

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Core: Law, Society and Political Involvement</b></p> <p>Students develop an understanding of how laws affect individuals and groups and regulate society, and how individuals and groups participate in the democratic process. Students examine various legal and political systems and learn how strategies are used to resolve contentious legal and political issues.</p>	<p><b>Core: The Economic and Business Environment</b></p> <p>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 or development affecting Australian consumers and businesses.</p>	<p><b>Option: Running a Business</b></p> <p>Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.</p>	<p><b>Option: Running a Business (continued)</b></p> <p>Students investigate how entrepreneurial attributes and dispositions contribute to business success, and examine the considerations involved when planning and running a business. They investigate key issues and processes related to the various aspects of running a business.</p>
<b>Assessment</b>	Examination - 30% Week 10	Research Assignment and oral presentation - 35% Week 10		Yearly Exam - 35% Week 4
<a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a>				
<b>Syllabus Outcomes</b>	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9	5.2, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Food and Nutrition in Childhood</b></p> <p>Students develop their knowledge of the nutritional needs of children with reference to current dietary guidelines. Contemporary issues related to food and nutrition are examined, along with necessary considerations that should be made when planning food for children on special occasions.</p>	<p><b>Children and Culture/Aboriginal Cultures and Childhood</b></p> <p>Students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children. Through the exploration of Aboriginal cultures and childhood, students develop an understanding of how culture, identity and kinship influence the health and wellbeing of children. They also describe how childcare services, including those that are Aboriginal community controlled, can play an active role in increasing knowledge and appreciation of cultural diversity and explore how childcare services can engage with Aboriginal and/or Torres Strait Islander communities to improve cultural understanding and appreciation, and provide enrichment activities for Aboriginal and/or Torres Strait Islander children.</p>	<p><b>Childcare Services and Career Opportunities</b></p> <p>Students identify the range of childcare services available and examine the roles and responsibilities of childcare providers. They explore career opportunities which involve working with children and recognise the qualities required to be successful in this industry.</p>	<p><b>Media and Technology in Childhood</b></p> <p>Students recognise and assess the impact different types of technology have on the wellbeing and development of children. They explore strategies in place to monitor and reduce the potentially negative influence of technology on the lifestyle and learning of children.</p>
<b>Assessment</b>	Menu Analysis (Hand-in)	Cultural Awareness Presentation (Hand-in)	Extended Response (in Class)	Yearly Exam (in Class)
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	CS5-2, CS5-5, CS5-8, CS5-11, CS5-12	CS5-2, CS5-5, CS5-8, CS5-9, CS5-11	CS5-3, CS5-5, CS5-7, CS5-8, CS5-9, CS5-10	CS5-3, CS5-4, CS5-5, CS5-9

# Year 10 Drama (Elective)

# 2024 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Theatrical Techniques &amp; Conventions</b></p> <p>Students will make a limited study of a range of differing theatrical styles through workshop and reflection e.g. Naturalism, Absurdism, Epic Theatre, Expressionism.</p>	<p><b>Australian Theatre - Play Study</b></p> <p>In this unit students will research the ideas and dramatic techniques used in Australian Theatre. They will read and workshop a play. Students will build a group performance from a concept, extract, theme or issue.</p>	<p><b>Verbatim Theatre</b></p> <p>In this unit students will research the form and content of Verbatim Theatre, learning the techniques and conventions of this style of performance.</p>	<p><b>Individual Performance</b></p> <p>Students will learn and explore the techniques of creating an Individual Performance and /or Group Performance.</p>
<b>Assessment</b>	<p>Group performance of play-built presentation illustrating one of the performance styles explored. Performance &amp; Reflection</p>	<p>Group performance of scenes from play that was explored in class. Performance &amp; Reflection</p>	<p>Students play-build a Verbatim Theatre performance piece. Performance &amp; Reflection</p>	<p>Individual Performance &amp; Reflection Yearly Examination</p>
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.</a></p>				
<b>Syllabus Outcomes</b>	5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.2.2, 5.2.3 5.3.1	5.1.3, 5.2.1, 5.2.2, 5.2.3, 5.3.1, 5.3.1, 5.3.3	5.1.1, 5.2.2, 5.2.3, 5.3.1, 5.3.3	5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.3, 5.3.3

