



**Beverly Hills Girls High School**

**ASPIRE**

**Assessment Booklet**  
**Year 10**

# Foreword

*Success at school may mean different things to different people, however, most agree that high achievement in formal studies is very desirable.*

*The definition of 'high achievement' varies for each student as a result of personal circumstances. Apparent natural ability, motivation, family support and health are some of the outside factors which influence achievement.*

*It is generally accepted that offering a wide choice of subjects allows students the chance to achieve in areas of interest, but success goes far beyond subject choice. The curriculum organisation described in this book provides such choice. More importantly, it also provides for:*

- 1. Choice within subjects*
- 2. Units of Study which are in manageable amounts*
- 3. Placement at appropriate Levels to suit personal performance*
- 4. A credential that accumulates results each half year*
- 5. Review of progress and adjustment to placement as the need arises.*

*All of these benefits lead to maximum student success and confidence, which in turn fuel student effort for greater achievement.*

*The Pathways booklet and associated structure have been developed and implemented by staff with support from parents. Overall planning has been carried out by the executive staff in consultation with KLA'S. While sincere thanks are extended to all of these dedicated people, their real reward will take the form of widespread student success.*

*M.Iemma*

*Principal*

# Introduction

At Beverly Hills Girls High School, we undertake assessment to inform students' learning. Assessment of student learning will be undertaken for all learners, including students whose learning is impacted by disability and students learning English as an additional language or dialect. Ongoing assessment of student learning is important to enable teachers to provide feedback to students and guide their continuing provision of appropriate learning tasks. Adjustments to assessment tasks may be required for a student whose learning is impacted by disability and students learning English as an additional language. This should reflect the adjustments made to support the student's learning.

Schools plan assessment so that:

- students can demonstrate achievement of the outcomes for the relevant stage of learning.
- valid and reliable assessment strategies are used.
- the timing, frequency and nature of the assessment processes are time efficient and manageable for teachers and students

Teachers plan assessment strategies when developing teaching programs and will also make additional assessment judgements during teaching and learning. Teachers use a variety of appropriate assessments for monitoring student learning, providing feedback and judging student achievement.

Teachers collect and record assessment information to:

- guide ongoing teaching and learning
- monitor and evaluate student progress
- report achievement to parents and relevant authorities in accord with school requirements and department policy.
- provide opportunities for teachers to gather evidence about student achievement in relation to outcomes
- enable students to demonstrate what they know and can do, clarifying student understanding of concepts and promoting deeper understanding
- provides evidence that current understanding is a suitable basis for future learning.

Assessment enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources. School-based assessment tasks may include activities such as examination, tests, written or oral assignments, practical activities, fieldwork, performance and projects. The assessment requirements for each Board Developed Course are set out in the attachments to this document.

## The Common Grade Scale & Standards Referenced Assessment

Beverly Hills GHS use the following five-point achievement scale to report to parents/carers for students in Years 7 to 12. Achievement is judged in relation to syllabus standards. The achievement scale is to be used for reporting all KLAs or subjects.

Achievement level	Using this word	And/or this letter
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills and can apply these skills to new situations	Outstanding	A
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.	High	B
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.	Sound	C
The student has a basic knowledge and understanding of the content and has achieved a basic level of competence in the processes and skills.	Basic	D
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.	Limited	E

### Expectations of students

Students must attend all classes to satisfactorily complete courses. A minimum of 80% attendance is generally expected for students to achieve the outcomes of the course being studied. Unexplained absences, lateness and class attendance patterns will be reviewed regularly to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.

Student Responsibilities include:

- Arriving before 8:45am and be on time for all scheduled lessons.
- Remain at school for the duration of the day unless they bring a signed request from their parent/guardian.
- Attend all lessons as per their published timetable. Truancy may incur consequences such as lunchtime or afterschool detention, letters of concern sent home or parental interview.
- Attend classes on the day before and on the day an assessment task is due.

- Submit their own work
- Attempt all assessment tasks.
- Submission of work by the due date.
- Prepare for examinations/tests and make a serious attempt.
- Complete the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
- Taking responsibility for their learning. When absent on any day the student is responsible for ascertaining if an assessment task has been set or issued.

On the day of the Assessment Task, the student must attend school and be marked present. Students need to submit the task on or before the designated date in accordance with the Assessment Notification – within the timetabled lesson. Students are NOT permitted to work on the Assessment Task during school time, besides Recess, Lunch or a designated study period on the day the task is due.

Where a student cannot meet a deadline or is absent for the submission or performance of a task the student must provide a valid reason. It is the responsibility of the student to provide a doctor's certificate, where possible, and see their classroom teacher or Head Teacher to determine how to meet assessment requirements.

## **Nature and Notification of Tasks**

Students will receive a minimum of 2 weeks' notice for each assessment task.

Students may be required to sign for their assessment tasks on the notification register.

Notification of assessment tasks will be communicated to the student in writing using the standardized format and will include:

- The scope of each task e.g. Probability in Mathematics.
- The form the task will take e.g. 10 short answer questions.
- The proposed timing and duration of the task e.g. Tuesday 24 May, period 1 , 60 minutes.
- Where applicable, the assessment weighting allocated to the task e.g. 15%.
- The outcomes being assessed.
- The marking guidelines – Notification Information sheet.
- Any additional details (students will require calculators). Students should consult with their teacher on a regular basis, to confirm the scheduling of tasks and if absent if in case Assessment information is given out

# English

## **ES501, EA501, EE501 - 10 English 2 - Look Further 2**

1 unit

In this unit, students will undertake a close study of a text, responding in essay form and imaginatively. They will then undertake a module that will develop their senior English writing skills.

Outcome	Areas of assessment	Task 1 Macbeth Imaginative	Task 2 Macbeth Essay	Task 3 Writing Tasks
	Grade:	/20	/20	Student Assessed
	Approximate Date:	Term 3 Week 7	Term 4 Week 4	
4	Creatively adapts texts into different forms	✓		
5	Thinks critically about complex ideas to respond to and compose texts		✓	
3	Selects and uses language forms, features and structures of texts appropriate to purpose	✓	✓	

## **ES502, EA502, EE502- 10 English 1 - Look Further 1**

2 units

In this unit students will look deeper into how composers present a point of view through a close study of texts, asking the question, 'How do we represent our world?' You will look at a range of media and film texts and write

Outcome	Areas of assessment	Task 1 Novel Essay	Task 2 Reading /Discursive Test	Task 3 Multimodal Presentation	Task 4 Critical Evaluation of a Text
	Grade:	/20	/20	/20	Peer Review
	Approximate Date:	Term 1 Week 7	Term 2 Week 2	Term 2 Week 6	
1	Responds to and composes increasingly sophisticated texts for understanding and critical analysis	✓			
8	Challenges and evaluates cultural assumptions in texts		✓		
7	Understands and evaluates the diverse ways texts can represent personal and public worlds		✓		
2	Uses a wide range of skills and knowledge for responding to and composing texts in different technologies			✓	

# English Enrichment

## **EW411 - English W1 - Writer's Workshop 1**

**1 unit**

In this unit, students will explore a range of ways to write and increase their confidence as a composer. They will produce a range of texts in different styles, from formal essay paragraphs to imaginative compositions that reflect how they see their world.

Outcome	Areas of assessment:	Task 1 Analytical Writing	Task 2 Imaginative Writing / Reflection	Task 3 Creative Re-Imagining
	Grade:	/20	/20	
	Approximate Date:	Term 1/3 Week 9	Term 2/ 4 Week 4	
1	Responds to and composes increasingly sophisticated texts	✓		
5	Thinks imaginatively to compose texts in a range of contexts		✓	
9	Reflects on and assesses their individual skills		✓	

## **EX411- English EX1- Extension English 1**

**1 unit**

Recommended for students wishing to study English at the Advanced level for the HSC. Students will be introduced to a variety of challenging and sophisticated texts, considering their historical, social and personal contexts, and develop their essay and imaginative writing skills.

Outcome	Areas of assessment:	Task 1 Comparative Essay	Task 2 Multimodal Presentation	Task 3 Composition
	Grade:	/20	/20	
	Approximate Date:	Term 1/3 Week 9	Term 2/4 Week 4	End of term peer review
1	Responds to and composes increasingly sophisticated texts for understanding and critical analysis	✓		
6	Investigates the relationship between texts	✓		
8	Thinks imaginatively and creatively to compose texts		✓	

**EX511- English EX2 - Extension English 2****1 unit**

This unit is recommended for students wishing to study Advanced English and Extension English for the HSC. They will respond critically to a range of sophisticated texts from across the past three centuries, reflecting on the ways composers are influenced by context.

