



Year 9 2023

Assessment Booklet

Stage 5 Record of School Achievement (RoSA) Assessment Booklet

At Temora High School, we acknowledge that our school sits on **Wiradyuri land**. The **Wiradyuri people** have spoken **Wiradyuri language**, practiced **Wiradyuri culture** and lived and celebrated on this land for time immemorial. We acknowledge and respect the way they have and continue to nurture, sustain and care for the people, plants, animals and country. We are grateful for the guidance provided to our students and staff by our **Wiradyuri Elders**, both past and present. We strive to follow **Yindyamarra** at our school by going slowly, politely, respectfully, along the right path.

Introduction

This booklet is designed to provide a simple guide for assessment procedures for all students studying Stage 5 RoSA courses at Temora High School.

The booklet provides information on

- **RoSA information, eligibility and grading**
- **Course requirements**
- **Life Skills**
- **'N' Determinations**
- **THS Assessment and Examination Procedures** - It is important that you are familiar with and follow these procedures
- **Subject Assessment Schedules**

An **assessment planner** is also provided. This should be used to help you map your 2023 tasks. Make sure you are organised in your learning and that you're talking to your teachers about your progress.

Questions relating to specific courses should be directed in the first instance to the class teacher, or head teacher. The assessment schedules provided in this booklet are outlines only. Each faculty will provide students with specific details of assessment tasks including possible changes to assessment dates and task weightings via task notifications.

What is the 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.

RoSA Eligibility

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](#).

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.

Stage 5 RoSA Grades

Schools are responsible for awarding each student a grade (A, B, C, D, or E) to summarise the student's achievement in any 100 hour or 200 hour course completed in Stage 5. In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3 and E2). The grade awarded is reported on the student's Record of School Achievement.

During the course, teachers collect information on the achievement of each student. To allocate a grade to a student at the end of the course, teachers make a judgement as to which grade descriptor best describes the achievement of that student.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Course Requirements

For a student to satisfactorily complete a course, NESAs requires the principal to have sufficient evidence that the student has:

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

Students must complete the following mandatory Years 7-10 courses.

- English
- Mathematics
- Science
- Human Society and its Environment
- Languages Other than English
- Technological and Applied Studies
- Creative Arts
- Personal Development, Health and Physical Education

Students may also study a number of non-mandatory elective courses, as offered by the school. The principal may determine that, due to absence, course completion criteria may not be met. To receive a RoSA, students must attend school until the final day of Year 10.

Life Skills

Students with disability can complete the [Life Skills](#) curriculum option. Students who leave school before completing their HSC, but who have satisfactorily completed Year 11 or Year 10 Life Skills courses, can receive a RoSA. For every satisfactorily completed Life Skills course an accompanying Profile of Student Achievement is included with the RoSA to provide students with more details of their achievements from each course.

'N' determinations

If students don't complete a course's requirements they will receive an 'N' determination. Students are warned via a letter from their school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Stage 5 (Years 9 and 10) Assessment Procedure

1. Assessment tasks may take the form of in-class or at-home assessments. Tasks need to be handed in and completed at the time/date specified by the teacher. Students will receive at least two-weeks written notification of an assessment task. Students and parents/carers should refer to the Assessment Booklet, which contains the Assessment Schedule and Scope and Sequence for each subject studied.
2. **Tasks submitted late without a valid reason, or non-serious attempts** at a task (which includes plagiarism), **will receive zero (0) marks**, which may affect eligibility for dux, academic achievement and first in course awards, and a N Warning letter will be issued. Submitted work will be marked according to the A-E grade scale for Stage 5.
<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades>
3. If you are **absent from school**, it is your responsibility to approach your teacher to determine if any tasks were notified during your absence. You must complete all work given in your absence.
4. **If you know that you will be absent** on the date of the task due date it is **your** responsibility to see your classroom teacher and negotiate an alternate time to complete/submit your task. *Ideally this will be before your absence.* This includes excursions, debating, representative sporting carnivals, approved leave, etc. If required, an application for an extension of time should be made on the appropriate form.
5. If you are **unexpectedly absent on the day of a task** and you have a genuine reason for your absence, you or your parent/carer need to phone the school and leave a message for the teacher. You will need to complete an Illness/Misadventure Form upon your return. A Doctor's Certificate (illness) or a letter that fully explains the circumstances (misadventure) should be presented with the form,

which goes to the subject head teacher on the day of return to the school or deputy principal if more than one subject is affected.

6. Be prepared to complete/submit/present your task in your first lesson back. Incomplete tasks, non-genuine attempts, or tasks not handed in must still be completed. This may occur during breaks, after school or at home and/or in the Fly-In Room.
7. If a task is due to be handed in on a certain day, then normally it would be handed in during the lesson or at the time specified by the teacher. The task is to be submitted directly to the teacher or the head teacher, under no circumstance should it be left at the school office.
8. Students completing assessments which require a performance component at a scheduled time slot must attend at their allocated time (allocated by the teacher prior to the assessment day).
9. Malpractice in examinations and/or assessment tasks - cheating, plagiarism, copying another student's work, during an exam or task is viewed seriously by the school. The student will be interviewed by the head teacher and deputy principal and an appropriate penalty will be determined. The student may be issued a N Warning letter.
10. Plagiarism – this may include copying from materials (books, internet, journals, study notes, tapes etc.) without indicating this with quotation marks and acknowledgement of the author or source. It may also include collaboration with other students that goes beyond the discussion of general strategies or ideas. Parents/carers will be notified, and the task must be resubmitted to demonstrate satisfactory achievement of outcomes. *Aiding another student to plagiarise is a violation of this assessment policy.*
11. Use of electronic means for preparation and submission of assessment tasks – students must ensure that appropriate backup copies and hard copies (evidence of draft work), are kept well in advance of the due date. Failure of technology (e.g. corrupt drives, computer crashed) without ample evidence of the stages of lost work, is not acceptable as a reason for late or non-submission.
12. Appeals – if a student feels that their result in an assessment task is incorrect, then they should firstly approach the teacher or head teacher concerned. If the situation is not resolved satisfactorily, the student may appeal for a review of the process. To do this, a signed, detailed letter stating the matters of concern must be given to the subject Head Teacher. You must submit your task on or before the due date.

Years 7-10 Examination Procedure

Students, make sure you:

1. Go directly to the exam room at the correct time. If you arrive late for the exam, you may not be given extra time at the end.
2. Follow the school rules about uniform and footwear. Exams occur during the regular school day.
3. Contact the school immediately if you cannot attend school on the day of a scheduled exam because of unusual circumstances. (Years 9 and 10 - You will be required to submit an Illness/Misadventure Form)
4. Attempt all exams for subjects that you study.
5. Sit where directed and/or at the desk that shows your name.
6. Stay in the room for the duration of the exam. Follow all teacher instructions.
7. Behave courteously and speak only to the exam supervisors. Behaviour that in any way disturbs another student or upsets the running of the exam, (e.g., loudly screwing up paper) may result in a zero result and/or the issue of a N Warning (Years 9 and 10).
8. Read the exam instructions and all questions carefully. The exam supervisor cannot interpret or give instructions about exam questions.
9. Write your name on all pieces of paper.
10. Make a serious attempt at the exam by answering a range of question types (for example, answering only multiple-choice questions is not considered a serious attempt). Cheating or copying will result in a zero result and/or the issue of a N Warning (Years 9 and 10).
11. Pack your school bag for regular lessons when you don't have an exam.
12. In exceptional circumstances, if you need to change the time of an exam you must approach the subject Head Teacher.

