression
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.2-13MG	applies trigonometry to solve problems, including problems involving bearings
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
MA5.2-15SP	uses quartiles and box plots to compare sets of data, and evaluates sources of data
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 - Year 10 Stage 5.3 Scope and Sequence

	Week	Topics Covered
Term 1	1	Interest & Depreciation <i>MA5.1-1WM, MA5.1-2WM, MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-4NA</i>
	2	
	3	
	4	
	5	Coordinate Geometry <i>MA5.1-3WM, MA5.1-6NA, MA5.2-3WM, MA5.2-9NA, MA5.3-3WM, MA5.3-8NA</i>
	6	
	7	
	8	Surface Area & Volume <i>MA5.1-2WM, MA5.1-8MG, MA4-14MG, MA5.2-2WM, MA5.2-11MG, MA5.2-12MG, MA5.3-2WM, MA5.3-13MG, MA5.3-14MG</i>
	9	
	10	
	11	Surds <i>MA5.3-1WM, MA5.3-2WM, MA5.3-6NA</i>
Term 2	1	Products & Factors <i>MA5.2-1WM, MA5.2-3WM, MA5.2-6NA, MA5.2-7NA, MA5.3-1WM, MA5.3-5NA</i>
	2	
	3	
	4	
	5	
	6	Investigating Data <i>MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP, MA5.3-19SP</i>
	7	
	8	
	9	Equations & Inequalities <i>MA5.2-1WM, MA5.2-2WM, MA5.2-8NA, MA5.3-1WM, MA5.3-2WM, MA5.3-7NA</i>
	10	
Term 3	1	Quadratic Equations & the Parabola <i>MA5.3-1WM, MA5.3-2WM, MA5.3-7NA, MA5.3-9NA</i>
	2	
	3	
	4	
	5	Trigonometry <i>MA5.2-13MG, MA5.3-1WM, MA5.3-2WM, MA5.3-15MG</i>
	6	
	7	
	8	
	9	
	10	Graphs <i>MA5.1-7NA, MA5.2-1WM</i>
1		
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4	Simultaneous Equations <i>MA5.2-1WM, MA5.2-2WM, MA5.2-8NA</i>	
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7	Geometry <i>MA5.2-1WM, MA5.2-2WM, MA5.2-14MG, MA5.3-1WM, MA5.3-2WM, MA5.3-16MG</i>	
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10	Probability <i>MA5.1-13SP, MA5.2-1WM, MA5.2-2WM, MA5.2-17SP</i>	
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Mathematics - Year 10 Stage 5.3 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Half Yearly Exam	MA5.1-1WM, MA5.1-2WM, MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-4NA, MA5.1-3WM, MA5.1-6NA, MA5.2-3WM, MA5.2-9NA, MA5.3-3WM, MA5.3-8NA, MA5.1-8MG, MA4-14MG, MA5.2-11MG, MA5.2-12MG, MA5.3-2WM, MA5.3-13MG, MA5.3-14MG, MA5.3-1WM, MA5.3-2WM, MA5.3-6NA, MA5.2-6NA, MA5.2-7NA, MA5.3-5NA	25%	Term 2 Week 6
2	Semester 1 Portfolio of Class work	MA5.1-1WM, MA5.1-2WM, MA5.1-4NA, MA5.2-1WM, MA5.2-2WM, MA5.2-4NA, MA5.1-3WM, MA5.1-6NA, MA5.2-3WM, MA5.2-9NA, MA5.3-3WM, MA5.3-8NA, MA5.1-8MG, MA4-14MG, MA5.2-11MG, MA5.2-12MG, MA5.3-2WM, MA5.3-13MG, MA5.3-14MG, MA5.3-1WM, MA5.3-2WM, MA5.3-6NA, MA5.2-6NA, MA5.2-7NA, MA5.3-5NA	25%	Term 2 Week 7
3	Yearly Exam	MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP, MA5.3-19SP, MA5.2-2WM, MA5.2-8NA, MA5.3-1WM, MA5.3-2WM, MA5.3-7NA, MA5.3-7NA, MA5.3-9NA, MA5.2-13MG, MA5.3-15MG, MA5.1-7NA	25%	Term 4 Week 4
4	Semester 2 Portfolio of Class work	MA5.2-1WM, MA5.2-3WM, MA5.2-15SP, MA5.2-16SP, MA5.3-2WM, MA5.3-3WM, MA5.3-18SP, MA5.3-19SP, MA5.2-2WM, MA5.2-8NA, MA5.3-1WM, MA5.3-2WM, MA5.3-7NA, MA5.3-7NA, MA5.3-9NA, MA5.2-13MG, MA5.3-15MG, MA5.1-7NA	25%	Term 4 Week 5