Outcome	Areas of assessment	Task 1 Comparative Essay	Task 2 Composition	Task 3 Composition
	Grade:	/20	/20	
	Approximate Date:	Term 1/3 Week 9	Term 2/4 Week 4	End of term peer review
1	Responds to and composes increasingly sophisticated texts for understanding and critical analysis	✓		
6	Investigates the relationship between texts	✓		

# EALD

## **EAL411- EALD 3- Improve your Writing**

**1 unit**

In this unit students work on enhancing their written & oral communication skills in informal and formal situations. Students will extend their vocabulary, plan and organise their ideas.

	Areas of assessment	Task 1 Speech	Task 2 Extended Writing Task
	Grade:	A - E	A - E
	Approximate Date:	Term 1/3 Week 7	Term 2/4 Week 4
EN4 – 3B	EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts		
EN4 – 4B	EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence		
EN4 – 7D	EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it		

## **EAL511 - EALD 6 – Senior Writing Skills**

**1 unit**

This unit works on preparing students for studies in Years 11 and 12. Emphasis is on developing skills in writing extended responses and building essay writing skills with confidence!

	Areas of assessment	Task 1	Task 2	Task 3
	Grade:	A - E	A - E	A - E
	Approximate Date:			
EN5 – 1A	EN5-1A responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure			
EN5 – 5C	EN5-5C thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts			
EN5 – 3B	EN5-3B selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, describing and explaining their effects on meaning			

# Mathematics

## MS501 - 10 Mathematics 2 - Using Mathematics 3

**1 unit**

In this Unit students will applying formulas, strategies to trigonometry and geometric reasoning in the solution of problems. Students will also collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements

Outcome	Areas of assessment	Task 1	Task 2	Task 3
	Grade: A-E	Probability	Single Variable Analysis + Bivariate Data Statistics	Online task
	Approximate Date:	Term 1/3 Week 7	Term 2/4 Week 5	Term 2/4 Week 5
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.	✓	✓	✓
MA5.2-3WM	Constructs arguments to prove and justify results.		✓	✓
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments.	✓		✓
MA5.1-12SP	Uses statistical displays to compare sets of data.		✓	✓
MA5.2-16SP	investigates relationships between two statistical variables, including their relationship over time.		✓	✓

**MA501 - 10 Mathematics 2 - Using Mathematics 3****1 unit**

In this Unit students will applying formulas, strategies to trigonometry and geometric reasoning in the solution of problems. Students will also collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

Outcome	Areas of assessment	Task 1	Task 2	Task 3
	Grade: A-E	Probability/ADV	Single Variable Analysis + Bivariate Data Statistics/ADV Geometrical Figures	Online task
	Approximate Date:	Term 1/3 Week 7	Term 2/4 Week 5	Term 2/4 Week 5
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.	✓	✓	✓
MA5.2-3WM	Constructs arguments to prove and justify results.		✓	✓
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments.	✓		✓
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids.		✓	✓
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.		✓	✓
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data.		✓	✓
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion.		✓	✓

**MS502 - 10 Mathematics 1- Communicating Mathematics 3****2 units**

In this unit students will develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation. Students will also be applying formulas, strategies to trigonometry problems and linear relationships

Outcome	Areas of assessment	Task 1	Task 2	Task 3
	Grade: A-E	Measurement	Algebraic expressions + Indices	Linear Relationship + Trigonometry
	Approximate Date:	Term 1/3 Week 6	Term 1/3 Week 10	Term 2/4 Week 5
MA5.1-2WM	Selects and uses appropriate strategies to solve problems.	✓	✓	✓
MA5.2-12MG	Applies formulas to calculate the volumes of composite solids composed of right prisms and cylinders.	✓		
MA5.2-6NA	Simplifies algebraic fractions.		✓	
MA5.2-7NA	Applies index laws to operate with algebraic expressions involving integer indices.		✓	
MA5.2-9NA	Uses the gradient-intercept form to interpret and graph linear relationships.			✓
MA5.2-13MG	Applies trigonometry to solve problems, including problems involving bearings.			✓
MA5.2-8NA	Solves linear and simple quadratic equations, linear inequalities and linear simultaneous equations, using analytical and graphical techniques.			✓
MA5.2-6NA	Expands and factorises quadratic expressions.			✓

**MA502 - 10 Mathematics 1- Communicating Mathematics 3****2 units**

In this unit students will develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation. Students will also be applying formulas, strategies to trigonometry problems and linear relationships

Outcome	Areas of assessment	Task 1	Task 2	Task 3
	Grade: A-E	Probability/ADV	Single Variable Analysis + Bivariate Data Statistics/ADV Geometrical Figures	Online task
	Approximate Date:	Term 1/3 Week 7	Term 2/4 Week 5	Term 2/4 Week 5
MA5.2-2WM	Interprets mathematical or real-life situations, systematically applying appropriate strategies to solve problems.	✓	✓	✓
MA5.2-3WM	Constructs arguments to prove and justify results.		✓	✓
MA5.2-17SP	Describes and calculates probabilities in multi-step chance experiments.	✓		✓
MA5.2-11MG	Calculates the surface areas of right prisms, cylinders and related composite solids.		✓	✓
MA5.3-16MG	Proves triangles are similar, and uses formal geometric reasoning to establish properties of triangles and quadrilaterals.		✓	✓
MA5.2-15SP	Uses quartiles and box plots to compare sets of data, and evaluates sources of data.		✓	✓
MA5.2-5NA	Recognises direct and indirect proportion, and solves problems involving direct proportion.		✓	✓

# Mathematics Enrichment Units

## MT411 – Mathematics – Maths Tutorial 1

1 unit

This is an individual learning unit for students from any course. Students will be relied on to work independently with assistance from the teacher as needed. Students may receive further assistance with other units of Maths or concepts not yet fully understood.

Outcome	Areas of assessment	Task 1 Assessment of	Task 2 Assessment of
	Grade: A-E	Individual learning intention	Individual learning intention
	Approximate Date:	Term 1/3 Week 7	Term 2/4 Week 5
Problem Solving	Students develop the ability to make choices, interpret, formulate, model and investigate problem situations, and communicate solutions effectively.	✓	✓
Communicating	Students develop the ability to use a variety of representations, in written, oral or graphical form, to formulate and express mathematical ideas.	✓	✓
Reasoning	Students develop an increasingly sophisticated capacity for logical thought and actions, such as analysing, proving, evaluating, explaining, inferring, justifying and generalising.	✓	✓
Understanding	Students build a strong foundation that enables them to adapt and transfer mathematical concepts.	✓	✓

**MS511 - Maths Standard Prep - Maths Standard – Preparation****1 unit**

This unit is recommended for students who are considering doing Mathematics in Year 11. In this unit students will learn about Algebraic techniques and functions. This unit is an opportunity for students to strengthen their core mathematical knowledge prior to their Year 11 studies in Mathematics.

Outcome	Areas of assessment	Task 1	Task 2
	Grade: A - E	Algebraic Techniques	Linear Relationships & Measurement
	Approximate Date:	Term 3 Week 7	Term 4 Week 5
MA4-3WM	Recognises and explains mathematical relationships using reasoning.	✓	✓
MA4-8NA	Generalises number properties to operate with algebraic expressions.	✓	
MA4-11NA	creates and displays number patterns; graphs and analyses linear relationships; and performs transformations on the Cartesian plane.		✓
MA4-14MG	Uses formulas to calculate the volumes of prisms and cylinders, and converts between units of volume.		✓

**MB511 – Adv Maths Prep – Advanced Maths Preparation****1 unit**

This unit focuses on developing the knowledge and skills required to study Mathematics in Years 11 and 12. In this unit students learn about Algebraic Techniques and how to solve challenging Quadratic Expressions. They also learn about functions and Curve Sketching Techniques. This unit aims to strengthen student's core mathematical knowledge prior to commencing of senior studies.