What you CAN bring into the exam room

- a clear plastic bag/sleeve to carry the following approved equipment:
 - **black pens** (use for all exams, unless instructed to use a pencil)
 - pencils (must be at least 2B), erasers and a sharpener
 - a ruler marked in millimetres and centimetres
 - highlighter pens
- a clear bottle of water with no label
- a non-programmable watch, which you must take off, place on your desk and not touch during the exam
- certain equipment that is listed on the exam cover page is allowed for specific exams (scientific calculators must be approved models only)

What you are NOT allowed to bring into the exam room

- school bag – must be placed where instructed by the teacher
- mobile phones - these must be switched off, in your Yondr pouch and in your bag)
- programmable watches, e.g., smart watches
- any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries
- paper or any printed or written material (including your exam timetable)
- dictionaries (except in language exams, if allowed)
- correction fluid or correction tape
- a pencil case (other than a clear plastic bag/sleeve)

It is your responsibility to make sure that your equipment is in good working order. **You cannot borrow equipment during exams.**

Years 9 and 10: If illness or misadventure stops you from attending an exam or affects your performance in the exam, it is your responsibility to submit an illness/misadventure form. Illness/misadventure applications are for cases where an illness or mishap, immediately before or during an exam, which was beyond your control, prevented you from attending or diminished your exam performance.



ILLNESS/MISADVENTURE - REQUEST FORM

STUDENT SECTION

Student name:		Year:	Date:
Course name:	Teacher:	Already completed the task? Yes/No	
Task name and number:		Original due date:	
<i>The subject teacher was notified of the illness/misadventure on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for appeal:			
What are you requesting? E.g. extension, alternate date to complete task, no penalty, resubmission, etc.			
Medical certificates or supporting statements have been attached from:			
Student signature:		Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION

Head Teacher Decision	Approved	<input type="checkbox"/> Extension - new due date:/...../..... <input type="checkbox"/> Reduced late penalty <input type="checkbox"/> Alternate task <input type="checkbox"/> Resubmission	<input type="checkbox"/> Average of past assessments <input type="checkbox"/> Accept task but zero marks <input type="checkbox"/> Other
	Not approved	<input type="checkbox"/> Do not accept task, resubmission required	
Head Teacher comment, if required:			
Head Teacher signature/...../.....	Deputy Principal signature/...../.....	Student signature/...../.....	

TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Illness/Misadventure Appeal Decision: APPROVED / NOT APPROVED	
HT Notes:		
HT Signature:	Date:	



REVIEW OF ASSESSMENT TASK MARK - REQUEST FORM

A request to review an assessment task mark must be submitted to the subject Head Teacher no later than **10 school days** after the student was notified of the mark.

STUDENT SECTION

Student name:	Year:	Date form submitted:
Course name:	Teacher:	
Task name and number:	Date informed of mark:	
Reason(s) for review of mark request (detail below):		
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:		
Student signature:	Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION

Head Teacher Decision	Approved <input type="checkbox"/> Mark reviewed <input type="checkbox"/> Mark remains same <input type="checkbox"/> Mark changed to	
	Not approved <input type="checkbox"/> Insufficient evidence or reasoning	
Head Teacher comment, if required:		
Head Teacher signature/...../.....	Deputy Principal/Principal signature/...../.....	Student signature/...../.....

TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Review of Mark/s Request Outcome: APPROVED / NOT APPROVED	
HT Notes:		
HT Signature:	Date:	



ASSESSMENT TASK EXTENSION - REQUEST FORM

STUDENT SECTION

Student name:		Year:	Date:
Course name:		Teacher:	
Task name and number:		Original due date:	
<i>The subject teacher was notified of this request for an extension on (complete below):</i>			
Date:	Time:	By:	
Reason(s) for extension request (detail below):			
Medical certificates, Statutory Declaration and/or supporting statements have been attached from:			
Student signature:		Parent/Carer signature:	

Hand this completed form, together with certificates and/or statements to the Head Teacher of the course

SCHOOL SECTION

Head Teacher Decision	Approved	Extension granted - new due date:/...../.....	
	Not approved	Extension not granted, insufficient evidence or reasoning	
Head Teacher comment, if required:			
Head Teacher signature/...../.....	Deputy Principal/Principal signature/...../.....	Student signature/...../.....	

TEAR OFF SLIP - To be returned to the student

Student name:	Course:	Teacher:
Task name:	Extension Request Decision: APPROVED / NOT APPROVED	
HT Notes:		
HT Signature:	Date:	



THS SCOPE AND SEQUENCE

Stage 5 Assessment Overview 2023



= Stage 5 (Years 9 & 10 combined elective classes) = Year 9 classes = Year 10 classes

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1			9 Maths 10 Maths		PASS		9 Science Agriculture Visual Arts	9 English 9 PDHPE 10 English 10 PDHPE	9 History 10 History 10 Science	Child Studies Commerce Dance Food Tech Media Studies Music 1 PASS STEM Textiles Visual Arts	Indust. Tech

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2		STEM	9 History 9 Science 10 History 10 Science	9 Maths Commerce Visual Arts	9 PDHPE 10 Maths Food Tech Visual Arts	Indust. Tech PASS Textiles	Agriculture Media Studies STEM	10 PDHPE Dance	9 Science Child Studies Music 1	9 English 10 English PASS

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	10 Science		9 Science Indust. Tech	STEM	9 PDHPE 10 PDHPE		Commerce Dance Food Tech Media Studies STEM Visual Arts	9 Geography 10 English 10 Geography	9 English 9 PDHPE 10 PDHPE 10 Science	Agriculture Music 1 PASS Textiles Visual Arts

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4		Yearly Examination (Years 9 + 10)		Child Studies Dance Indust. Tech STEM Textiles	Commerce Media Studies Visual Arts		Visual Arts				

* Classwork for all subjects – ongoing assessment



THS ASSESSMENT SCHEDULE English – Year 9 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Presentation	EN5-2A, EN5-4B, EN5-6C, EN5-7D	Term 1 Week 8	20
2	Essay	EN5-3B, EN5-4B, EN5-6C, EN5-8D	Term 2 Week 10	20
3	Empathy Task and Reflection	EN5-1A, EN5-5C, EN5-9E	Term 3 Week 9	20
4	Yearly Examination	EN5-1A, EN5-2A, EN5-3B, EN5-5C	Term 4 Week 2	20
Ongoing	Classwork	All outcomes	Ongoing	20
				100%



THS SCOPE AND SEQUENCE English – Year 9 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Voices of Protest Overview: Students examine songs and speeches to understand how and why people use their voice to protest. They examine persuasive techniques, as well as poetry techniques and learn how to examine these texts for meaning, and how to create their own works of protest. Syllabus outcomes: EN5-2A, EN5-4B, EN5-6C, EN5-7D</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Area of Study: Prejudice and Tolerance Overview: Students learn about prejudice and tolerance through a core study of the novel <i>Between Us</i> or <i>Deadly Unna</i> and through shorter, related texts. They will compose critical and creative responses that demonstrate their understanding of these concepts. Syllabus Outcomes: EN5-3B, EN5-4B, EN5-6C, EN5-7D, EN5-8D</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Characterisation and Shakespeare Overview: Students study a Shakespearean Drama and explore how his construction of character conveys key ideas throughout the play. Syllabus outcomes: EN5-1A, EN5-5C, EN5-9E</p>										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Genre Study Overview: Students complete a genre study, exploring the conventions of one specific genre and how these are utilised in short stories, TV and film and visually through posters, advertisements and book jackets. They learn how to imitate the genre through their own creative writing. Syllabus outcomes: EN5-1A, EN5-2A, EN5-3B, EN5-5C</p>										



THS ASSESSMENT SCHEDULE

Geography – Year 9 2023

Semester 2



Task No.	Task Name	Outcomes	Time	Weighting
1	Research Task Environmental Change and Management	GE5-2, GE5-3, GE5-5, GE5-7, GE5-8	Term 3 Week 8	35
2	Geographic Skills Assessment	Geographical Skills and Tools Continuum M, F, GS, ST, VR	Term 3 Week 8	30
3	Written Response Task Human Wellbeing	GE5-1, GE5-4, GE5-6, GE5-8	Term 4 Week 2	35
				100%