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
MA5.2-1WM	selects appropriate notations and conventions to communicate mathematical ideas and solutions
MA5.2-2WM	interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems
MA5.2-3WM	constructs arguments to prove and justify results
MA5.3-2WM	generalises mathematical ideas and techniques to analyse and solve problems efficiently
MA5.3-3WM	uses deductive reasoning in presenting arguments and formal proofs
MA5.1-4NA	solves financial problems involving earning, spending and investing money
MA5.1-6NA	determines the midpoint, gradient and length of an interval, and graphs linear relationships
MA5.2-4NA	solves financial problems involving compound interest
MA5.2-9NA	uses the gradient-intercept form to interpret and graph linear relationships
MA5.3-8NA	uses formulas to find midpoint, gradient and distance on the Cartesian plane, and applies standard forms of the equation of a straight line
MA4-14MG	uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume
MA5.1-8MG	calculates the areas of composite shapes, and the surface areas of rectangular and triangular prisms
MA5.2-11MG	calculates the surface areas of right prisms, cylinders and related composite solids
MA5.2-12MG	applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders
MA5.3-13MG	applies formulas to find the surface areas of right pyramids, right cones, spheres and related composite solids
MA5.3-14MG	applies formulas to find the volumes of right pyramids, right cones, spheres and related composite solids

Music Stage 5 - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">Australian Music 5.2, 5.4, 5.5, 5.6, 5.9, 5.12</p>
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Term 2	1	<p style="text-align: center;">Film Music 5.1, 5.2, 5.8, 5.11, 5.12</p>
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Term 3	1	<p style="text-align: center;">Music of the 20th and 21st Century 5.7, 5.8, 5.9, 5.10, 5.11</p>
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Term 4	1	<p style="text-align: center;">Popular Music 5.1, 5.2, 5.3, 5.12</p>
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Music Stage 5 – Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Composition Task	5.4, 5.5, 5.6, 5.9	30	Term 1 Week 9
2	Performance	5.1, 5.2, 5.12	20	Term 2 Week 4
3	Listening Examination	5.7, 5.8, 5.10, 5.11	30	Term 3 Week 9
4	Performance	5.1, 5.2, 5.3	20	Term 4 Week 3

Outcomes – A student:	
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study
5.6	uses different forms of technology in the composition process
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
5.10	demonstrates an understanding of the influence and impact of technology on music
5.11	demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
5.12	demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Photographic and Digital Media - Year 10 S&S

	Week	Topic(s) Covered
Term 1	1	<p>Little Big People Comments <i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i> <i>Study 5.7, 5.8, 5.9, 5.10</i></p>
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Term 2	1	<p>Pixel Stick and Virtual Worlds <i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i> <i>Study 5.7, 5.8, 5.9, 5.10</i></p>
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Term 3	1	<p>Stop Motion Animation – The Great Animators <i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i> <i>Study 5.7, 5.8, 5.9, 5.10</i></p>
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Term 4	1	<p>Surreality – Digital Manipulations <i>Making 5.1,5.2,5.3,5.4, 5.5, 5.6</i></p>
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Photographic and Digital Media - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Making: Portfolio of prints - Digital	5.1,5.2,5.3,5.4, 5.5, 5.6	30	Term 1 Week 10 - 11
2	Study: In-class critical and Historical Writing Task	5.7, 5.8, 5.9, 5.10	20	Term 2 Week 6
3	Making: Portfolio - Video	5.1,5.2,5.3,5.4, 5.5, 5.6	30	Term 3 Week 9 - 10
4	Study: Yearly Examination	5.7, 5.8, 5.9, 5.10	20	Term 4 Week 4