Outcome	Areas of assessment	Task 1	Task 2
	Grade: A-E	Algebraic Techniques	Quadratics and nonlinear functions & Curve Sketching
	Approximate Date:	Term 3 Week 7	Term 4 Week 5
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.	✓	✓
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions.	✓	
MA5.3-6NA	Performs operations with surds and indices.	✓	
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations.		✓
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships.		✓
MA5.3-12NA	Uses function notation to describe and sketch functions.		✓

**MC511-Maths Ext Prep - Maths Extension Preparation****1 unit**

This unit focuses on developing the knowledge and skills required to study Extension 1 Mathematics in Years 11 and 12. . In this unit students learn about Algebraic Techniques and how to solve challenging Quadratic Expressions. They also learn about functions and Curve Sketching Techniques. This unit aims to strengthen student's core mathematical knowledge prior to commencing of senior studies.

Outcome	Areas of assessment	Task 1	Task 2
	Grade: A - E	Algebraic Techniques	Quadratics and nonlinear functions & Curve Sketching
	Approximate Date:	Term 3 Week 7	Term 4 Week 5
MA5.3-1WM	Uses and interprets formal definitions and generalisations when explaining solutions and/or conjectures.	✓	✓
MA5.3-5NA	Selects and applies appropriate algebraic techniques to operate with algebraic expressions.	✓	
MA5.3-6NA	Performs operations with surds and indices	✓	
MA5.3-7NA	Solves complex linear, quadratic, simple cubic and simultaneous equations, and rearranges literal equations. Including those with absolute value.		✓
MA5.3-9NA	Sketches and interprets a variety of non-linear relationships.		✓
MA5.3-12NA	Uses function notation to describe and sketch functions. Investigate the characteristics of different functions.		✓

# Science

## SA/SS501 - 10 Science 8 - Let's Investigate Deeper

**1 unit**

This unit involves students completing a 'Student Research Project' where they will be required to plan and report on an experiment. Students will learn about chemical reactions through experimentation, the interaction of organisms in the environment and the effect of human impact on ecosystems as well as electrical circuits and energy.

Outcome	Areas of assessment	Task 1 Student Research Project	Task 2 Unit & Skills Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1 Week 9	Term 2 Week 5
K	Knowledge and understanding		✓
4/5	Planning an investigation	✓	
6	Undertaking investigations	✓	
7	Analysing first & second hand sources	✓	
8	Critical thinking and problem solving	✓	✓
9	Presenting information	✓	

**SS502,SA502 - 10 Science 7- Let's Look Around****2 units**

In this unit students will take a deeper look at the role of DNA, how it can be used in genetic engineering and how advances in biotechnology have been used to help change our lives. A study of electricity and its application to everyday situations follows, providing opportunities to carry out experiments and develop skills in gathering and analysing data.

Outcome	Areas of assessment	Task 1 Research & Presentation	Task 2 Data Analysis	Task 3 Unit & Skills Test
	Grade:	A-E	A-E	A-E
	Approximate Date:	Week 5/6 Term 3	Week 8/9 Term 3	Week 5 Term 4
<b>K</b>	Knowledge and understanding	✓	✓	✓
<b>4/5</b>	Planning an investigation			
<b>6</b>	Undertaking investigations			
<b>7</b>	Analysing first & second hand sources	✓	✓	
<b>8</b>	Critical thinking and problem solving		✓	✓
<b>9</b>	Presenting information	✓	✓	

# Enrichment Science

## **SP511- Science Physics - Physics Interest Unit**

**1 unit**

This enrichment unit will see students analyse motion in terms of scalar and vector quantities and perform calculations for motion and Newton's Laws of Motion. Students will analyse electric fields, circuitry and magnetism as well as perform a depth study.

Outcome	Areas of assessment	Task 1 Depth Study	Task 2 Unit Test
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 9	Term 4 Week 4
K	Knowledge and understanding	✓	✓
4/5	Planning an investigation		
6	Undertaking investigations		
7	Analysing first & second hand sources	✓	
8	Critical thinking and problem solving	✓	✓
9	Presenting information	✓	

**SC511 - Science Chemistry - Chemistry Interest Unit****1 unit**

In this enrichment unit students will learn about how atoms are structured and how matter behaves. It will include the study of different types of chemical bonds and how these affect the physical properties of different substances. Additionally this unit will focus on how to perform practical tasks to develop skills required to cover a wide range of chemistry disciplines that develop a wide range of skills needed to do well in HSC Chemistry and beyond.

Outcome	Areas of assessment	Task 1 Depth Study	Task 2 Unit Test
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 9	Term 4 Week 5
K	Knowledge and understanding	✓	✓
4/5	Planning an investigation		
6	Undertaking investigations		
7	Analysing first & second hand sources	✓	
8	Critical thinking and problem solving	✓	✓
9	Presenting information	✓	

**SB511 – Science Biology – Biology Interest Unit****1 unit**

In this unit, students investigate the function of cells and their structures, using a microscope. They will learn about the functions of structures in the circulatory system, including blood vessels, the heart and how our immune system works. The unit also focuses on the study of heredity and genetics as well as investigating prosthetic limbs!

Outcome	Areas of assessment	Task 1 Depth Study	Task 2 Unit Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3 Week 9	Term 2/4 Week 4
K	Knowledge and understanding	✓	✓
4/5	Planning an investigation		
6	Undertaking investigations		
7	Analysing first & second hand sources	✓	
8	Critical thinking and problem solving	✓	✓
9	Presenting information	✓	

# Personal Development, Health & Physical Education – PDHPE

## PE501,PDHPE 1 – My Health

**1 unit**

Students assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. They demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They refine and apply movement skills and concepts to compose and perform innovative sequences.

Outcome	Areas of assessment	Task 1 Latin American Dance	Task 2 Respectful Relationships	Task 3 Functional Fitness	Task 4 YOLO
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1	Term 2	Term 3	Term 4
PD 5-7	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities		✓	✓	✓
PD 5-8	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity			✓	
PD5-2	Researches and appraises the effectiveness of health information and support services available in the community.		✓		✓
PD5-6	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.		✓		✓
PD5-4	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity concepts	✓			
PD5-3	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.		✓		
PD5-9	Assesses and applies self-management skills to effectively manage complex situations.		✓		
PD5-10	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of group contexts.		✓		
PD5-11	Refines and applies movement skills and concepts to compose and perform innovative movement sequences	✓			

**PE502 - 10PDHPE 2 – My Health****1 unit**

Students assess their capacity to consider and respond positively to challenges and how they can contribute to caring, inclusive and respectful relationships. They demonstrate protective skills to promote health, safety and wellbeing and manage complex situations. They refine and apply movement skills and concepts to compose and perform innovative sequences.

Outcome	Areas of assessment	Task 1 Latin American Dance	Task 2 Respectful Relationships	Task 3 Functional Fitness	Task 4 YOLO
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1	Term 2	Term 3	Term 4
<b>PD 5-7</b>	Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities		✓	✓	✓
<b>PD 5-8</b>	Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity			✓	
<b>PD5-2</b>	Researches and appraises the effectiveness of health information and support services available in the community.		✓		✓
<b>PD5-6</b>	Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity.		✓		✓
<b>PD5-4</b>	Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity concepts	✓			
<b>PD5-3</b>	Analyses factors and strategies that enhance inclusivity, equality and respectful relationships.		✓		
<b>PD5-9</b>	Assesses and applies self-management skills to effectively manage complex situations.		✓		
<b>PD5-10</b>	Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of group contexts.		✓		
<b>PD5-11</b>	Refines and applies movement skills and concepts to compose and perform innovative movement sequences	✓			

# Physical Activity & Sports Studies- PASS Elective Units

## PP411 – PASS 1 – Movement and Fitness

**1 unit**

Students undertake a detailed anatomical study of the body systems and their contribution to efficient movement. Students also complete a number of fitness tests and design a training program to improve targeted components of fitness.

Outcome	Areas of assessment	Task 1 Exam	Task 2 Fitness Testing
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 5
PASS5-1	discusses factors that limit and enhance the capacity to move and perform	✓	✓
PASS5-2	analyses the benefits of participation and performance in physical activity and sport	✓	✓
PASS5-9	performs movement skills with increasing proficiency	✓	✓
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	✓	✓
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport		✓
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance		✓
PASS5-8	displays management and planning skills to achieve personal and group goals		✓

**PP412 – PASS 2 – Sports for All****1 unit**

Students explore historical and contemporary issues in sport and its impact on the Australian Sporting Identity. Students are provided with the opportunity to engage in different sports for specific groups as well as improve their proficiency in a variety of racquet sports.