THS SCOPE AND SEQUENCE

Geography – Year 9 2023



Semester 2

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3									
<p>Unit title: Environmental Change and Management and Geographic Tools Continuum</p> <p>Overview: Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students will also engage with different geographical tools. These include maps, fieldwork, graphs and statistics, spatial technologies, and visual representations.</p> <p>Syllabus outcomes: GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8</p>									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4										
<p>Unit title: Human Wellbeing</p> <p>Overview: Students examine the nature of, and differences in, human wellbeing and development that exist within and between countries. They describe ways of measuring human wellbeing and development to reveal spatial variations and develop explanations for differences.</p> <p>Syllabus outcomes: GE5-1, GE5-2, GE5-6, GE5-7, GE5-8</p>										



THS ASSESSMENT SCHEDULE
History – Year 9 2023



Semester 1

Task No.	Task Name	Outcomes	Time	Weighting
1	Empathy Task	HT5-1, HT5-2, HT5-4, HT5-6, HT5-9, HT5-10	Term 1 Week 9	30
2	Examination	HT5-1, HT5-2, HT5-4, HT5-5	Term 2 Week 3	40
Ongoing	Classwork	All outcomes	Ongoing	30
				100%



THS SCOPE AND SEQUENCE History - Year 9 2023



Semester 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Core Study - Depth Study 4: Rights and Freedoms (1945 – present) Overview: Students learn about the origins and significance of the United Nations Declaration of Human Rights; the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965; the significance of activism and developments since that time; and the continuing nature of civil rights in Australia and throughout the world. Syllabus outcomes: HT5-2, HT5-3, HT5-4, HT5-6, HT5-8, HT5-9, HT5-10</p>										
										Unit title: Depth Study 6: The Holocaust OR Depth Study 6: The Post War World	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
Term 2	<p>Unit title: Depth Study 6: The Holocaust OR Depth Study 6: The Post War World continued. Overview: The Holocaust - Students explore the systematic state-sponsored murder of six million Jewish men, women, and children and millions of others by Nazi Germany and its collaborators during World War II. They learn about the rise of anti-Semitism under Adolf Hitler and the Nazi Party and the experiences and devastating consequences of their extermination camps and 'final solution'. OR Overview: The Post War World: Students learn about how the aftermath led to decolonisation and the end of the great European empires. At the same time, the United States and the Soviet Union emerged from World War II as hostile superpowers armed with nuclear weapons and led the world into a tense confrontation known as the Cold War. Students learn about Australian involvement in conflicts such as the Korean War and the Vietnam War. Syllabus outcomes: HT5-1, HT5-4, HT5-5, HT5-7, HT5-8, HT5-9, HT5-10</p>										
								Unit Title: Depth Study 5: The Globalising World: Popular Culture. Overview: Students investigate the nature of popular culture in Australia at the end of World War II, including music, film and sport. Syllabus outcomes: HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10			



THS ASSESSMENT SCHEDULE
Mathematics – Year 9M1 (Stage 5.3/5.2) 2022



Task No.	Task Name	Outcomes	Time	Weighting
1	Pre-test		Term 1 Week 3	15
2	Half-Yearly Examination	MA5.1-4NA, MA5.2-4NA, MA5.2-8NA, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG, MA5.1-10MG, MA5.2-13MG, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA	Term 2 Week 4	35
3	Yearly Examination	MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-17SP	Term 4 Week 2	50
				100%



THS SCOPE AND SEQUENCE

Mathematics – Year 9M1 (Stage 5.3/5.2) 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	Unit title: Computation and financial mathematics (Chapter 1) Overview: Calculations with integers, fractions, decimals, percentages and financial problems. Syllabus outcomes: MA4-4NA, MA4-5NA, MA5.1-4NA, MA5.2-4NA		Unit title: Expressions, equations and inequalities (Chapter 2) Overview: Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques Syllabus outcomes: MA4-10NA, MA5.2-8NA		Unit title: Length, area, surface area and volume (Chapter 5) Overview: Calculates the perimeter, area, surface area and volume of shapes, prisms and pyramids. Syllabus outcomes: MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA5.2-12MG, MA5.3-14MG						
Term 2	Unit title: Right-angled triangles (Chapter 3) Overview: Applies Pythagoras' theorem and trigonometry in right-angled triangles. Syllabus outcomes: MA4-16MG, MA5.1-10MG, MA5.2-13MG		Unit title: Linear relationships (Chapter 4) Overview: Determines the midpoint, gradient, length of an interval, and graphs linear relationships. Applies standard forms of the equation of a straight line Syllabus outcomes: MA5.1-6NA, MA5.2-9NA, MA5.3-8NA		Unit title: Indices and surds (Chapter 6) Overview: Applies index laws to operate with algebraic expressions involving indices, performs operations with surds. Syllabus outcomes: MA4-9NA, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA						
Term 3	Unit title: Quadratic expressions and algebraic fractions (Chapter 8) Overview: Applies algebraic techniques to operate algebraic expressions. Syllabus outcomes: MA5.2-6NA, MA5.3-5NA		Unit title: Probability and single variable data analysis (Chapter 9) Overview: Describes and calculates probabilities in simple and multi-step chance experiments. Uses statistical displays, quartiles and box plots to compare sets of data, and evaluates sources of data Syllabus outcomes: MA5.1-13SP, MA5.1-12SP, MA5.2-17SP, MA5.2-15SP								
Term 4	Unit title: Quadratic equations and graphs of parabolas (Chapter 10) Overview: Solves quadratic equations, sketches and interprets a variety of non-linear relationships Syllabus outcomes: MA5.2-8NA, MA5.1-7NA, MA5.3-7NA, MA5.2-10NA, MA5.3-9NA		Unit title: Properties of geometrical figures (Chapter 7) Overview: Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar Syllabus outcomes: MA4-17MG, MA4-18MG, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG								



THS ASSESSMENT SCHEDULE
Mathematics – Year 9M2 (Stage 5.2) 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Pre-Test		Term 1 Week 3	15
2	Half-Yearly Examination	MA5.1-4NA, MA5.1-6NA, MA5.1-9MG, MA5.1-10MG, MA5.2-5NA, MA5.2-8NA, MA5.2-9NA, MA5.2-13MG	Term 2 Week 4	35
3	Yearly Examination	MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG, MA5.1-12SP, MA5.1-13SP, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-17SP	Term 4 Week 2	50
				100%



THS SCOPE AND SEQUENCE

Mathematics – Year 9M2 (Stage 5.2) 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Integers, decimals, fractions, ratios and rates (Chapter 1) Overview: Calculations with fractions, decimals, percentages as well as ratios and rates. Uses scientific notation and significant figures Syllabus outcomes: MA4-4NA, MA4-5NA, MA4-7NA, MA5.2-5NA, MA5.1-9MG</p> <p>Unit title: Financial mathematics (Chapter 2) Overview: Solves financial problems involving earning, spending and investing money. Syllabus outcomes: MA4-5NA, MA4-6NA, MA5.1-4NA, MA5.2-4NA</p> <p>Unit title: Expressions and equations (Chapter 3) Overview: Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques Syllabus outcomes: MA4-8NA, MA4-10NA, MA5.2-8NA</p>										
Term 2	<p>Unit title: Right-angled triangles (Chapter 4) Overview: Applies Pythagoras' theorem and trigonometry in right-angled triangles. Syllabus outcomes: MA4-16MG, MA5.1-10MG, MA5.2-13MG</p> <p>Unit title: Linear relationships (Chapter 5) Overview: Determines the midpoint, gradient, length of an interval, and graphs linear relationships. Applies standard forms of the equation of a straight line. Syllabus outcomes: MA4-11NA, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA</p>										
Term 3	<p>Unit title: Length, area, surface area and volume (Chapter 6) Overview: Calculates the perimeter, area, surface area and volume of shapes and prisms. Syllabus outcomes: MA4-13MG, MA5.1-8MG, MA5.2-11MG, MA5.2-12MG, MA4-14MG</p> <p>Unit title: Indices (Chapter 7) Overview: Applies index laws to operate with algebraic expressions involving indices and performs operations with indices. Syllabus outcomes: MA4-9NA, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG</p> <p>Unit title: Probability and single variable data analysis (Chapter 10) Overview: Describes and calculates probabilities in simple and multi-step chance experiments. Uses statistical displays, quartiles and box plots to compare sets of data, and evaluates sources of data Syllabus outcomes: MA4-21SP, MA5.1-13SP, MA5.2-17SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA4-19SP</p>										
Term 4	<p>Unit title: Quadratics expressions and algebraic fractions (Chapter 9) Overview: Applies algebraic techniques to operate algebraic expressions. Syllabus outcomes: MA4-8NA, MA5.2-6NA</p> <p>Unit title: Properties of Geometrical Figures (Chapter 8) Overview: Calculates the angle sum of any polygon and uses minimum conditions to prove triangles are congruent or similar Syllabus outcomes: MA4-17MG, MA5.1-11MG, MA5.2-14MG, MA4-18MG</p>										