# Year 10 English

# 2024 Stage 5 Scope and Sequence

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p>'Voices of Social Struggle': study of persuasive and rhetorical features in speeches</p> <p>"Growing Up _____ in Canterbury": memoir study and writing project</p>	<p>"Growing Up _____ in Canterbury": memoir study and writing project</p> <p>"The Banality of Evil": conceptual study of Shakespeare's Macbeth</p>	<p>"The Banality of Evil": conceptual study of Shakespeare's Macbeth</p> <p>"From Innocence to Experience": close study of novel</p>	<p>"From Innocence to Experience": close study of novel</p> <p>"CanterburyFest": film study and short film competition</p>
<b>Assessment</b>	<p>"Voices" Speech</p> <p>Speech to class on student-selected topic (Week 6: 15%)</p>	<p>Short memoir and visual representation (Week 4; 20%)</p>	<p>Hand-in essay response (Week 3: 30%)</p>	<p>Short answer and essay response tasks (Week 2-3: 35%)</p>
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	EN5-URA-01; EN5-URB-01; EN5-ECA-01	EN5-RVL-01; EN5-ECA-01; EN5-ECB-01	EN5-RVL-01; EN5-URA-01; EN5-ECA-01	EN5-RVL-01; EN5-ECA-01; EN5-URC-01; EN5-ECB-01

	Term 1/2	Term 2/3	Term 3/4	Term 4
<b>Content</b>	<p><b>Food for Life</b> Food for Specific Needs</p> <p>This topic focuses on special food needs that may arise due to aspects such as age, health, lifestyle choices, or cultural influences.</p> <p>Students:</p> <ul style="list-style-type: none"> <li>· explore a range of special food needs and the means to satisfy these</li> <li>· plan and prepare safe and nutritious foods to meet specific food needs in various circumstances</li> <li>· investigate the role of nutritionally modified foods</li> <li>· investigate the role support networks play for individuals with specific food needs.</li> </ul>	<p><b>What Will They Think Of Next?</b> Food Product Development</p> <p>Students in this topic:</p> <ul style="list-style-type: none"> <li>· examine the reasons for developing food products and the impact of past and present food</li> <li>· explore the effect of product innovations on society and the environment</li> <li>· explore the processes in food product development</li> <li>· develop, produce and evaluate a food product</li> <li>· investigate new technologies use in food product development, packaging and processing</li> </ul>	<p><b>Are You Being Served?</b> Food Service and Catering</p> <p>Food service and catering are important areas of the food industry. In this topic, students:</p> <ul style="list-style-type: none"> <li>· examine food service and catering venues</li> <li>· examine operations across a variety of settings and investigate employment opportunities</li> <li>· plan and prepare safe and appealing foods appropriate for catering for small or large scale functions.</li> <li>· hygienic preparation of food and food preservation techniques used to extend the shelf life of food</li> <li>· examine the social, economic and environmental impact of food processing technology</li> <li>· explore the role packaging plays in the distribution of food from point of production to consumption</li> </ul>	<p><b>Yearly test incorporating content across 3 topic areas:</b></p> <ul style="list-style-type: none"> <li>● Food for specific needs</li> <li>● Food product development</li> <li>● Food catering and service</li> </ul>
<b>Assessment</b>	<p><b>Specific Needs Task</b></p> <ul style="list-style-type: none"> <li>· select a specific group and investigate their special food needs and the means to satisfy these needs.</li> <li>· plan, prepare and present a safe and nutritious recipe that meets the specific food needs of the selected group.</li> </ul>	<p><b>Food Product Development Task</b></p> <ul style="list-style-type: none"> <li>· design and produce a new food product (line extension) suitable for sale in the school canteen which is nutritious and appealing to teenagers.</li> <li>· apply steps in the development of new food products during the completion of their task.</li> </ul>	<p><b>Food Service and Catering Task</b></p> <ul style="list-style-type: none"> <li>· consider the various aspects to consider when planning a menu for a pop up restaurant</li> <li>· plan, prepare and present safe an appealing menu item to be served at the restaurant</li> </ul>	<p><b>Yearly Examination</b></p>
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-5, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13	FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Environmental Change and Management</b> Students develop an understanding of the functioning of environments and the scale of human-induced environmental change challenging sustainability. They explore worldviews influencing approaches to environmental use and management. Students undertake an investigative study of the causes and consequences of environmental change in an environment in Australia and another country. They compare and evaluate the management responses in both countries and propose ways individuals can contribute to environmental sustainability.</p>		<p><b>Human Wellbeing</b> 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. Students investigate examples from Australia and across the world of issues affecting development, the impact on human wellbeing and the consequences of spatial variations across scales. Local, national and global initiatives to improve human wellbeing are also examined.</p>	
	Geographical skills, fieldwork and ICT integrated into content and assessment.			
<b>Assessment</b>	<p><b>Research Report</b> 30%</p>	<p><b>RAP Analysis and Extended Response</b> <b>(Coastal Environments) 35%</b></p>		<p><b>Yearly Examination</b> 35%</p>
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8		GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<b>Depth Study 6: School developed Topic: The Holocaust</b>	<b>Depth Study 5: The Globalising World: Migration Experiences</b>  Examination of the waves of post WWII migration to Australia and changing government policies on migration patterns. One major world event is explored in-depth	<b>Depth Study 4 (Core): Rights and Freedoms (1945 – Present)</b>  Analysis of the UDHR and Australia’s involvement is undertaken with an emphasis on the struggle of ASTI peoples with an emphasis on the Day of Mourning and the Stolen generation and modern day civil rights activists.	
<b>Assessment</b>	Digital/Oral Presentation (In-class)	Historical Report (Hand-in)		Yearly Examination
<a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a>				
<b>Syllabus Outcomes</b>	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-1, HT5-3, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10	