Outcome	Areas of assessment	Task 1 Sports For Specific Groups (In class task)	Task 2 Racquet Sports (Practical)
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 10	Term 4 Week 6
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport	✓	
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives	✓	
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance	✓	✓
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport	✓	
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance	✓	✓
PASS5-9	performs movement skills with increasing proficiency		✓

**PP413 – PASS 3 – Enhancing Movement Skills****1 unit**

Students develop the skills required to improve their performance in targeted specialised movement skills and explore the contribution of technology to sporting performances. Students are provided with the opportunity to participate in recreational activities (Rock-climbing, abseiling, canoeing) on a three day camping expedition.

Outcome	Areas of assessment	Task 1 Enhancing Performance	Task 2 Event Management
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3 Week 9	Term 2/4 Week 4
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance	✓	✓
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport	✓	
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance	✓	✓
PASS5-8	displays management and planning skills to achieve personal and group goals	✓	✓
PASS5-9	performs movement skills with increasing proficiency	✓	
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	✓	✓

**PP511 – PASS 4 – Career Opportunities in Sport****1 unit**

Students explore career opportunities and pathways in physical activity and sport and are introduced to valuable and marketable skills in organisation, enterprise, leadership and communication. Students will be provided with the opportunity to organise a sporting event as well as numerous opportunities to apply their sports coaching skills to small skill developed sessions.

Outcome	Areas of assessment:	Task 1 Opportunities and Pathways in Physical Activity and Sport, Coaching (theory)	Task 2 Coaching (practical)
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3	Term 2/4
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives	✓	
PASS5-5	demonstrates actions and strategies that contribute to active participation and skilful performance	✓	✓
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport	✓	✓
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance	✓	✓
PASS5-8	displays management and planning skills to achieve personal and group goals	✓	✓
PASS5-9	performs movement skills with increasing proficiency	✓	✓
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	✓	

**PP512 – PASS 5 Issues in Physical Activity & Sport****1 unit**

Students explore behavioural, environmental and organisational factors that influence safe participation in sport and physical activity. They develop the knowledge and practical skills to assess, treat and rehabilitate sports injuries as well as explore factors influencing nutritional decisions and its impact on performance.

<b>Outcome</b>	<b>Areas of assessment</b>	<b>Task 1 Technology, Participation and Performance Theory</b>	<b>Task 2 Issues in Physical Activity and Sport Case Study</b>
	<b>Grade:</b>	A-E	A-E
	<b>Approximate Date:</b>	Term 1 / 3	Term 2/4
PASS5-3	discusses the nature and impact of historical and contemporary issues in physical activity and sport		✓
PASS5-4	analyses physical activity and sport from personal, social and cultural perspectives		✓
PASS5-6	evaluates the characteristics of participation and quality performance in physical activity and sport	✓	
PASS5-7	works collaboratively with others to enhance participation, enjoyment and performance	✓	
PASS5-10	analyses and appraises information, opinions and observations to inform physical activity and sport decisions.	✓	✓

# Child Studies

## PC411 – Child Studies 1 – Meet the Parents

1 unit

This unit explores the factors that need to be considered when planning to have a family. Topics include family roles and responsibilities, stages of pregnancy, labour, birth and parenting styles.

Outcome	Areas of assessment	Task 1 Support Services	Task 2 Emotional preparations	Task 3 Examination
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 1/3	Term 2/4	Term1/ 3
CS5-5	evaluates strategies that promote the growth and development of children			✓
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing	✓	✓	
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development	✓	✓	
CS5-12	applies evaluation techniques when creating, discussing and assessing information related to child growth and development	✓	✓	
CS5-7	discusses the importance of positive relationships for the growth and development of children		✓	✓
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families		✓	
CS5-1	identifies the characteristics of a child at each stage of growth and development			✓
CS5-2	describes the factors that affect the health and wellbeing of the child			✓

**PC412 – Child Studies 2 – Baby Days****1 unit**

This unit focuses on newborn care. Students will explore the needs of a newborn, growth and development and family interactions during the early years. They will examine how a better start to life creates a better future for the child.

Outcome	Areas of assessment	Task 1 Parenting project	Task 2 Research task	Task 3 Presentation
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 1/3	Term 2/4	Term 1/ 3
CS5-6	describes a range of parenting practices for optimal growth and development	✓		
CS5-7	discusses the importance of positive relationships for the growth and development of children	✓		
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts	✓		
CS5-2	describes the factors that affect the health and wellbeing of the child		✓	✓
CS5-	evaluates strategies that promote the growth and development of children		✓	
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment			✓
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families			✓

**PC413 – Child Studies 3 – Grow, Eat and Play****1 unit**

This unit explains growth and development, food and nutritional needs in children. Students will also investigate the importance of play in the developing child.

Outcome	Areas of assessment	Task 1 Toy Design	Task 2 Case Study
	Grade:	A-E	A-E
	Approximate Date:	Term 1/ 3	Term 2/ 4
CS5-5	evaluates strategies that promote the growth and development of children	✓	
CS5-1	identifies the characteristics of a child at each stage of growth and development	✓	✓
CS5-2	describes the factors that affect the health and wellbeing of the child	✓	✓
CS5-6	describes a range of parenting practices for optimal growth and development		✓
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families		✓

**PC511 – Child Studies 4 – Generation YYY****1 unit**

In this unit students will have the opportunity to reflect and think critically on the value of the cultural context and influence of ancestral and traditional practices. They will also explore how media and technology can influence a child's wellbeing. Child care services and career opportunities are also investigated.

Outcome	Areas of assessment	Task 1 Presentation	Task 2 Research Task	Task 3 Career opportunities
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 1/3	Term 2/4	Term 1/3
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment	✓	✓	
CS5-5	evaluates strategies that promote the growth and development of children	✓	✓	✓
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing	✓	✓	✓
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families		✓	
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development		✓	
CS5-7	discusses the importance of positive relationships for the growth and development of children			✓
CS5-10	demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts			✓

**PC512 – Child Studies 5 – Australian Story****1 unit**

This unit explores Aboriginal culture and the diverse needs of children. It promotes a sense of empathy for children, their parents, caregivers and those that have the potential to influence the learning environments.

Outcome	Areas of assessment	Task 1 Research	Task 2 Exam
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3	Term 2/4
CS5-8	evaluates the role of community resources that promote and support the wellbeing of children and families	✓	✓
CS5-4	plans and implements engaging activities when educating and caring for young children within a safe environment	✓	
CS5-9	analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing	✓	
CS5-11	analyses and compares information from a variety of sources to develop an understanding of child growth and development		✓
CS5-2	describes the factors that affect the health and wellbeing of the child		✓

# Geography

## **HG501 - 10 Geography 1– Diversity and Difference**

**1 unit**

Students learn about the nature of and differences in human wellbeing and development that exist within and between countries. They examine the issues affecting development and the initiatives to improve well being.

Outcome	Areas of assessment	Task 1 Research task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1 / 3 Week 8	Term 2 / 4 Week 5
GE5.3	analyses the effect of interactions and connections between people, places and environments		✓
GE5.4	accounts for perspectives of people and organisations on a range of geographical issues		✓
GE5.6	analyses differences in human wellbeing and ways to improve human wellbeing	✓	✓
GE5.7	acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquiry	✓	
GE5.8	communicates geographical information to a range of audiences using a variety of strategies	✓	✓

# Commerce

## HC411 Commerce 4A - Promote your Business

1 unit

Ever wondered what it would be like to run your own business? Students will have hands on experience to develop the knowledge and skills needed to develop products, market them effectively and sell them to turn a profit.

Outcome	Areas of assessment	Task 1 Topic Test	Task 2 Market Stall Promotion Selling
	Grade:	A-E	A-E
	Approximate Date:	Term 1 Week 9	Term 2 Week 4
COM5.1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts	✓	✓
COM5.2	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts	✓	
COM5.3	examines the role of law in society	✓	
COM5.4	analyses key factors affecting decisions	✓	✓
COM5.5	evaluates options for solving problems and issues	✓	✓
COM5.6	develops and implements plans designed to achieve goals		✓
COM5.7	researches and assesses information using a variety of sources	✓	✓
COM5.8	explains information using a variety of forms	✓	
COM5.9	works independently and collaboratively to meet individual and collective goals within specified timeframes		✓

**HC412 Commerce 4B - Future Consumers****1 unit**

Ebay, Amazon, Iconic; what do they all have in common? They are all part of the growing world of E-commerce. Students learn about E-commerce, consumer protection and financial management to make them skilled future consumers.