THS ASSESSMENT SCHEDULE
Mathematics – Year 9M3 (Stage 5.1) 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Pre-test		Term 1 Week 3	15
2	Half-Yearly Examination	MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-8NA, MA4-10NA, MA5.1-4NA, MA5.1-9MG, MA5.1-10MG, MA5.2-5NA, MA5.2-7NA, MA5.2-8NA, MA5.2-13MG	Term 2 Week 4	35
3	Yearly Examination	MA4-4NA, MA4-5NA, MA4-6NA, MA4-7NA, MA4-8NA, MA4-9NA, MA4-10NA, MA4-11NA, MA4-13MG, MA4-14MG, MA4-16MG, MA4-17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP, MA5.1-4NA, MA5.1-5NA, MA5.1-6NA, MA5.1-8MG, MA5.1-9MG, MA5.1-10MG, MA5.1-11MG MA5.1-12SP, MA5.1-13SP, MA5.2-5NA, MA5.2-6NA, MA5.2-7NA, MA5.2-8NA, MA5.2-9NA, MA5.2-11MG, MA5.2-13MG, MA5.2-14MG, MA5.2-15SP, MA5.2-17SP	Term 4 Week 2	50
				100%



THS SCOPE AND SEQUENCE

Mathematics – Year 9M3 (Stage 5.1) 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Integers, decimals, fractions, ratios and rates (Chapter 1) Overview: Calculations with fractions, decimals, percentages as well as ratios and rates. Uses scientific notation and significant figures Syllabus outcomes: MA4-4NA, MA4-5NA, MA4-7NA, MA5.2-5NA, MA5.1-9MG</p>										
Term 2	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>	<p>Week 7</p>	<p>Week 8</p>	<p>Week 9</p>	<p>Week 10</p>	<p>Week 11</p>
	<p>Unit title: Expressions and equations (Chapter 3) Overview: Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations using analytical and graphical techniques Syllabus outcomes: MA4-8NA, MA4-10NA, MA5.2-8NA</p>										
Term 3	<p>Week 1</p>	<p>Week 2</p>	<p>Week 3</p>	<p>Week 4</p>	<p>Week 5</p>	<p>Week 6</p>	<p>Week 7</p>	<p>Week 8</p>	<p>Week 9</p>	<p>Week 10</p>	<p>Week 11</p>
	<p>Unit title: Linear Relationships (Chapter 5 - 5A, 5E, 5F, 5G, 5J) Overview: Graphs linear relationships. Applies standard forms of the equation of a straight line. Syllabus outcomes: MA4-11NA, MA5.1-6NA, MA5.2-9NA, MA5.2-5NA</p>										
	<p>Unit title: Length, area, surface area and volume (Chapter 6) Overview: Calculates the perimeter, area, surface area and volume of shapes and prisms. Syllabus outcomes: MA4-13MG, MA5.1-8MG, MA5.2-11MG, MA4-14MG</p>										
	<p>Unit title: Indices (Chapter 7 – 7A, 7B, 7E, 7F, 7G) Overview: Applies index laws to operate with algebraic expressions involving indices and performs operations with indices. Syllabus outcomes: MA4-9NA, MA5.1-5NA, MA5.2-7NA, MA5.1-9MG</p>										
Term 4	<p>Unit title: Probability and single variable data analysis (Chapter 10) Overview: Describes and calculates probabilities in simple and multi-step chance experiments. Uses statistical displays, quartiles and box plots to compare sets of data, and evaluates sources of data. Syllabus outcomes: MA4-21SP, MA5.1-13SP, MA5.2-17SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA4-19SP</p>										
	<p>Unit title: Algebra (Chapter 9 – 9A, 9F, 9G) Overview: Applies algebraic techniques to operate algebraic expressions. Syllabus outcomes: MA4-8NA, MA5.2-6NA</p>										
	<p>Unit title: Geometry (Chapter 8 – 8A, 8B, 8F, 8H) Overview: Identifies and uses angle relationships. Uses minimum conditions to prove triangles are similar. Syllabus outcomes: MA4-17MG, MA5.1-11MG, MA5.2-14MG, MA4-18MG</p>										



THS ASSESSMENT SCHEDULE

Personal Development Health & Physical Education (PDHPE) – Year 9 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Best Version of Me (Theory)	PD5-1, PD5-9	Term 1 Week 8	25
2	Gymnastics - Apparatus (Practical)	PD5-11	Term 2 Week 5	25
3	Cooperative /Invasion Games (Practical)	PD5-5	Term 3 Week 5	25
4	It's your Move (Theory)	PD5-2, PD5-7	Term 3 Week 9	25
				100%



THS SCOPE AND SEQUENCE

Personal Development, Health & Physical Education (PDHPE) Year 9 2023



In teaching high school students at times it is necessary to deal with sensitive issues with regards to personal development and human sexuality in junior PDHPE classes as outlined in the NSW PDHPE Syllabus. The Temora High School (THS) PDHPE programs aim to help our students develop and lead healthy, active and fulfilling lives.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Best Version of Me Overview: Enhancing personal strengths, exploring personal identity to promote the health, safety and wellbeing of themselves and others. students develop strategies to manage change, challenges, power abuse and violence and learn how to protect themselves in a range of situations. Syllabus outcomes: PD5-1, PD5-9</p>										
	<p>Unit title: Practical: Aquatics - Recreational Water Sports PD5-8</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Sex: The Truth Overview: This unit focuses on students developing an understanding of Sexual health and orientation. Students will analyse a range of issues relating to sexual health including relationships, influences on health decision making and sexual health issues affecting young people. Students will be required to think analytically about their attitudes, behaviours and possible consequences related to sexual health. Students will develop strategies to promote health and safe behaviours regarding sexual health as well as strategies to justify opinions, roles and feelings in difficult situations. Syllabus outcomes: PD5-3, PD5-10</p>										
<p>Unit title: Practical: Gymnastics – Apparatus PD5-11</p>											
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: It's your move Overview: Through practical application students develop their self-management and interpersonal skills to enable them to advocate and take positive action towards community health promotion. students design and implement actions to enhance and support their own and other's health safety, wellbeing and participation in a lifetime of physical activity Syllabus outcomes: PD5-2, PD5-7</p>										
<p>Unit title: Practical: Individual Games PD5-4</p>											
<p>Unit title: Practical: Invasion/Cooperative Games PD5-5</p>											
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Don't Call Me Crazy Overview: In this unit students evaluate factors that shape identity and propose strategies to improve their own and others wellbeing. Students explore the characteristics of resilient people and the skills that enhance resilience and well-being. Syllabus outcomes: PD5-1, PD5-9</p>										
<p>Unit Title: Practical: Lifelong Physical Activity PD5-8</p>											
<p>Unit Title: Practical: Recreation Games PD5-8</p>											