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Introducing the Basics/WHS/Workplace Communication/Film Video Skills</b> This topic focuses on an investigation of Multimedia components allowing students to further develop knowledge and understanding of WHS, Industry Study, Workplace communication and a range of computer software. There is an emphasis on building application skills using software such as Microsoft Word, Microsoft Powerpoint, Adobe Photoshop Pro, Adobe Premiere Pro, Adobe Animate.</p>		<p><b>Design and Management / Multimedia Industries and Production</b> During this topic students examine and analyse different digital media products and the manipulation of the various media types. This topic allows students to develop skills in the design and production of a digital media product. Students apply the application skills that they have acquired previously, together with communication skills and effective work practices, to produce Multimedia solutions for a specific problem/situation.</p>	
<b>Assessment</b>	<p><b>TV Commercial</b> This task involves the use of a variety of software in the filming and editing of a TV commercial advertising a small product; together with a supporting portfolio comprising of script, storyboard, shot list.</p>	<p><b>Industry Study Report</b> This task involves conducting an industry study report on a major feature film. The report will require research in specific areas of the Film and Video industry related to Multimedia. Selecting a film and researching in detail the process that was undertaken for the creation and production of the film.</p>	<p><b>Advertising Campaign</b> This task requires the design and creation of an Advertising Campaign for a Multimedia-based product. Portfolio documentation includes posters, Animated Web advertisement, and a short TV spot.</p>	<p><b>Major Multimedia Project</b> This task requires you to design and create an interactive subject selection program for the TAS Faculty for years 9-10.</p>
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	5.1.1, 5.1.2, 5.2.2, 5.4.1, 5.5.1, 5.7.1	5.1.1, 5.1.2, 5.3.1, 5.4.1, 5.6.1, 5.7.2	5.1.2, 5.2.1, 5.2.2, 5.3.2, 5.5.1, 5.6.1	5.1.1, 5.2.2, 5.3.1, 5.4.1, 5.5.1, 5.6.1, 5.7.1, 5.7.2



# Year 10 Mathematics Stage 5.2/5.1

# 2024 Scope and Sequence

Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Term 1	<a href="#">Numbers of Any Magnitude</a>			<a href="#">Algebraic Techniques</a>			<a href="#">Rates &amp; Ratios</a>				
	3 weeks			3 Weeks			5 Weeks				
	MA5.11WM, MA5.12WM, MA5.13WM, MA5.19MG			MA5.11WM, MA5.13WM, MA5.15NA, MA5.21WM, MA5.23WM, MA5.26NA, MA5.27NA			MA41WM, MA42WM, MA43WM, MA47NA, MA5.12WM, MA5.22WM, MA5.25NA				
	Interprets very small and very large units of measurement, use scientific notation and rounds to significant figures.			Simplifies algebraic fractions, and expands and factorises quadratic expressions. Applies index laws to operate with algebraic expressions involving integer indices.			Operates with ratios and rates, and explores their graphical representations. Recognises direct and indirect proportion, and solves problems involving direct proportion.				