Outcome	Areas of assessment	Task 1 Topic Test	Task 2 Research Task
	Grade:	A-E	A-E
	Approximate Date:	Term 1 / 3 Week 7	Term 2 / 4 Week 5
<b>COM5.1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts	✓	✓
<b>COM5.2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts	✓	✓
<b>COM5.3</b>	examines the role of law in society	✓	✓
<b>COM5.4</b>	analyses key factors affecting decisions	✓	✓
<b>COM5.5</b>	evaluates options for solving problems and issues	✓	✓
<b>COM5.6</b>	develops and implements plans designed to achieve goals		✓
<b>COM5.7</b>	researches and assesses information using a variety of sources	✓	✓
<b>COM5.8</b>	explains information using a variety of forms	✓	✓
<b>COM5.9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes		✓

**HC413 Commerce 4C - Law, Society and Political Involvement****1 unit**

Do you know your legal rights and responsibilities as an Australian citizen? Students explore Australia's legal system, learning about the need for law and how laws are created. They also develop an understanding of democratic processes in Australia.

Outcome	Areas of assessment	Task 1 In class test	Task 2 Group research task
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 9	Term 4 Week 4
COM5.1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts	✓	✓
COM5.2	analyses the rights and responsibilities of individuals in a range of contexts	✓	✓
COM5.3	examines the role of law in society	✓	✓
COM5.4	analyses key factors affecting decisions	✓	✓
COM5.5	evaluates options for solving problems and issues	✓	✓
COM5.6	develops and implements plans designed to achieve goals	✓	
COM5.7	researches and assesses information using a variety of sources	✓	✓
COM5.8	explains information using a variety of forms	✓	✓
COM5.9	works independently and collaboratively to meet individual and collective goals within specified timeframes	✓	

**HC511 Commerce 5A – Our Economy****1 unit**

Students learn about Australia's economy and how it affects individuals and businesses in Australia. They will examine Australia's global links and determine their impact on individuals, the economy and society.

Outcome	Areas of assessment	Task 1 Research ICT Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1/ 3 Week 8	Term 2 / 4 Week 5
COM5.1	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts	✓	✓
COM5.2	analyses the rights and responsibilities of individuals in a range of contexts	✓	✓
COM5.3	examines the role of law in society		
COM5.4	analyses key factors affecting decisions	✓	
COM5.5	evaluates options for solving problems and issues	✓	✓
COM5.6	develops and implements plans designed to achieve goals	✓	
COM5.7	researches and assesses information using a variety of sources	✓	✓
COM5.8	explains information using a variety of forms	✓	✓
COM5.9	works independently and collaboratively to meet individual and collective goals within specified timeframes	✓	

**HC512 Commerce 5B - Investing****1 unit**

Money, money, money! Students learn about the range of investment options and how they make wise investment decisions to make money. Students will also learn about how national and global factors influence investing.

Outcome	Areas of assessment	Task 1 Research Task	Task 2 Topic test
	Grade:	A-E	A-E
	Approximate Date:	Term 3 Week 8	Term 4 Week 4
<b>COM5.1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts	✓	✓
<b>COM5.2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts	✓	✓
<b>COM5.3</b>	examines the role of law in society	✓	✓
<b>COM5.4</b>	analyses key factors affecting decisions	✓	✓
<b>COM5.5</b>	evaluates options for solving problems and issues	✓	✓
<b>COM5.6</b>	develops and implements plans designed to achieve goals	✓	✓
<b>COM5.7</b>	researches and assesses information using a variety of sources	✓	✓
<b>COM5.8</b>	explains information using a variety of forms	✓	✓
<b>COM5.9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes	✓	✓

**HC513 Commerce 5C - Create Your Own Commerce Adventure****1 unit**

It's your turn to investigate and create a project to extend your knowledge and understanding of a Commerce area of your choosing. You will be guided through how to select and research your topic, critically analyse findings and any solutions you may find. This will be presented in format of your choosing.

Outcome	Areas of assessment	Task 1 Oral Presentation Task	Task 2 Business Report
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3 Week 7	Term 2/4 Week 5
<b>COM5.1</b>	applies consumer, financial, economic, business, legal, political and employment concepts and terminology in a variety of contexts	✓	✓
<b>COM5.2</b>	analyses the rights and responsibilities of individuals in a range of consumer, financial, economic, business, legal, political and employment contexts	✓	✓
<b>COM5.3</b>	examines the role of law in society	✓	✓
<b>COM5.4</b>	analyses key factors affecting decisions	✓	✓
<b>COM5.5</b>	evaluates options for solving problems and issues	✓	✓
<b>COM5.6</b>	develops and implements plans designed to achieve goals	✓	✓
<b>COM5.7</b>	researches and assesses information using a variety of sources	✓	✓
<b>COM5.8</b>	explains information using a variety of forms	✓	✓
<b>COM5.9</b>	works independently and collaboratively to meet individual and collective goals within specified timeframes	✓	✓

# History

## **HH501, HHE501- 10 History 1 Rights and Freedoms**

**1 unit**

This unit is a study of Australia's struggle for Indigenous peoples fight for Rights and Freedoms. Students explore various concepts of civil rights and activism, the experiences of the Stolen Generation, the US civil rights movement and its impact on Australia. A decade study in Australia is also completed exploring themes of

Outcome	Areas of assessment	Task 1 Source Analysis Extended Response Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3 Week 8	Term 2 / 4 Week 5
<b>HT5.1</b>	explains and assesses the historical forces and factors that shaped the modern world and Australia	✓	
<b>HT5.2</b>	sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia	✓	✓
<b>HT5.3</b>	explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia	✓	✓
<b>HT5.4</b>	explains and analyses the causes and effects of events and developments in the modern world and Australia		✓
<b>HT5.5</b>	identifies and evaluates the usefulness of sources in the historical inquiry process	✓	✓
<b>HT5.6</b>	uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia	✓	✓
<b>HT5.7</b>	explains different contexts, perspectives and interpretations of the modern world and Australia	✓	✓
<b>HT5.8</b>	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	✓	
<b>HT5.9</b>	applies a range of relevant historical terms and concepts when communicating an understanding of the past	✓	✓
<b>HT5.10</b>	selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences	✓	

# History Elective

## HH411- History Elective 1 – The Americas

**1 unit**

Explore the early civilisations of America, including the Maya, Inca and American Indians. The unit explores elements of daily life and society. The theme of contact and colonisation by the Spanish and British and its impact on the Native people of America is also explored.

Outcome	Areas of assessment	Task 1 Research ICT Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1/ 3 Week 9	Term 2/ 4 Week 5
HTE5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry	✓	
HTE5.2	examines the ways in which historical meanings can be constructed through a range of media	✓	✓
HTE5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	✓	✓
HTE5.4	explains the importance of key features of past societies or periods, including groups and personalities		✓
HTE5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage	✓	✓
HTE5.6	identifies and evaluates the usefulness of historical sources in an historical inquiry process	✓	✓
HTE5.7	explains different contexts, perspectives and interpretations of the past	✓	✓
HTE5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	✓	
HTE5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	✓	✓
HTE5.10	selects and uses appropriate forms to communicate effectively about the past for different audiences	✓	

**HH412- History Elective 2 – The Land of the Pharaohs****1 unit**

In this unit students will explore the fascinating civilisation of Ancient Egypt. The mystery of the Nile, the custom of mummification, the story of the pyramids, the power of the Pharaoh and the lives of the people.

Outcome	Areas of assessment	Task 1 Research Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3 Week 7	Term 2 / 4 Week 4
HTE5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry		✓
HTE5.2	examines the ways in which historical meanings can be constructed through a range of media	✓	✓
HTE5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	✓	✓
HTE5.4	explains the importance of key features of past societies or periods, including groups and personalities	✓	✓
HTE5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage	✓	✓
HTE5.6	identifies and evaluates the usefulness of historical sources in an historical inquiry process		✓
HTE5.7	explains different contexts, perspectives and interpretations of the past	✓	✓
HTE5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	✓	
HTE5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	✓	✓
HTE5.10	selects and uses appropriate forms to communicate effectively about the past for different audiences	✓	

**HH413- History Elective 3– All roads Lead to Rome****1 unit**

Rome - centre of the greatest empire in all history. With the help of film and text students will learn about its beginnings, its wars, its famous personalities, its way of life and its contributions to the modern world.