THS ASSESSMENT SCHEDULE Science – Year 9 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Assessment Task: Living World	SC5 -14LW, SC5 – 15LW	Term 1 Week 7	15
2	Half Yearly Skills Examination	SC5-8WS, SC5-9WS	Term 2 Week 3	25
3	Assessment Task: Chemical World	SC5-7WS, SC5-8WS, SC5-16CW	Term 2 Week 9	15
4	Independent Research Project (IRP)	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS	Term 3 Week 3	20
5	Yearly Examination	SC5-10PW, SC5-12ES, SC5-14LW, SC5-16CW	Term 4 Week 2	25
				100%



THS SCOPE AND SEQUENCE Science – Year 9 2022



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1											
	Unit title: Living World Overview: Students learn that Multicellular organisms rely on coordinated and interdependent internal systems to respond to changes in their environment. They discover that conserving and maintaining the quality and sustainability of the environment requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems. Syllabus outcomes: SC5-14LW										
Term 2											
	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11										
	Unit title: Chemical World Overview: Students learn about the atomic structure and properties of elements and use these known properties to organise the elements in the Periodic Table. Students begin to recognise that the scientific understanding changes and is refined over time through a process of review by the scientific community. Syllabus outcomes: SC5-16CW										
Term 3											
	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11										
	Independent Research Project (IRP): Energy in Food Unit title: Physical World Overview: Energy transfer through different mediums can be explained using wave and particle models. Scientific understanding of current electricity has resulted in technological developments designed to improve the efficiency in generation and use of electricity Syllabus outcomes: SC5-10PW										
Term 4											
	Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11										
	Unit title: Physical World Overview: The theory of plate tectonics explains global patterns of geological activity and continental movement. People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere. Syllabus outcomes: SC5-13ES										

Stage 5 2023



THS ASSESSMENT SCHEDULE
Agriculture – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Beef Cattle	AG5-1, AG5.5	Term 1 Week 7	10
2	Technology in Agriculture	AG5-4, AG5-6, AG5-7, AG5-8, AG5-9	Term 2 Week 7	20
3	Farm Planning assignment	AG5-2, AG5-4, AG5-6, AG5-7, AG5-8, AG5-9,	Term 3 Week 10	25
4	Yearly exam	AG5.1, AG5.2, AG5.3, AG5.4, AG5.5, AG5.6, AG5.7, AG5.8, AG5.9, 5.10, AG5.11, AG 5.12, AG5.13, AG5.14.	Term 4 Week 2	25
Ongoing	Classwork (tasks and practical application)		Ongoing	20
				100%



THIS SCOPE AND SEQUENCE Agriculture – Stage 5 2023



Due to seasonal variations units of work in Agriculture may be taught in a different order. Students will complete all 5 units of work through out the year.

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Beef Cattle Overview: Students investigate the physiology and management of beef cattle. Syllabus outcomes: AG5.1, AG5.2, AG5.4, AG5.5, AG5.7, AG5.10, AG5.11, AG5.14.										
											Unit title: Technology in Agriculture

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Technology in agriculture Overview: Students develop an understanding of the range of emerging technologies aiming to improve productivity, profitability or sustainability in agricultural production systems. Syllabus outcomes: AG5.1, AG5.2, AG5.3, AG5.4, AG5.5, AG5.6, AG5.7, AG5.8, AG5.9.										
											Unit title: Sustainable Agriculture

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Sustainable Agriculture Overview: Students work to understand the range of environmental issues caused by agriculture and investigate manage practices farmer may choose to employ to avoid and remedy such issues. Syllabus outcomes: AG5.1, AG5.2, AG5.3, AG5.4, AG5.5, AG5.6, AG5.7, AG5.8, AG5.9.										
							Unit title: Pests and disease in Agriculture				

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Pests and disease in Agriculture Overview: Students investigate the effects and management of a range of plant and animal pests and disease Syllabus outcomes: AG5.2, AG5.3, AG5.4, AG5.5, AG5.6, AG5.7, AG5.8, AG5.9, 5.10, AG5.13, AG5.14.										
							Unit title: Animal Reproduction				
	Overview: Students learn the basics of reproductive anatomy and investigate ways to improve reproductive rates and quality of offspring. Syllabus outcomes: AG5.7										



THS ASSESSMENT SCHEDULE
Child Studies – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Research Task – Preparing for Parenthood	CS5-5, CS5-8	Term 1 Week 10	40
2	Create a Cultural Activity – Children and Culture	CS5-2, CS5-9	Term 2 Week 9	30
3	Recipe Book – Food and Nutrition	CS5-2, CS5-5, CS5-12	Term 4 Week 4	30
				100%



THS SCOPE AND SEQUENCE

Child Studies – Stage 5 2023



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 1 Preparing for parenthood Factors that influence an individual or couple’s decision to become a parent and planning considerations that may take place. Develop skills which enhance their capacity to potentially manage and cope in this role in the future. Syllabus outcomes: CS5-7, CS5-8, CS5-9, CS5-11, CS5-12										
	Module 3 Family interactions										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Unit title: Module 3: Family Interactions (continued) Family roles and responsibilities to develop their understanding of the impact parents, family members and significant others have on a child's development. Syllabus outcomes: CS5-2, CS5-3, CS5-6, CS5-7, CS5-8, CS5-9, CS5-12										
	Module 10: Children and culture Through the exploration of different cultures, students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children. They also describe how childcare services can play an active role in increasing knowledge and appreciation of cultural differences. Syllabus outcomes: CS5-2, CS5-8, CS5-9, CS5-11										

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
	Module 5 Growth and development Growth and developmental milestones and influences on children are expected to progress through and the characteristics associated with each stage. Syllabus outcomes: CS5-1, CS5-2, CS5-5, CS5-6, CS5-8, CS5-11										
	Module 7 Health and Safety Students explore safe practices and strategies which promote child safety in potentially hazardous situations and learn about first aid responses to common childhood accidents and injuries. Syllabus outcomes: CS5-2, CS5-4, CS5-8, CS5-9, CS5-11										

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Module 8 Food and nutrition Students develop their knowledge of the nutritional needs of children with reference to current dietary guidelines. Contemporary issues related to food and nutrition are examined, along with necessary considerations that should be made when planning food for children on special occasions. CS5-2, CS5-5, CS5-8, CS5-11, CS5-12										
	Unit title: Childcare services and Career Opportunities Overview: Children services available in the community; rights and responsibilities of childcare providers; careers and opportunities in childcare Syllabus outcomes: CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10										



THS ASSESSMENT SCHEDULE
Commerce – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Written Response Task The Economic and Business Environment	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	Term 1 Week 10	25
2	Research Task Investing	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	Term 2 Week 4	25
3	Topic Test Employment and Work Futures	COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	Term 3 Week 7	25
4	Research Task Towards Independence	COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9	Term 4 Week 5	25
				100%



THS SCOPE AND SEQUENCE Commerce – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Core 2: The Economic and Business Environment</p> <p>Overview: Students develop an understanding of the importance, and features of, the economic environment, including markets. They explore the nature, role and operation of businesses in the context of an increasingly globalised economy. Students investigate cause-and-effect relationships in relation to a major economic event of development affecting Australian consumers and businesses.</p> <p>Syllabus outcomes: COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</p>										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Option 2: Investing</p> <p>Overview: Students explore the range of investment options available and analyse information and data to make informed investment decisions. They examine the role and responsibilities of the financial services industry.</p> <p>Syllabus outcomes: COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</p>										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Core 3: Employment and Work Futures</p> <p>Overview: Students investigate the contribution of work to the individual and society and the changing nature of work. They examine how individuals may derive an income, and the changing rights and responsibilities of workplace participants. Students analyse a range of perspectives in their consideration of employment and work futures.</p> <p>Syllabus outcomes: COM5-1, COM5-2, COM5-3, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</p>										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Option 7: Towards Independence</p> <p>Overview: Students investigate financial, consumer, legal and employment issues which may affect them in the future. They examine a range of strategies that young people may use in their move towards independence. Students learn about the role of community organisations and how they as individuals can contribute to society.</p> <p>Syllabus outcomes: COM5-1, COM5-2, COM5-4, COM5-5, COM5-6, COM5-7, COM5-8, COM5-9</p>										