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 2	<a href="#">Investigating Data</a>			<a href="#">Trigonometry</a>			<a href="#">Equations and Inequalities</a>			
	3 Weeks			3 Weeks			4 Weeks			
	MA5.11WM, MA5.12WM, MA5.13WM, MA5.112SP, MA5.21WM, MA5.23WM, MA5.215SP, MA5.216SP			MA5.11WM, MA5.12WM, MA5.110MG, MA5.21WM, MA5.22WM, MA5.213MG			MA5.21WM, MA5.22WM, MA5.23WM, MA5.28NA			
	Uses statistical displays to compare sets of data. Uses quartiles and box plots to compare sets of data, and evaluate sources of data. Investigates relationships between two statistical variables, including their relationship over time.			Applies trigonometry to solve problems, including problems involving angles of elevation and depression and bearings.			Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 3	<a href="#">Probability</a>			<a href="#">Interest and Depreciation</a>			<a href="#">Surface Area and Volume</a>			
	2 Weeks			3 weeks			4 Weeks			
	MA5.11WM, MA5.12WM, MA5.13WM, MA5.113SP, MA5.21WM, MA5.22WM, MA5.23WM, MA5.217SP			MA5.11WM, MA5.12WM, MA5.13WM, MA5.14NA, MA5.21WM, MA5.22WM, MA5.24NA			MA41WM, MA42WM, MA414MG, MA5.21WM, MA5.22WM, MA5.211MG, MA5.212MG			
	Calculates relative frequencies to estimate probabilities of simple and compound events. Describes and calculates probabilities in multi-step experiments.			Solves financial problems involving earning, spending and investing money. Solves financial problems involving compound interest.			Uses formulas to calculate volumes of prisms, cylinders and converts between units of volume. Calculates the surface area and volume of right prisms, cylinders and related composite solids.			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Term 4	<a href="#">Graphs</a>			<a href="#">Properties of Geometrical Figures</a>			<a href="#">Examination/other programs/Preliminary preparation</a>			
	3 Weeks			3 Weeks						
	MA5.11WM, MA5.13WM, MA5.17NA, MA5.112SP, MA5.22WM, MA5.23WM, MA5.210NA			MA41WM, MA42WM, MA43WM, MA417MG, MA5.21WM, MA5.22WM, MA5.23WM, MA5.214MG						
	Graphs simple non-linear relationships. Connects algebraic and graphical representations of simple non-linear relationships.			Calculates the angle sum of any polygon and uses properties of triangles and quadrilaterals to find unknown side lengths and angles.						

# Year 10 Mathematics Stage 5.3/5.2

# 2024 Scope and Sequence

[Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA](#)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 1</b>	<b>Numbers of Nay Magnitude</b>		<b>Surds</b>		<b>Algebraic Techniques</b>			<b>Rates and Ratios</b>		
	1 Week		2 Weeks		3 Weeks			3 Weeks		
	MA5.11WM, MA5.12WM, MA5.13WM, MA5.19MG		MA5.31WM, MA5.32WM, MA5.33WM, MA5.36NA		MA5.11WM, MA5.13WM, MA5.15NA, MA5.21WM, MA5.23WM, MA5.26NA, MA5.27NA, MA5.31WM, MA5.32WM, MA5.35NA, MA5.36NA			MA41WM, MA42WM, MA43WM, MA47NA, MA5.21WM, MA5.22WM, MA5.25NA, MA5.31WM, MA5.32WM, MA5.33WM, MA5.34NA		
	Interpret very small and very large units of measurement, uses scientific notation and rounds to significant figures		Performs operations with surds		Simplifies algebraic fractions, and expands and factorises quadratic expressions. Applies index laws to operate with algebraic expressions. Selects and applies appropriate algebraic techniques to operate with algebraic expressions.			Operates with ratios and rates and explores their graphical representations. Solves problems involving direct and indirect proportion. Draws, interprets and analysis graphs of physical phenomena.		