Outcome	Areas of assessment	Task 1 Research Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1 / 3 Week 9	Term 2/4 Week 5
HTE5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry		✓
HTE5.2	examines the ways in which historical meanings can be constructed through a range of media	✓	✓
HTE5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	✓	✓
HTE5.4	explains the importance of key features of past societies or periods, including groups and personalities	✓	✓
HTE5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage	✓	✓
HTE5.6	identifies and evaluates the usefulness of historical sources in an historical inquiry process		✓
HTE5.7	explains different contexts, perspectives and interpretations of the past	✓	
HTE5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	✓	
HTE5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	✓	✓
HTE5.10	selects and uses appropriate forms to communicate effectively about the past for different audiences	✓	

**HH414- History Elective 4– Black vs White****1 unit**

The story of the long and bitterly-fought struggle of African Americans to gain equality is the theme of this unit. The focus will be on how black slavery, civil war, the Ku Klux Klan and the great civil rights movements of the 1950's and 1960's have helped shape current attitudes in modern USA.

Outcome	Areas of assessment	Task 1 Research Task	Task 2 Topic Test
	Grade:	A-E	A-E
	Approximate Date:	Term 1/ 3 Week 7	Term 2/4 Week 4
HTE5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry		✓
HTE5.2	examines the ways in which historical meanings can be constructed through a range of media	✓	✓
HTE5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	✓	✓
HTE5.4	explains the importance of key features of past societies or periods, including groups and personalities	✓	✓
HTE5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage	✓	✓
HTE5.6	identifies and evaluates the usefulness of historical sources in an historical inquiry process		✓
HTE5.7	explains different contexts, perspectives and interpretations of the past	✓	
HTE5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	✓	
HTE5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	✓	✓
HTE5.10	selects and uses appropriate forms to communicate effectively about the past for different audiences	✓	

**HH511- History Elective 6– A World in Crisis****1 unit**

The events that exploded into World War II, the Holocaust, Genocide, Protest, Revolution and the destructive power of the atomic bomb are the themes of this unit which will give students an understanding of the forces that have created our Modern World.

Outcome	Areas of assessment	Task 1 Source Analysis Museum Exhibition	Task 2 Extended Written Response
	Grade:	A-E	A-E
	Approximate Date:	Term 1 / 3 Week 9	Term 2 /4 Week 4
HTE5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry	✓	✓
HTE5.2	examines the ways in which historical meanings can be constructed through a range of media	✓	✓
HTE5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	✓	
HTE5.4	explains the importance of key features of past societies or periods, including groups and personalities	✓	✓
HTE5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage	✓	✓
HTE5.6	identifies and evaluates the usefulness of historical sources in an historical inquiry process	✓	✓
HTE5.7	explains different contexts, perspectives and interpretations of the past	✓	
HTE5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry		✓
HTE5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	✓	✓
HTE5.10	selects and uses appropriate forms to communicate effectively about the past for different audiences		✓

**HH512- History Elective 7– Heroes and villains****1 unit**

Why are some historical personalities remembered as heroes while others are remembered as villains? Can someone be both a hero and a villain? In this unit famous historical personalities and their actions are analysed

Outcome	Areas of assessment	Task 1 Research Task	Task 2 Research Task
	Grade:	A-E	A-E
	Approximate Date:	Term 1/3 Week 9	Term 2/ 4 Week 4
HTE5.1	applies an understanding of history, heritage, archaeology and the methods of historical inquiry	✓	✓
HTE5.2	examines the ways in which historical meanings can be constructed through a range of media	✓	✓
HTE5.3	sequences major historical events or heritage features, to show an understanding of continuity, change and causation	✓	✓
HTE5.4	explains the importance of key features of past societies or periods, including groups and personalities	✓	✓
HTE5.5	evaluates the contribution of cultural groups, sites and/or family to our shared heritage	✓	✓
HTE5.6	identifies and evaluates the usefulness of historical sources in an historical inquiry process	✓	✓
HTE5.7	explains different contexts, perspectives and interpretations of the past	✓	✓
HTE5.8	selects and analyses a range of historical sources to locate information relevant to an historical inquiry	✓	✓
HTE5.9	applies a range of relevant historical terms and concepts when communicating an understanding of the past	✓	✓
HTE5.10	selects and uses appropriate forms to communicate effectively about the past for different audiences	✓	✓

## Languages

**LA411,LA412,LA413 – Arabic 1, 2 & 3****1 unit**

These units are intended to give students a sound foundation in Arabic. Considerable emphasis is placed on the student learning to write, understand and speak Arabic. Language taught in these units are meant to be of practical use in the classroom, shopping and daily activities.

**LC411,LC412,LC413 – Chinese 1, 2 & 3****1 unit**

These units are intended to give students a sound foundation in Chinese. Considerable emphasis is placed on the student learning to write, understand and speak Chinese. Language taught in these units are meant to be of practical use in the classroom, shopping and daily activities.

**LF411,LF412,LF413 – French 1, 2 & 3****1 unit**

These units are intended to give students a sound foundation in French. Considerable emphasis is placed on the student learning to write, understand and speak French. Language taught in these units are meant to be of practical use in the classroom, shopping and daily activities.

**LJ411,LJ412,LJ413 – Japanese 1, 2 & 3****1 unit**

These units are intended to give students a sound foundation in Japanese. Considerable emphasis is placed on the student learning to write, understand and speak Japanese. Language taught in these units are meant to be of practical use in the classroom, shopping and daily activities.

**LA511,LA512 – Arabic 4 & 5****1 unit**

This unit focuses on listening, speaking, reading and writing in Arabic. Students will learn language which will enable them to discuss everyday topics.

Outcomes	Weighting:	40%	60%
	Approximate Date:	Term 1/3 Week 8	Term 2/4 Week 5
Interacting (Speaking)	Interacts orally in developing conversations by sharing ideas, opinions and information	✓	
Understanding Texts (Listening)	Identifies and selects information and main ideas in a range of chosen language spoken texts		✓
Understanding Texts (Reading)	Identifies and selects information and main ideas in a range of chosen language written texts		✓
Creating Texts (Writing)	Composes developing texts using the chosen language	✓	✓

**LC511,LC512 – Chinese 4 & 5****1 unit**

This unit focuses on listening, speaking, reading and writing in Chinese. Students will learn language which will enable them to discuss everyday topics.

**LF511,LF512 – French 4 & 5****1 unit**

This unit focuses on listening, speaking, reading and writing in French. Students will learn language which will enable them to discuss everyday topics.

**LJ511,LJ512 – Japanese 4 & 5****1 unit**

This unit focuses on listening, speaking, reading and writing in Japanese. Students will learn language which will enable them to discuss everyday topics.

Outcomes	Assessment:	Task 1 In-class task	Task 2 In-class test
	Weighting:	40%	60%
	Approximate Date:	Term 1/3 Week 8	Term 2/4 Week 5
Interacting (Speaking)	Orally interacts effectively and accurately in conversations by sharing ideas, opinions and information	✓	
Understanding Texts (Listening)	Identifies and interprets information and main ideas in a range of chosen language spoken texts to demonstrate understanding		✓
Understanding Texts (Reading)	Identifies and interprets information and main ideas in a range of chosen language written texts to demonstrate understanding		✓
Creating Texts (Writing)	Composes purposeful texts using the chosen language	✓	✓

# Computing Technology

## TC411 Computing Technology 1 – Designing for User Experience

1 unit

In this unit of study, students will apply computing skill thinking to the development of projects considering user-centred design, such as personalisation. The projects will explore the use of interactive/multimedia software and hardware. Completed projects may include the safe and ethical use of online tools, a range of selected media files, and may use current and innovative software to design and develop an interactive or multimedia presentation.