THS ASSESSMENT SCHEDULE Dance – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Jazz It Up Performance work and report	5.1.1; 5.1.2; 5.1.3	Term 1 Week 10	20
2	Safe and Sound Self-reflection task and performance	5.1.1; 5.2.1; 5.3.1; 5.3.2	Term 2 Week 8	20
3	The Art of Dance Group composition and journal	5.1.3; 5.2.2; 5.2.3; 5.3.3	Term 3 Week 7	20
4	Pas de Deux Group performance and theory task	5.1.2; 5.2.2; 5.3.1	Term 4 Week 4	20
Ongoing	Classwork (including contribution)	5.2.1; 5.2.2; 5.3.1	Ongoing	20
				100%



THS SCOPE AND SEQUENCE Dance – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1											
	<p>Unit title: Jazz It Up Overview: Students explore the elements of dance with a focus on Jazz as a dance style. The unit will include looking at the development of Jazz as a genre (characteristics, historical developments and its relationship to music). Students will explore different styles of jazz in practical work, which will include looking at dance composition. Syllabus outcomes: 5.1.1; 5.1.2; 5.1.3</p>										
Term 2											
	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Safe and Sound Overview: Students will build their understanding of the human body and Safe Dance Practice, in relation to their own performance. Exploration of dance composition will continue with an emphasis on building an understanding of the elements of dance and how they are used to enhance meaning. Syllabus outcomes: 5.1.1; 5.1.2; 5.2.1; 5.3.1; 5.3.2</p>										
Term 3											
	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: The Art of Dance Overview: Learning will focus on composition and the elements of dance, using art as stimulus. Students will look at the development of dance as an art form and seminal artists in dance history. Syllabus outcomes: 5.1.3; 5.2.2; 5.2.3; 5.3.3</p>										
Term 4											
	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Pas de Deux (a dance for 2) Overview: This unit will focus on partner work and how dance styles use partnering (ballroom and contemporary dance). Students will explore group design (use of duos and trios) in composition and look at dance partners of renown. Syllabus outcomes: 5.1.2; 5.2.2; 5.3.1</p>										



THS ASSESSMENT SCHEDULE
Food Technology – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Food For Specific Needs Funtiki World Tour Report Skills Based assessment	FT5-2 FT5-3 FT5-4 FT5-6 FT5-8 FT5-10 FT5-12	Term 1 Week 10	20
2	Food Service and Catering Welcome to Yum-Town Pop Up Eatery Food Truck Design Portfolio and Skills based assessment	FT5-1 FT5-2 FT5-4 FT5-5 FT5-9 FT5-11 FT5-13	Term 2 Week 5	30
3	Food Trends Freak Shake Frenzy Practical and Food Trends Magazine Article	FT5-1 FT5-5 FT5-7 FT5-8 FT5-9 FT5-10	Term 3 Week 7	30
4	Yearly Examination Multiple choice Short answer responses Extended response	FT5-3 FT5-6 FT5-7 FT5-11 FT5-12 FT5-13	Term 4 Week 2	20
				100%



THS SCOPE AND SEQUENCE

Food Technology – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Food for Specific Needs</p> <p>Overview: Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.</p> <p>Syllabus outcomes: FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8 FT5-9, FT5-10 FT5-11, FT5-12, FT5-13</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Food Service and Catering</p> <p>Overview: Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.</p> <p>Syllabus outcomes: FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: Food Trends</p> <p>Overview: Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Students plan, prepare and present safe, appealing food that reflects contemporary food trends.</p> <p>Syllabus outcomes: FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	<p>Unit title: Food for Special Occasions</p> <p>Overview: Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.</p> <p>Syllabus outcomes: FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8 FT5-9, FT5-10 FT5-11, FT5-12, FT5-13</p>										



THS ASSESSMENT SCHEDULE

Industrial Technology (Automotive) – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Automotive Electrical Completion (100hr Service Procedures)	IND: 5.1, 5.3, 5.4, 5.7, 5.10	Term 1 Week 11	30
2	Restoration Project 1 Progress (100hr Small Motor Mechanics)	IND: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 2 Week 6	10
3	Restoration Project 1 Completion (100hr Small Motor Mechanics)	IND: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 3 Week 3	20
4	Restoration Project 2 Completion and Folio	IND: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 4 Week 4	30
Ongoing	Theory Booklet		Term 2 Week 2 Term 4 Week 4	10
				100%



THS SCOPE AND SEQUENCE

Industrial Technology (Automotive) – Stage 5 2023



Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Safety Orientation Overview: Safety induction and completion of Ongoing updates using online subscription service. Syllabus outcomes: IND: 5.1</p> <p>Unit title: Automotive Electrical (Service procedures for student beginning the first 100 hours) Overview: Students will do basic testing of electrical circuits and reading of circuit diagrams. Students will experience the proper technique for connecting electrical components including soldering and the use of plug type connectors. Syllabus outcomes: IND: 5.1, 5.3, 5.4, 5.7, 5.10</p>									

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Restoration Project 1 Overview: Students will be given a restoration task on one of the schools ongoing projects. These tasks may vary from panel beating / spray painting to reassembly and electrical work. Syllabus outcomes: IND: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>								

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: Restoration Project 1 (cont)</p> <p>Unit title: Restoration Project 2 Overview: Students will be given a restoration task on one of the schools ongoing projects. These tasks may vary from panel beating / spray painting to reassembly and electrical work. Syllabus outcomes: IND: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>								

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	<p>Unit title: Restoration Project 2 (cont)</p>									



THS ASSESSMENT SCHEDULE
Industrial Technology (Metal) – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Project 1 Completion	IND: 5.1, 5.3, 5.4, 5.7, 5.8	Term 1 Week 11	30
2	Project 2 Progress	IND: 5.1, 5.3, 5.4, 5.7, 5.8	Term 2 Week 6	10
3	Project 2 Completion	IND: 5.1, 5.3, 5.4, 5.7, 5.8	Term 3 Week 3	20
4	Project 3 Completion	IND: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Term 4 Week 4	30
Ongoing	Theory Booklet		Term 2 Week 2 Term 4 Week 4	10
				100%



THIS SCOPE AND SEQUENCE

Industrial Technology (Metal) – Stage 5 2023

Final 100 hours of the 200 hour Stage 5 Course



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Safety Orientation Overview: Safety induction and completion of Onguard. Syllabus outcomes: IND: 5.1</p> <p>Unit title: Toolbox Overview: Students produce a folio of work progress and manufacture a functioning toolbox. Syllabus outcomes: IND: 5.1, 5.3, 5.4, 5.7, 5.8</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit Title: Fire Bowl Overview: Students produce a folio of work progress and fabricate a fire bowl. Syllabus outcomes: IND: 5.1, 5.3, 5.4, 5.7, 5.8</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit Title: Fire Bowl (cont)</p> <p>Unit title: Layout Punch Overview: Students produce a folio of work progress and manufacture a functioning layout punch. Syllabus outcomes: IND: 5.1, 5.3, 5.4, 5.7, 5</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	<p>Unit title: Layout Punch (cont)</p>										



THS ASSESSMENT SCHEDULE
Industrial Technology (Timber) – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Project 1 Progress	5.1, 5.5, 5.6, 5.9	Term 1 Week 11	10
2	Project 1 Completion	5.1, 5.3, 5.5, 5.6, 5.7, 5.8	Term 2 Week 6	20
3	Project 2 Completion	5.1, 5.2, 5.3, 5.6, 5.7, 5.8, 5.10	Term 3 Week 3	30
4	Project 3 Completion	4.1, 5.1, 5.6	Term 4 Week 4	30
Ongoing	Theory Booklets		Term 2 Week 2 Term 4 Week 4	10
				100%