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Wk 10 (Only 4 days)
<b>Term 2</b>	<b>Investigating Data</b>			<b>Trigonometry</b>			<b>Equations and Inequalities</b>			
	3 Weeks			3 Weeks			2 Weeks			
	MA5.21WM, MA5.23WM, MA5.215SP, MA5.216SP, MA5.31WM, MA5.32WM, MA5.33WM, MA5.318SP, MA5.319SP			MA5.21WM, MA5.22WM, MA5.213MG, MA5.31WM, MA5.32WM, MA5.33WM, MA5.315MG			MA5.21WM, MA5.22WM, MA5.23WM, MA5.28NA, MA5.31WM, MA5.32WM, MA5.33WM, MA5.37NA			
	Uses quartiles and box plots to compare sets of data, and evaluate sources of data. Investigates relationships between two statistical			Applies trigonometry to solve problems, including problems involving angles of elevation and depression and bearings. Applies Pythagoras' theorem, trigonometric relationships, the sine rule, the cosine rule and the area rule to solve problems, including problems involving three dimensions.			Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations. Solves linear inequalities and linear simultaneous equations, using analytical and graphical techniques.			

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Term 3</b>	<b>Probability</b>		<b>Graphs</b>			<b>Surface Area and Volume</b>		<b>Interest and Depreciation</b>		<b>Logarithms</b>
	2 Weeks		3 Weeks			2 Weeks		2 Weeks		1 Week
	MA5.11WM, MA5.12WM, MA5.13WM, MA5.113SP, MA5.21WM, MA5.22WM, MA5.23WM, MA5.217SP		MA5.11WM, MA5.12WM, MA5.13WM, MA5.210NA, MA5.31WM, MA5.32WM, MA5.33WM, MA5.37NA, MA5.39NA			MA5.21WM, MA5.22WM, MA5.211MG, MA5.212MG, MA5.31WM, MA5.32WM, MA5.33WM, MA5.313MG, MA5.314MG		MA5.11WM, MA5.12WM, MA5.13WM, MA5.14NA, MA5.21WM, MA5.22WM, MA5.24NA		MA5.31WM, MA5.33WM, MA5.311NA
	Calculates relative frequencies to estimate probabilities of simple and compound events. Describes and calculates probabilities in multi-step experiments.		Connects algebraic and graphical representations of simple non-linear relationships. Sketches and interprets a variety of non-linear relationships. Solves complex quadratic equations.			Uses formulas to calculate volumes of prisms, cylinders and converts between units of volume. Calculates the surface area and volume of right prisms, right pyramids, right cones, spheres, cylinders and related composite solids.		Solves financial problems involving earning, spending and investing money. Solves financial problems involving compound interest.		Uses the definition of a logarithm to establish and apply the laws of logarithms.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Wk 11 (Only 2 days)
<b>Term 4</b>	<b>Functions</b>		<b>Properties of Geometrical Figures</b>								
	1 week		2 Weeks								
	MA5.3-1 WM MA5.3-3 WM MA5.3-12 NA		MA5.21WM, MA5.22WM, MA5.23WM, MA5.214MG, MA5.31WM, MA5.32WM, MA5.33WM, MA5.316MG								
			Proves triangles are similar, and uses formal geometrical reasoning to establish properties of triangles and quadrilaterals.								