Outcomes – Making - A student:	
5.1	develops range and autonomy in selecting and applying photographic and digital conventions and procedures to make photographic and digital works
5.2	makes photographic and digital works informed by their understanding of the function of and relationships between artist–artwork–world–audience
5.3	makes photographic and digital works informed by an understanding of how the frames affect meaning
5.4	investigates the world as a source of ideas, concepts and subject matter for photographic and digital works
5.5	makes informed choices to develop and extend concepts and different meanings in their photographic and digital works
5.6	selects appropriate procedures and techniques to make and refine photographic and digital works
Outcomes - Studying- Critical and Historical Interpretations	
5.7	applies their understanding of aspects of practice to critically and historically interpret photographic and digital works
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of photographic and digital works
5.9	uses the frames to make different interpretations of photographic and digital works
5.10	constructs different critical and historical accounts of photographic and digital works

Physical Activity and Sports Studies - Year 10 S&S

	Week	Topic(s) Covered		
Term 1	1	Sports Medicine <i>5.1, 5.2, 5.6</i>	Badminton <i>5.5, 5.6, 5.7, 5.9</i>	
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Term 2	1	Sports Coaching <i>5.5, 5.6, 5.7, 5.8</i>	Coaching Strategies <i>5.5, 5.6, 5.7, 5.8, 5.9</i>	
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Term 3	1	World Events: FIFA Women's World Cup <i>5-2, 5-3, 5-4</i>	Mini World Event <i>5-5, 5-6, 5-7, 5-9</i>	
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		6	Australian Sporting Identity <i>5.4, 5.5, 5.10</i>	Leisure and Recreational Games <i>5-5, 5-6, 5-7, 5-9</i>
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Term 4	1	Technology in Sport <i>5.6, 5.7, 5.10</i>	Application of Technology in Sport <i>5-5, 5-6, 5-7, 5-9</i>	
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			6	Indigenous and International Games <i>5-5, 5-6, 5-7, 5-9</i>
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Physical Activity and Sports Studies - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Progressive Practical Assessment Progressive Practical Assessment throughout all units completed in Terms 1-4. Physical assessment is based on the Physical Literacy Continuum criteria.	5.5, 5.6, 5.7, 5.9	40%	Terms 1-4
2	Sports Medicine Formal examination of sport medicine principles and the application of knowledge and understanding. Exam structure includes multiple choice, short response and labelling diagrams.	5.1, 5.2, 5.6	20%	Term 1 Week 10
3	Sports Coaching Implementing the knowledge acquired throughout the Sports Coaching unit to plan and deliver coaching lessons to Year 7 students. Practical and theoretical components assessed.	5.5, 5.6, 5.7, 5.8, 5.9	20%	Term 2 Week 9
4	Yearly Examination Formal examination assessing knowledge and application of understanding of units taught throughout the year.	5.1, 5.2, 5.3, 5.4, 5.6, 5.8, 5.10	20%	Term 4 Week 4

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

PDHPE - Year 10 Scope and Sequence

	Week	Theoretical Topic(s) Covered	Practical Topic(s) Covered
Term 1	1	Next Level Relationships <i>PD5-1, PD5-2, PD5-3, PD5-9, PD5-10</i>	Initiative Challenges <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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Term 2	1	Drugs in Society <i>PD5-1, PD5-2, PD5-6, PD5-7</i>	Invasive and Defensive Strategies <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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Term 3	1	My Future <i>PD5-2, PD5-9</i>	Social Dance <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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Term 4	1	Nutrition <i>PD5-2, PD5-6, PD5-7, PD5-8, PD5-9</i>	Backyard Games <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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Term 4	1	Lifelong Physical Activity <i>PD5-2, PD5-6, PD5-7, PD5-8</i>	Hybrid Games <i>PD5-4, PD5-5, PD5-10, PD5-11</i>
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PDHPE - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Semester One Progressive Practical Progressive Practical Assessment throughout all units completed in Terms 1 and 2.	PD5-4, PD5-5, PD5-10, PD5-11	20%	Terms 1-2
2	Topic Test Students complete a formal examination on content covered throughout the Next Level Relationships and Drugs in Society Units.	PD5-1, PD5-3, PD5-6, PD5-9	30%	Term 2 Week 5
3	Road Safety Portfolio Specific tasks assigned in class will contribute to the student portfolio of work. Focus is on road safety education and harm minimisation strategies.	PD5-2, PD5-6, PD5-7, PD5-9	30%	Term 3 Week 9
4	Semester Two Progressive Practical Progressive Practical Assessment throughout all units completed in Terms 3 and 4.	PD5-4, PD5-5, PD5-10, PD5-11	20%	Terms 3-4