Outcome	Areas of assessment:	Task 1 Spreadsheet Task	Task 2 Create your own 3D world	Task 3 Classwork
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 2/4 Week 2	Term 2/4 Week 6	Ongoing
CT5 – DAT-02	Summarise data using a spreadsheet including complex formulas, aggregate functions and lookup functions	✓		
CT5-DES-01	Design and implement a UI, UX or interactive media product allowing for functionality, accessibility, usability and aesthetics		✓	
CT5-THI-01	Knowledge and understanding of a range of computer software and hardware		✓	
CT5-DPM-01	Plan and manage projects using an interactive approach			✓

# Information and Software Technology

## TC412 - IST-Data, Issues and People

1 unit

In this unit you will investigate areas that relate to the handling and storage of data, the many social, industrial, legal and ethical issues that result from the use of computer technology and the career opportunities within the Information and Software Technology fields.

Outcome	Areas of assessment	Task 1 PowerPoint	Task 2 Report	Task 3 Job Application
	Grade:	A-E	A-E	A-E
	Approximate Date:	Week 9 Term 1/3	Week 2 Term 2/4	Week 5 Term 2/4
5.3.1	Justifies Responsible Practices and Ethical Use of Information and Software Technology		✓	
5.3.2	Acquires and Manipulates Data and Information in an Ethical Manner	✓		
5.5.2	Communicates ideas, Processes and Solutions to a Targeted Audience	✓		
5.5.3	Describes and Compares Key Roles and Responsibilities of People in the Field of Information and Software Technology			✓

**TC511 - IST - Digital Media, the Internet and Website Development****1 unit**

This unit covers the topics of Digital Media, The Internet and Web Design. By completing a series of set projects, students investigate the World Wide Web and produce samples of interactive web page designs.

Outcome	Areas of assessment	Task 1 Digital Media PowerPoint	Task 2 Web page
	Grade:	A-E	A-E
	Approximate Date:	Week 10 Term 1/3	Week 6 Term 2/4
5.2.1	Describes and Applies Problem Solving Processes when Creating Solutions	✓	
5.2.2	Designs, Produces and Evaluates Appropriate solutions to a Range of Challenging Problems		✓
5.2.3	Critically Analyses Decision-making Processes in a Range of Information and Software Solutions	✓	
5.5.2	Communicates ideas, Processes and Solutions to a Targeted Audience		✓

# Food Technology

## **TF411 – Food Technology 1 – Super Health Foods**

**1 unit**

This unit is the introduction to basic nutrition and food preparation. Students develop the ability to make informed healthy food choices and develop their cookery skills.

Outcome	Areas of assessment	Task 1 Practical Work	Task 2 Fibre Assessment	Task 3 Workbook	Task 4 Class test
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Individual dates set by teacher	Terms 1/3 Week 10	Terms 2/4 Week 5	Terms 2/4 Week 6
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product	✓			
FT5-3	Describes the physical and chemical properties of a variety of foods			✓	
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities				✓
FT5-9	Communicates ideas and information using a range of media and appropriate terminology		✓		

**TF412 – Food Technology 2 – Modern Australian Cuisine****1 unit**

This unit considers how a wide variety of nationalities have influenced Australian Cuisine. Practical experiences are used to support the learning of key concepts.

Outcome	Areas of assessment	Task 1 Practical work	Task 2 Exposition	Task 3 Classwork
	Grade:	A-E	A-E	A-E
	Approximate Date:	TBA	Terms 1/3 Week 8	Terms 2/4 Ongoing
FT5-5	Applies appropriate methods of food processing, preparation and storage	✓		
FT5-7	Justifies food choices by analysing the factors that influence eating habits		✓	
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes	✓		
FT5-13	Evaluates the impact of activities to food on the individual, society and the environment			✓

**TF413 – Food Technology 3 – Different People, Different Needs****1 unit**

In this unit students focus on the food needs of individuals as determined by several factors such as culture, age, health and lifestyle. Practical experiences focus on the preparation of food to meet the specific needs of individuals.

<b>Outcome</b>	<b>Areas of assessment</b>	<b>Task 1 Essay</b>	<b>Task 2 Practical Work</b>	<b>Task 3 PowerPoint/ Oral Presentation</b>
	<b>Grade:</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>
	<b>Approximate Date:</b>	Terms 1/ 3 Week 8	TBA	Terms 2/4 Week 5
FT5-6	Describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities	✓		
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes		✓	
FT5-13	Evaluates the impact of activities related to food on the individual, society and the environment			✓
FT5-7 J	Justifies food choices by analysing the factors that influence eating habits			✓

**TF414 – Food Technology 4 – Food Trends****1 unit**

In this unit students investigate current food trends and the influences behind these trends. Changes in food preparation and styling, dining and food service will be studied. Students prepare a range of contemporary food items.

Outcome	Areas of assessment	Task 1 Research Task Food Trends	Task 2 Magazine Task	Task 3 Practical work
	Grade:	A-E	A-E	A-E
	Approximate Date:	Terms 1/3 Week 8	Terms 2/4 Week 6	TBA
FT5-8	Collects, evaluates and applies information from a variety of sources		✓	
FT5-4	Accounts for changes to the properties of food which occur during food processing, preparation and storage	✓		
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes			✓
FT5-12	Examines the relationship between food, technology and society	✓		

**TF511 – Food Technology 5 – Food Service and Catering****1 unit**

Students in this unit will examine the food service and catering industry in Australia. Different menu items are prepared; ranging from entrees to dessert.

Outcome	Areas of assessment	Task 1 Practical work	Task 2 WHS PowerPoint	Task 3 High tea portfolio
	Grade:	A-E	A-E	A-E
	Approximate Date:	TBA	Terms 1/3 Week 7	Terms 2/4 Week 5
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product	✓		
FT5-2	Identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food		✓	
FT5-11	Plans, prepares, presents and evaluates food solutions for specific purposes			✓
FT5-10	Selects and employs appropriate techniques and equipment for a variety of food-specific purposes			✓

**TF512 – Food Technology 6 – Food Product Development****1 unit**

In this unit students examine food product development and marketing. They create and manufacture their own new food product to reflect the process used in industry. Students participate in a variety of practical experiences in this unit.

<b>Outcome</b>	<b>Areas of assessment</b>	<b>Task 1 Practical work</b>	<b>Task 2 Biscuit Line Extension</b>	<b>Task 3 Portfolio</b>
	<b>Grade:</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>
	<b>Approximate Date:</b>	Individual dates set by teacher	Terms 1/ 3 Week 9	Terms 2/ 4 Week 5
FT5-1	Demonstrates hygienic handling of food to ensure a safe and appealing product	✓		
FT5-8	Collects, evaluates and applies information from a variety of sources			✓
FT5-5	Applies appropriate methods of food processing, preparation and storage		✓	
FT5-9	Communicates ideas and information using a range of media and appropriate terminology			✓

# Textiles Technology

## **TT411 – Textiles Technology 1 – Fun with Fashion**

**1 unit**

An introduction to basic textile fibres, yarns and fabrics. Students develop skills in design, and manufacture while constructing simple clothing items.

Outcome	Areas of assessment	Task 1 Workbook	Task 2 Assignment on Peter Alexander	Task 3 Practical work	Task 4 Practical product-
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 2/4 Week 5	Term 1/3 Week 7	Ongoing	Term 2/4 Week 5
TEX5-3	Explains the creative process of design used in the work of textile designers	✓			
TEX5-8	Selects and uses appropriate technology to creatively document, communicate and present design and project work		✓		
TEX5-10	Selects appropriate techniques and uses equipment safely in the production of quality textile projects			✓	
TEX5-11	Demonstrates competence in the production of textile projects to completion				✓

**TT412 – Textiles Technology 2 – Fabric Art****1 unit**

In this unit students learn to apply design principles to create a range of unique fabrics utilising a wide range of both hand and machine embroidery techniques. The cultural influence on textiles is the focus investigation for this unit of study.

Outcome	Areas of assessment	Task 1 Practical Project	Task 2 Workbook	Task 3 Portfolio
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 2/4 Week 5	Term 1/3 Week 9	Term 2/4 Week 6
TEX5-5	Investigates and applies methods of colouration and decoration for a range of textile items	✓		
TEX5-3	Explains the creative process of design used in the work of textile designers		✓	
TEX5-9	Critically selects and creatively manipulates a range of textile materials to produce quality textile items	✓		
TEX5-12	Evaluates textile items to determine quality in their design and construction			✓

**TT413 –Textiles Technology 3 – Working with Apparel****1 unit**

This unit covers the basics of fashion drawing, designing and pattern alteration to enable students to create their own designs. Students work independently to create their own clothing items.