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Popular Music</b> (Syllabus Group 2)</p> <ul style="list-style-type: none"> <li>What is Popular music? Definition and identification.</li> <li>In depth analysis of a genre of Popular Music as a class. Google Classroom: N3-5 Popular Music SWAY - Google Doc</li> </ul> <p><b>OR</b></p> <p><b>19th Century Music</b> (Syllabus Group 1)</p> <ul style="list-style-type: none"> <li>What is Music of the 19th Century? Identification of characteristics.</li> <li>In depth analysis of a genre of 19th Century Music. Google Classroom: 19th Century Music SWAY</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Performance of a piece of music representative of your topic.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Listening activities designed to improve understanding of how the concepts of music are used in Popular Music genres</li> <li>Viva Voce' Masterclass based on your topic.</li> <li>Aural Booklet BOOK 2 - Popular Music focus.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>16 Bar Composition that uses a min of 2 devices representative of the topic studied</li> </ul>	<p><b>Music for Small Ensembles : The Art of Remix</b> (Syllabus Group 1)</p> <ul style="list-style-type: none"> <li>Complete activities in Music for Small Ensembles - The Art of Remix SWAY</li> <li>Create a contrasting arrangement of a song in the genre of your choice.</li> <li>Small Ensembles Research Task - Build your own SWAY.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Students work in groups to perform their unique arrangement of a song.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Aural tasks designed to familiarise students with different combinations of instruments in small ensembles.</li> <li>Practice Questions based on contrasting use of the concepts of music.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>A contrasting arrangement of a piece in a small ensembles</li> </ul>	<p><b>Baroque Music</b> (Syllabus Group 1)</p> <ul style="list-style-type: none"> <li>Complete activities on The Baroque Period in Google Classroom &amp; SWAY (see weekly overview in Sway)</li> <li>Participate in small group tasks to further explore the history of Western Art Music, the different periods of music and their characteristics.</li> <li>Participate in listening activities that deepen understanding of the music devices used in the Baroque Period.</li> </ul> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Begin work on OWN CHOICE performance for ROSA exam Term 4.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Complete questions in 'Baroque Music Listening Booklet</li> <li>Focus on Baroque compositional devices as discussed in the Baroque SWAY (Google Classroom); <ul style="list-style-type: none"> <li>Inversion</li> <li>Retrograde</li> <li>Retrograde Inversion</li> <li>Borrowing Music</li> <li>Counterpoint</li> <li>Canon</li> <li>Terraced Dynamics</li> </ul> </li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Use Cubase to compose a short piece (1 ½ - 2 minutes) of music that uses the music devices of the Baroque Period</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>Arrange 'Call me Maybe' by Carly Rae Jepsen in a Baroque style.</li> </ul>	<p><b>Individual Performance and Aural Skills</b></p> <p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Students are to prepare a piece of music representative of ONE topic studied in the STAGE 5 Music Elective course.</li> <li>Focus Areas; <ol style="list-style-type: none"> <li>Intonation</li> <li>Articulation</li> <li>Dynamics and Expressive Techniques</li> <li>Personal Expression</li> </ol> </li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Students will complete practice papers in GOOGLE CLASSROOM in preparation for the RoSA Aural Exam.</li> </ul>

<b>Assessment</b>	<p><b>Performance:</b> Perform a piece of music representative of the topic studied. Ensure you demonstrate technique, personal expression, dynamic contrast and expressive techniques.</p> <p><b>Listening:</b> Individual Podcast/Vodcast – Masterclass</p>	<p><b>Listening:</b> Aural Analysis Compare &amp; Contrast. In Class Task</p> <p><b>Composition:</b> Contrasting arrangement of a song.</p>	<p><b>Composition:</b> Baroque Inspired Cubase project</p>	<p><b>Performance:</b> To choose a piece of music that demonstrates increased difficulty and musicality.</p> <p><b>Listening:</b> Aural exam.</p>
<b>Music Extension</b>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Choice of music for performance assessment is of increased difficulty from previous pieces chosen.</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Contemporary Aural Course Set 1 by Margaret Brandman</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>More complex use of devices in their arrangements</li> <li>Add more layers of Sound</li> <li>More complex harmony &amp; rhythms</li> <li>Use Cubase to record and edit your arrangement of a piece for small ensembles.</li> <li>Use Sibelius to notate composition accurately</li> </ul>	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>Composing a song for the CG# Sounds project in Term 4</li> <li>Arrangement should include more complex rhythms, faster tempo, combination of 3 pieces and thicker texture.</li> <li>More detailed responses to the aural component of the course.</li> <li>Use Noteflight/Musescore/Cubase or similar program to notate composition accurately.</li> </ul>	<p><b>Performance</b></p> <ul style="list-style-type: none"> <li>Choice of music for performance assessment is of increased difficulty from previous pieces chosen.</li> </ul>
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	5.1, 5.2, 5.3, 5.4, 5.7, 5.8, 5.10, 5.11, 5.12	5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12		5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Nutrition and Physical Activity</b> Students are encouraged to think critically about nutrition to make informed choices. Students have the opportunities to assess a wide range of products on the market, and evaluate their value and authenticity in supporting good health, wellbeing and weight management. Students participate in physical activities across a variety of groups.</p> <p>Students explore models of physical activity and fitness, the individual, community and societal influences on physical activity choices and the way in which physical activity can improve an individual's quality of life.</p>	<p><b>Put me in Coach</b> - Coaching - Enhancing performance (strategies and techniques)</p> <p>Students explore the roles and responsibilities involved in undertaking coaching roles within the community and at an elite level. Students participate in a range of opportunities to develop their skills to become effective coaches.</p>	<p><b>Physical Fitness</b> Students explore ideas of physical fitness versus physical activity and demonstrate an ability to develop measure and evaluate physical fitness.</p>	<p><b>Opportunity and Pathways in Physical Activity</b> Students examine the roles within each context to determine the benefits and opportunities available. Students are provided with opportunities to develop their skills in a range of sport, physical activity or recreational roles and, where appropriate, may be given the opportunity to complete a training qualification.</p> <p><b>Revision/Examination</b></p>
<b>Assessment</b>	Design nutrition plan for athlete	Coaching task - teach	Personal trainer - design and run program	Yearly Examination
<a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a>				
<b>Syllabus Outcomes</b>	<p><b>Nutrition</b> PASS5-1, PASS5-2, PASS5-8, PASS5-10</p> <p><b>Physical Activity for Health</b> PASS5-1, PASS5-2, PASS5-5, PASS5-9, PASS5-10</p>	<p><b>Coaching</b> PASS-5, PASS-6, PASS-7, PASS-8</p>	<p><b>Physical Fitness</b> PASS5-1, PASS5-2, PASS5-6, PASS5-7, PASS5-8, PASS5-9, PASS5-10</p>	<p><b>Opportunities and Pathways in PA</b> PASS5-4, PASS5-7, PASS5-8, PASS5-9, PASS5-10</p>