THS SCOPE AND SEQUENCE

Industrial Technology (Timber) – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Safety Orientation</p> <p>Overview: Safety induction and completion of Ongoing. Syllabus outcomes: IND: 5.1</p>	<p>For Introductory Students: Unit title: Nail Box Project</p> <p>Overview: Students produce a folio of work progress and manufacture of a Nail box focusing on a variety of joint types. Joints include Mortise & Tenon, Bridle, Dovetail, and other basic joints. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 9</p> <p>For Continuing Students: Unit title: Footstool Project</p> <p>Overview: Students produce a folio of work progress and manufacture a footstool. This will give the student skills with marking joints and use of the router. Accuracy and plan interpretation are required. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 7, IND5 8</p>									
	<p>For Introductory Students: Unit title: Nail Box Project</p> <p>Overview: Students produce a folio of work progress and manufacture of a Nail box focusing on a variety of joint types. Joints include Mortise & Tenon, Bridle, Dovetail, and other basic joints. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 9</p> <p>For Continuing Students: Unit title: Footstool Project</p> <p>Overview: Students produce a folio of work progress and manufacture a footstool. This will give the student skills with marking joints and use of the router. Accuracy and plan interpretation are required. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 7, IND5 8</p>	<p>Unit title: Folding Chair</p> <p>Overview: Students produce a folio of work progress and manufacture a folding chair. This is a design that requires plan interpretation and accuracy in marking out. Drilling and aligning of holes for pivoting parts is a test of this accuracy. It is a challenging design that they can modify with a laser engraved pattern. Syllabus outcomes: IND: 5.3, 5.4, 5.5, 5.9, 5.10.</p>									
Term 2	<p>For Introductory Students: Unit title: Nail Box Project</p> <p>Overview: Students produce a folio of work progress and manufacture of a Nail box focusing on a variety of joint types. Joints include Mortise & Tenon, Bridle, Dovetail, and other basic joints. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 9</p> <p>For Continuing Students: Unit title: Footstool Project</p> <p>Overview: Students produce a folio of work progress and manufacture a footstool. This will give the student skills with marking joints and use of the router. Accuracy and plan interpretation are required. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 7, IND5 8</p>										
Term 3	<p>Unit title: Folding Chair</p> <p>Overview: Students produce a folio of work progress and manufacture a folding chair. This is a design that requires plan interpretation and accuracy in marking out. Drilling and aligning of holes for pivoting parts is a test of this accuracy. It is a challenging design that they can modify with a laser engraved pattern. Syllabus outcomes: IND: 5.3, 5.4, 5.5, 5.9, 5.10</p>	<p>For Introductory Students: Unit title: Nail Box Project</p> <p>Overview: Students produce a folio of work progress and manufacture of a Nail box focusing on a variety of joint types. Joints include Mortise & Tenon, Bridle, Dovetail, and other basic joints. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 9</p> <p>For Continuing Students: Unit title: Footstool Project</p> <p>Overview: Students produce a folio of work progress and manufacture a footstool. This will give the student skills with marking joints and use of the router. Accuracy and plan interpretation are required. Syllabus outcomes: IND5 1, IND5 3, IND5 5, IND5 6, IND5 7, IND5 8</p>									
	<p>Unit title: Folding Chair</p> <p>Overview: Students produce a folio of work progress and manufacture a folding chair. This is a design that requires plan interpretation and accuracy in marking out. Drilling and aligning of holes for pivoting parts is a test of this accuracy. It is a challenging design that they can modify with a laser engraved pattern. Syllabus outcomes: IND: 5.3, 5.4, 5.5, 5.9, 5.10</p>										
Term 4	<p>Unit title: Advanced Project</p> <p>Overview: Project choice with student group (New or continuing) based on skill assessed during previous projects. This will allow extension work for advanced students, or an alternate project for students still developing. Students will produce a folio of work progress for the project of choice. Syllabus outcomes: IND5 1, IND5 2, IND5 3, IND5 4, IND5 5, IND5 6, IND5 7, IND5 8</p>										



THS ASSESSMENT SCHEDULE
Media Studies – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Introduction to Media Studies Photo, story and layout 25%	5.1, 5.2, 5.3, 5.4	Term 1 Week 10	25
2	Film & Media Short Film 25%	5.1, 5.2, 5.3, 5.4	Term 2 Week 7	25
3	Bundawarra Preparation Bundawarra contribution 25%	5.1, 5.2, 5.3, 5.4	Term 3 Week 7	25
4	Bundawarra Production Bundawarra contribution 25%	5.1, 5.2, 5.3, 5.4	Term 4 Week 5	25
				100%



THS SCOPE AND SEQUENCE Media Studies – Stage 5 2023



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Introduction to Media Studies Overview: Students learn to create and publish digital and print media publications, including digital photography, digital layout and design and writing skills. Syllabus outcomes: 5.1, 5.2, 5.3, 5.4										
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Film & Media Overview: Students explore the role of film and short films in media and create their own collaborative short film. Students also contribute to the student newsletter and begin preparing the Bundawarra yearbook. Syllabus outcomes: 5.1, 5.2, 5.3, 5.4										
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Bundawarra Preparation Overview: Students compile the Bundawarra yearbook and create content for the student newsletter. Syllabus outcomes: 5.1, 5.2, 5.3, 5.4										
Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	Unit title: Bundawarra Production Overview: Students complete the compilation of the Bundawarra yearbook, package it for print and continue to create content for the student newsletter. Syllabus outcomes: 5.1, 5.2, 5.3, 5.4										



THS ASSESSMENT SCHEDULE
Music 1 – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Musicology	5.7, 5.8, 5.11	Term 1 Week 10	20
2	Composition	5.4, 5.5, 5.6, 5.7	Term 2 Week 9	25
3	Performance	5.1, 5.2, 5.3	Term 3 Week 10	25
4	Aural Examination	5.7, 5.8, 5.9, 5.10	Term 4 Week 2	30
				100%



THS SCOPE AND SEQUENCE

Music 1 – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Jazz Music</p> <p>Overview: Students will learn about Jazz Music through studying and comparing different styles, artists and composers. They will explore technology in jazz and the role of improvisation. Students will complete a musicology presentation on the application of concepts studied in this unit.</p> <p>Syllabus outcomes: 5.7, 5.8, 5.11</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Music for small ensembles</p> <p>Overview: Students will investigate different types of small ensembles, including chamber music, art music, folkloric and pop groups. They will compose a piece for a small ensemble using MuseScore software.</p> <p>Syllabus outcomes: 5.4, 5.5, 5.6, 5.7</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: An instrument and its repertoire</p> <p>Overview: Students will study the repertoire of music written specifically for an instrument or voice in a range of genres. They will learn about the historical changes in the development of modern instruments and will perform a piece of music written for a particular instrument or for voice.</p> <p>Syllabus outcomes: 5.1, 5.2, 5.3, 5.12</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	<p>Unit title: Popular Music</p> <p>Overview: Students will investigate the music of a popular group, composer or solo performer. They will explore the role of technology in the development of popular music, as well as the role of improvisation. Students will complete an Aural Examination.</p> <p>Syllabus outcomes: 5.7, 5.8, 5.9, 5.10</p>										



THS ASSESSMENT SCHEDULE

Physical Activity and Sports Studies (PASS) – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Technology Participation and Performance Technology Research and Design Task	PASS5-6, PASS5-7, PASS5-10	Part A - Term 1 Week 6 Part B - Term 1 Week 10	35
2	Red Day Event Management Part A – Session Plan 20% Part B - Post Event Reflection 15%	PASS5-5, PASS5-7, PASS5-8, PASS5-10	Part A - Term 2 Week 6 Part B - Term 2 Week 10	35
3	Nutrition and Physical Activity Meal Plan Task	PASS5-1, PASS5-2, PASS5-8, PASS5-10	Term 3 Week 10	30
				100%



THS SCOPE AND SEQUENCE

Physical Activity and Sports Studies (PASS) - Stage 5 2023



Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Technology, participation and performance</p> <p>Overview: This module evaluates the role technology plays in physical activity and sport. Students assess the impact technology has had on sport and the ethical implications technology can have on access and equity for participants and performers. Opportunities that propose Aboriginal and Torres Strait Islander learning experiences require appropriate community consultation and guidance or the use of Aboriginal authored or endorsed resources.</p> <p>Syllabus outcomes: PASS5-6, PASS5-7, PASS5-10</p>										