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

Science - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">Electrical Energy and Efficiency <i>11PW(PW3 & PW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Term 2	1	<p style="text-align: center;">Chemical Reactions and Materials <i>17CW(CW3abdefg & CW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Term 3	1	<p style="text-align: center;">Genetics and Evolution <i>15LW(LW3abcd & LW4), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Term 4	1	<p style="text-align: center;">The Earth's Spheres and the Environment <i>14LW(LW2), 13ES(ES3), 4WS, 5WS, 6WS, 7WS, 8WS, 9WS</i></p>
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Science – Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Student Research Project	4WS, 5WS, 6WS, 7WS, 9WS	20%	Term 1 Week 10
2	½ Yearly Examination	11PW(PW3 & PW4), 17CW(CW3abd), 7WS	25%	Term 2 Week 4
3	Working Scientifically Skills and Knowledge Task	15LW(LW3), 7WS, 8WS, 9WS	25%	Term 3 Week 5
4	Yearly Exam	14LW(LW2a), 15LW(LW3 & LW4), 11PW(PW3 & PW4), 17CW(CW3abdefg & CW4), 5WS, 6WS, 7WS, 8WS, 9WS	30%	Term 4 Week 3

Outcomes – A student:	
4WS	develops questions or hypotheses to be investigated scientifically
5WS	produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively
6WS	undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively
7WS	processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions
8WS	applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems
9WS	presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations
11PW	explains how scientific understanding about energy conservation, transfers and transformations is applied in systems
13ES	explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues
14LW	analyses interactions between components and processes within biological systems
15LW	explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society
17CW	discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials

Textiles Technology - Year 10 Scope and Sequence

	Week	Topic(s) Covered
Term 1	1	<p style="text-align: center;">Interior Design – Furnishing</p> <p style="text-align: center;"><i>TEX5-1 TEX5-2 TEX5-3 TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12</i></p>
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Term 2	1	<p style="text-align: center;">Interior Design – Furnishing</p> <p style="text-align: center;"><i>TEX5-1 TEX5-2 TEX5-3 TEX5-4 TEX5-5 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12</i></p>
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Term 3	1	<p style="text-align: center;">All the World is a Stage -Costume</p> <p style="text-align: center;"><i>TEX5-1 TEX5-2 TEX5-4 TEX5-5 TEX5-6 TEX5-7 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12</i></p>
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Term 4	1	<p style="text-align: center;">All the World is a Stage -Costume</p> <p style="text-align: center;"><i>TEX5-1 TEX5-2 TEX5-4 TEX5-5 TEX5-6 TEX5-7 TEX5-8 TEX5-9 TEX5-10 TEX5-11 TEX5-12</i></p>
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Textiles Technology - Year 10 Assessment Schedule

Task	Description	Outcomes	Weighting	Date Due
1	Furnishing Textile Designer Research Task	TEX5-3	20%	Term 1 Week 6
2	Furnishing Design Folio and Techniques	TEX5-2 TEX5-4 TEX5-5	30%	Term 2 Week 1
3	Furnishing Product	TEX5-9 TEX5-10 TEX5-11	15%	Term 2 Week 8
4	Costume Folio and Product	TEX5-8 TEX5-9 TEX5-12	35%	Term 4 Week 4

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

Visual Arts - Year 10 Scope and Sequence

	Week	Topics Covered
Term 1	1	<p>Surrealism in 3D Art of the Story - Narratives</p> <p><i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i> <i>Studying 5.7, 5.8, 5.9, 5.10</i></p>
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Term 2	1	
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Term 3	1	<p>Tradition and the Landscape</p> <p><i>Making 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</i> <i>Studying 5.7, 5.8, 5.9, 5.10</i></p>
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Term 4	1	<p>End of Course Exam <i>Studying 5.7, 5.8, 5.9, 5.10</i></p> <p>My Body of Work <i>Making</i></p>
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Visual Arts - Year 10 Scope and Sequence

Task	Description	Outcomes	Weighting	Date Due
1	Studying Art: In-class Writing Task	5.7, 5.8, 5.9, 5.10	20%	Term 1 Week 11
2	Making Art: Portfolio - Surrealism in 2D & Art of the Story Narratives	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 2 Week 4
3	Marking Art: Portfolio Tradition and the Landscape	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	30%	Term 3 Week 10
4	Studying Art: In-class Writing Task – Exam	5.7, 5.8, 5.9, 5.10	20%	Term 4 Week 4

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