	Term 1	Term 2	Term 3	Term 4
<b>Content (Theory)</b>	<p><b>Mind Body Soul</b></p> <p>Integrated unit of work surrounding looking after one's mental health, including supporting a positive body image approach, maintaining a nutritious diet and the benefits of physical activity.</p>	<p><b>Community Action (PBL)</b></p> <p>Students identify inequities and key issues that exist in the community and propose actions to address them.</p>	<p><b>Risk Taking</b></p> <p>Students will explore the influences on decision making in relation to unsafe behaviours. Students will propose and present strategies designed to promote safe attitudes and behaviours in regards to road safety, drugs and alcohol and social events.</p>	<p><b>We are Australian</b></p> <p>Physical activity as an avenue for inclusion, acceptance and relationship-building. Diversity, multiculturalism, Individual/group/team physical activities, Cultural games.</p>
<b>Content (Practical)</b>		<p><b>Striking and Fielding Games (Softball)</b> Students understand the importance of individual roles and team strategy within team sports while developing fielding and striking skills.</p> <p><b>&amp;</b></p> <p><b>Leisure &amp; Recreation</b> (Lifelong PA, competitive/non-competitive games, physical literacy, leisure and recreation)</p>	<p><b>Invasion Games</b> (Ultimate Frisbee, Oztag, Soccer)</p> <p>Students understand the concepts of attack and defense in team game situations.</p>	
<b>Assessment</b>	Mind Body Soul Task	Community Action Project	Road Safety Strategies Task	Yearly Examination
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESA.</a></p>				
<b>Syllabus Outcomes</b>	5.1, 5.2, 5.4, 5.7, 5.9, 5.10	5.2, 5.4, 5.5, 5.7, 5.8, 5.10, 5.11	5.1, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11	5.4, 5.6, 5.10

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p><b>Journey to the Centre of the Earth</b> This topic examines plate tectonics and the theory of continental drift. It will also examine earthquakes, volcanic eruptions and their causes and focus on ways that society is trying to lessen their impact through better prediction techniques and building designs.</p>	<p><b>Don't Overreact</b> This topic focuses on atomic structure and its link to the behaviour of atoms during chemical reactions. Naming of compounds and chemical equations are the emphasis of this unit.</p> <p><b>Open Ended Investigation</b> This module teaches students how to design and carry out an Independent Open Ended Investigation.</p>	<p><b>Crash Test Dummies</b> This topic focuses on the contributions of Sir Isaac Newton to our understanding of motion. It examines his Laws of Motion and practical applications of these laws to car safety.</p>	<p><b>CSI of Life</b> Examines the structure and behaviour of the basic units of inheritance and uses this information to explain inheritance patterns in humans and other organisms. The topic then links genetics to Darwin's Theory of Evolution by Natural Selection.</p>
<b>Assessment</b>	<p>ICT Research and Digital Presentation</p> <p>Topic test</p>	<p><u>Don't Overreact</u> Report writing and data analysis task Topic test</p> <p><u>Open Ended Investigation</u> Investigation report Quiz</p>	<p>Collaborative Design Task</p> <p>Topic test</p>	<p>Modelling</p> <p>Topic test</p>
<p>All topics take approximately 6 weeks to complete. One teacher takes each class for one topic so classes are rotated through the course and therefore the sequence of topics studied will vary from class to class.</p>				
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	<p>SC5-ES2, SC5-ES3 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS</p>	<p>SC5-CW3, SC5-CW4 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS</p>	<p>SC5-PW2, SC5-PW4 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS</p>	<p>SC5-LW3, SC5-LW4 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS</p>