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<p>Unit title: Event Management</p> <p>Overview: Students investigate the processes and roles involved in organising a large-scale sport event. They also develop and implement skills to run a large sporting event for Temora High and Temora Public schools.</p> <p>Syllabus outcomes: PASS5-5, PASS5-7, PASS5-8, PASS5-10</p>									

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	<p>Unit title: Nutrition and Physical Activity</p> <p>Food is necessary for the body to function in this unit we look at the types and amount of food needed for your body to function optimally during physical activity. Nutrition planning for activity, marketed nutrition products and weight maintenance/ loss.</p> <p>Syllabus outcomes: PASS5-1, PASS5-2, PASS5-8, PASS5-10</p>									

Term 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
	<p>Unit title: Physical Activity and Sport for Specific Groups</p> <p>This module investigates physical activity and sport for a specific group from an historical perspective and the ways in which this group participates in physical activity and sport. Students examine current challenges facing this group and advocate ways this group can enhance their physical activity and sport participation</p> <p>Overview:</p> <p>Syllabus outcomes: PASS5-3, PASS5-4, PASS5-5, PASS5-6, PASS5-7</p>										



THS ASSESSMENT SCHEDULE

STEM (Science, Technology, Engineering, Mathematics) – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Power on Research Task	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW, Industrial Technology: 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-16SP	Term 1 Week 10	20
2	Power on Experiment Design Power on Experiment results and Analysis	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW, Industrial Technology: 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-16SP	Term 2 Week 2 Term 2 Week 7	10 20
3	Get Over It Research Task Get Over It Online Modelling Task and Experiment Planning	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW, Industrial Technology: 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-16SP	Term 3 Week 4 Term 3 Week 7	10 15
4	Get Over It Bridge Building and Testing	Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW, Industrial Technology: 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-16SP	Term 4 Week 4	25
				100%



THIS SCOPE AND SEQUENCE

STEM (Science, Technology, Engineering, Mathematics) – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Safety Orientation Overview: Safety induction and completion of Onguard updates using online subscription service. Syllabus outcomes: IND: 5.1</p>		<p>Unit title: Power On! Overview: Students will investigate alternative power production and the environmental factors affecting electricity production in Australia. Electricity generation options will be modelled and investigated through scientific experiments and data analysis. Syllabus outcomes: Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW, Industrial Technology: 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-16SP</p>								

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Power On! (cont)</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: Get Over It! Overview: Students will investigate engineering concepts in the production of bridges. Students will study the forces and their distribution in different bridge construction techniques Syllabus outcomes: Science: ST5-1VA, ST5-4WS, ST5-5WS, ST5-6WS, ST5-7WS, ST5-8WS, ST5-9WS, ST5-10PW, Industrial Technology: 5.1.2, 5.2.2, 5.3.2, 5.4.1, 5.4.2, 5.5.1, 5.6.1 Mathematics: MA5.2-2WM, MA5.2-5NA, MA5-8NA, MA5-10NA, MA5.2-11MG, MA5.2-12MG, MA5.2-13MG, MA5.2-16SP</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	<p>Unit title: Get Over It! (cont)</p>										



THS ASSESSMENT SCHEDULE Textiles Technology – Stage 5 2023



Task No.	Task Name	Outcomes	Time	Weighting
1	Designer Pj's Students construct pyjamas set with elastic waistband. Documented evidence includes class booklet, fabric selection, an annotated production drawing.	TEX5-1TEX5-3TEX5-10	Term 1 Week 10	25
2	Funky Furnishing Students produce furnishing item using a pattern provided and including a selected textile technique. Folio includes textile art experimentation.	TEX5-5TEX5-9TEX5-6	Term 2 Week 6	25
3	Upcycled Fashion Item Students upcycle used items of clothing. Documented evidence includes investigation and research undertaken, and producing and evaluating their work, zipper experimentation.	TEX5-7TEX5-11TEX5-4	Term 3 Week 10	25
4	Student Negotiated Project Students produce a garment of choice reflecting an historical era or feature. Documentation includes research, sources of inspiration, idea development, mood board and experimentation samples, steps of production and itemised costing.	TEX5-4TEX5-8TEX5-12TEX5-6	Term 4 Week 4	25
				100%



THS SCOPE AND SEQUENCE

Textiles Technology – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<p>Unit title: Designer PJ's</p> <p>Overview: Students explore the properties and performance of a range of textiles. They explore the creative process of design through project work and the study of successful designers. Through the production of a pyjama set they develop skills in safe use of equipment, and sewing techniques.</p> <p>Syllabus outcomes: TEX5-1TEX5-3TEX5-10</p>										

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<p>Unit title: Furnishings</p> <p>Overview: Students learn to apply colouration and decoration to textile items. They consider the influence of cultural, historical and contemporary perspectives on design. Students project work involves designing a furnishing item demonstrating the use of textile manipulation techniques.</p> <p>Syllabus outcomes: TEX5-5TEX5-9TEX5-6</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<p>Unit title: Sustainable Fashion</p> <p>Overview: Students evaluate the impact of textile production and use on the individual, consumer and society. They develop and generate textile design ideas for a repurposed item of apparel. Students learn the stages of production in order to take a project to completion.</p> <p>Syllabus outcomes: TEX5-7TEX5-11TEX5-4</p>									

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 4	<p>Unit title: Student Negotiated Project</p> <p>Overview: Through project work students generate and develop an apparel item or items of their choice. They creatively communicate, document and present their design and project work. Students evaluate their work to determine quality of design and construction</p> <p>Syllabus outcomes: TEX5-4TEX5-8TEX5-12</p>										



THS ASSESSMENT SCHEDULE
Visual Arts – Stage 5 2023



Term	Task Name	Outcomes	Time	Weighting
1	Still Life Written Task (Part A) Final Work (Part B)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Part A Term 1 Week 7 Part B Term 1 Week 10	25
2	Ceramic Cities Written Task (Part A) Progress Checkpoint (Part B)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Part A Term 2 Week 4 Part B Term 2 Week 5	25
3	Assemblage Sculpture Written Task (Part A) Final Work (Part B)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Part A Term 3 Week 7 Part B Term 3 Week 10	25
4	Independent Practice Written Task (Part A) Progress Checkpoint (Part B)	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	Part A Term 4 Week 7 Part B Term 4 Week 5	25
				100%



THS SCOPE AND SEQUENCE

Visual Arts – Stage 5 2023



	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1											
	<p>Unit title: Still Life</p> <p>Overview: The study of the genre of Still life. Exploration of the hidden codes and symbols in this art form and unlocking narratives of adventures, loss and the human condition. Students will consider these in both the study and making of their own still life paintings. Students will use a range of drawing techniques in preparation for their still life painting composition.</p> <p>Syllabus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>										
Term 2											
	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Ceramic Cities</p> <p>Overview: Students explore the art form of ceramics and investigate historical and contemporary artworks in this genre. Artists include Brigiat Maltease, Merron Esson, Tomoko Sakumoto, Matsuda Yuriko. Students will learn a range of ceramic techniques to create a ceramic city.</p> <p>Syllabus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>										
Term 3											
	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Assemblage Sculpture</p> <p>Overview: Investigation of artists that use assemblage in their art with a particular emphasis on 3D and sculpture. Artists studied include Marcel Duchamp, Joseph Cornell, Rosalie Gascoigne, Robert Rauschenberg Students create an assemblage sculpture that uses visual signs and symbols to convey meaning.</p> <p>Syllabus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>										
Term 4											
	<p>Week 1 Week 2 Week 3 Week 4 Week 5 Week 6 Week 7 Week 8 Week 9 Week 10 Week 11</p> <p>Unit title: Independent Practice</p> <p>Overview: Students choose a focus artist of their choice and respond to their artistic practice through the creation of an independent artwork.</p> <p>Syllabus outcomes: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>										