	Term 1	Term 2	Term 3	Term 4
<b>Content</b>	<p style="text-align: center;"><b>In the Spotlight</b></p> <p>This topic of work focuses on costume designing which is a key production component of theatre such as film, television, pageants or stage productions such as opera, dance, musicals or drama. Students will research costume design and experiment with appropriate techniques for costumes. This topic will also focus on the use of recycle or reused materials and exploring the nature of man-made fibres, yarns and fabrics. The costume design project provides the opportunity for students to be creative with textile materials, designing and constructing an item for a particular theatrical purpose such as costume masks in addition to manufacturing costumes for the school production</p>		<p style="text-align: center;"><b>Voyage of Discovery</b></p> <p>In this topic students conduct a cultural study to explore textile arts of a specific cultural group. This unit is a free focus design brief where students create their major project item (a garment or article of their choice) which could be worn by passengers or staff on a cruise or it may be part of the ship's environment. Examples of project work could include: <i>apparel</i> for any onboard activity; <i>non apparel</i> souvenirs for the gift shop; <i>furnishings</i> for the cabins; <i>textile arts</i> to decorate the ships interior.</p>	
<b>Assessment</b>	<p style="text-align: center;"><b>Research Report</b> Textile Innovations</p>	<p style="text-align: center;"><b>Costume Design Project</b> Documentation and Creation of Textiles Item</p>	<p style="text-align: center;"><b>Cultural Study Research and Inquiry</b> Investigate textile arts of a specific cultural group</p>	<p style="text-align: center;"><b>Google slides Folio and Design Folio</b> to demonstrate the design process used to create students' major project item</p> <p style="text-align: center;">Yearly Examination</p>
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	TEX 5-1, TEX 5-2, TEX 5-3, TEX 5-4, TEX 5-5, TEX 5-7, TEX 5-8, TEX 5-10, TEX 5-11, TEX 5-12		TEX 5-1, TEX 5-2, TEX 5-4, TEX 5-5, TEX 5-6, TEX 5-8, TEX 5-9, TEX 5-10, TEX 5-11, TEX 5-12	



	Term 1	Term 2	Term 3	Term 4
<b>Content Art Making</b>	<p style="text-align: center;"><u><b>MODERNIST SELF-PORTRAIT</b></u>                      “Why Can’t I Be You?”                      (Postmodern Me)</p> <p><b>Medium: Digital Photography/Drawing/Acrylic on Canvas</b></p> <ul style="list-style-type: none"> <li>• Select a Modern Art Portrait Painting.</li> <li>• <b>Appropriation:</b> In photographic studio, take a self-portrait (face) with the exact pose and expression of the original painting.</li> <li>• <b>Free hand:</b> Draw the outline of the background, objects and subject onto the canvas frame.</li> <li>• Superimpose student’s portrait.</li> <li>• Use acrylic paint to accurately reconstruct the painting.</li> </ul>		<p style="text-align: center;"><b>BODY OF WORK and VAPD</b></p> <p style="text-align: center;"><b>Medium to be advised</b></p>	
<b>Content Art Theory</b>	<p style="text-align: center;">Structural Frame                      Postmodern Frame                      Cultural Frame                      Subjective Frame                      Research: Modern Art – Portraits, Artists and Styles</p>		<p style="text-align: center;">Structural Frame                      Postmodern Frame                      Cultural Frame                      Subjective Frame                      Research: Art – Artists, Styles, Art Genres etc.</p>	
<b>Assessment</b>	<p>Postmodern Me Art Theory &amp; Making Term 1 Body of Work – Progress 10% Historical Critical Study 20 % (Hand-in) 30%</p> <p>Postmodern Me Art making Term 2 Final Painting - Postmodern (Hand-in) 30%</p> <p>Art Theory Term 3 Written Examination (In Class) 20%</p> <p>Art Making Term 4 Body of Work and Process Diary (Hand-in) 20%</p>			
<p><a href="#">Full descriptions of course outcomes can be viewed on the relevant Syllabus document through NESAs.</a></p>				
<b>Syllabus Outcomes</b>	<p>5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10</p>			