Outcome	Areas of assessment	Task 1 Portfolio	Task 2 Design work	Task 3 Practical Project
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 2/4 Week 6	Term 1/3 Week 5	Term 2/4 Week 7
TEX5-1	Explains the properties and performance of a range of textile items	√		
TEX5-4	Generates and develops textile design ideas		√	
TEX5-8	Selects and uses appropriate technology to creatively document, communicate and present design and project work	√		
TEX5-11	Demonstrates competence in the production of textile projects to completion			√

**TT414 – Textiles Technology 4 – Hold It – Non Apparel****1 unit**

Students apply the creative process used by designers to develop their own ideas. Using the design thinking process, students will plan, experiment and construct a range of bags to carry and hold a variety of items.

Outcome	Areas of assessment	Task 1 Workbook	Task 2 Ethics Task	Task 3 Practical Project
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 4 Week 4	Term 3 Week 8	Term 4 Week 6
TEX5-4	Generates and develops textile design skills	✓		
TEX5-7	Evaluates the impact of textiles production and use on the individual consumer and society		✓	
TEX5-10	Selects appropriate techniques and uses equipment safely in the production of quality textile projects			✓
TEX5-11	Demonstrates competence in the production of textile projects to completion			✓

**TT511 – Textiles Technology 5 – Textile Décor – Furnishing****1 unit**

In this unit students research interior design, performance of fabrics and fabric decoration techniques.

Completing a case study on the role and skills of an interior designer is complemented with the construction of a range of furnishing items.

<b>Outcome</b>	<b>Areas of assessment</b>	<b>Task 1 Case study</b>	<b>Task 2 Portfolio</b>	<b>Task 3 Major Textiles Project</b>
	<b>Grade:</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>
	<b>Approximate Date:</b>	Term 1/3 Week 8	Term 2/4 Week 6	Term 2/4 Week 7
TEX5-1	Explains the properties and performance of a range of textile items	✓		
TEX5-2	Justifies the selection of textile materials for specific end uses	✓		
TEX5-4	Generates and develops textile design skills		✓	
TEX5-11	Demonstrates competence in the production of textile projects to completion			✓

**TT512 – Textiles Technology 6 – Costume!****1 unit**

Costume plays a vital role in any production, telling us many things about the characters and the performance in which they appear. Students will study the range of costume types as well as design and make a range of costumes to meet the design brief given.

Outcome	Areas of assessment	Task 1 Major Textiles Project	Task 2 Costume Task
	Grade:	A-E	A-E
	Approximate Date:	Term 2/ 4 Week 7	Term 1/ 3 Week 10
TEX5-2	Justifies the selection of textile materials for specific end uses	✓	
TEX5-4	Generates and develops textile design ideas		✓
TEX5-6	Analyses the influence of historical, cultural and contemporary perspectives on textile design, construction and use		✓
TEX5-11	Demonstrates competence in the production of textile projects to completion	✓	

**TT513 – Textiles Technology 7 – Designer Textiles****1 unit**

An independent design study is the focus for this unit. While further developing their skills in designing, students use more complex construction techniques to create a decorative apparel item. A practical project is completed which allows students to create their own design from a design inspiration.

Outcome	Areas of assessment	Task 1 Research Assignment	Task 2 Practical Work	Task 3 Major Textiles Project Portfolio
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 3 Week 6	Term 3 Week 8	Term 4 Week 7
TEX5-3	Explains the creative process of design used in the work of textile designers	✓		
TEX5-5	Investigates and applies methods of colouration and decoration for a range of textile items		✓	
TEX5-8	Selects and uses appropriate technology to creatively document, communicate and present design and project work			✓
TEX5-9	Critically selects and creatively manipulates a range of textile materials to produce quality textile items		✓	

# Music

## CM312, Elective Music– Keyboard 1

1 unit

In this unit students will be introduced to the keyboard. Students will learn to play with both hands and will appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 3 Week 9	Term 4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM412, Elective Music– Keyboard 2****1 unit**

In this unit students will continue developing their performance skills on the keyboard. Students will also further appreciate music through performance, composition, notation and listening activities.

<b>Outcome</b>	<b>Areas of assessment:</b>	<b>Task 1 Performance</b>	<b>Task 2 Listening and Musicology</b>	<b>Task 3 Composition</b>
	<b>Grade:</b>	A-E	A-E	A-E
	<b>Approximate Date:</b>	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
<b>5.1</b>	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
<b>5.2</b>	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
<b>5.3</b>	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
<b>5.4</b>	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
<b>5.5</b>	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
<b>5.6</b>	uses different forms of technology in the composition process			✓
<b>5.7</b>	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
<b>5.8</b>	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
<b>5.9</b>	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
<b>5.10</b>	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM512, Elective Music– Keyboard 3****1 unit**

In this unit students will continue developing their performance skills on the keyboard. Students will also further appreciate music through performance, composition, notation and listening activities.

<b>Outcome</b>	<b>Areas of assessment:</b>	<b>Task 1 Performance</b>	<b>Task 2 Listening and Musicology</b>	<b>Task 3 Composition</b>
	<b>Grade:</b>	A-E	A-E	A-E
	<b>Approximate Date:</b>	Ongoing	Term 3 Week 9	Term 4 Week 5
<b>5.1</b>	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
<b>5.2</b>	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
<b>5.3</b>	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
<b>5.4</b>	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
<b>5.5</b>	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
<b>5.6</b>	uses different forms of technology in the composition process			✓
<b>5.7</b>	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
<b>5.8</b>	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
<b>5.9</b>	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
<b>5.10</b>	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM514A, Elective Music– Vocal 4****1 unit**

In this unit students will continue developing their vocal performance skills. Students will also further appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 3 Week 9	Term 4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM313, Elective Music– Guitar 1****1 unit**

In this unit students will be introduced to the guitar. Students will learn to play simple melodies and will appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM413, Elective Music– Guitar 2****1 unit**

In this unit students will continue developing their performance skills on the guitar. Students will also further appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM513, Elective Music– Guitar 3****1 unit**

In this unit students will continue developing their performance skills on the guitar. Students will also further appreciate music through performance, composition, notation and listening activities.

<b>Outcome</b>	<b>Areas of assessment:</b>	<b>Task 1 Performance</b>	<b>Task 2 Listening and Musicology</b>	<b>Task 3 Composition</b>
	<b>Grade:</b>	A-E	A-E	A-E
	<b>Approximate Date:</b>	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
<b>5.1</b>	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
<b>5.2</b>	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
<b>5.3</b>	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
<b>5.4</b>	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
<b>5.5</b>	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
<b>5.6</b>	uses different forms of technology in the composition process			✓
<b>5.7</b>	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
<b>5.8</b>	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
<b>5.9</b>	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
<b>5.10</b>	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM513A, Elective Music– Guitar 4****1 unit**

In this unit students will continue developing their performance skills on the guitar. Students will also further appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM314, Elective Music– Vocal 1****1 unit**

In this unit students will be introduced to singing techniques. Students will learn to sing in groups and as a soloist and will appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM414, Elective Music– Vocal 2****1 unit**

In this unit students will continue developing their vocal performance skills. Students will also further appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1/3 Week 9	Term 2/ 4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM514, Elective Music– Vocal 3****1 unit**

In this unit, students will continue developing their vocal performance skills. Students will also further appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
5.1	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
5.2	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
5.3	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
5.4	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
5.5	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
5.6	uses different forms of technology in the composition process			✓
5.7	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
5.8	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
5.9	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
5.10	demonstrates an understanding of the influence and impact of technology on music		✓	✓

**CM514A, Elective Music– Vocal 4****1 unit**

In this unit students will continue developing their vocal performance skills. Students will also further appreciate music through performance, composition, notation and listening activities.

Outcome	Areas of assessment:	Task 1 Performance	Task 2 Listening and Musicology	Task 3 Composition
	Grade:	A-E	A-E	A-E
	Approximate Date:	Ongoing	Term 1/3 Week 9	Term 2/4 Week 5
<b>5.1</b>	performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts	✓		
<b>5.2</b>	performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology	✓		
<b>5.3</b>	performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness	✓		
<b>5.4</b>	demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study			✓
<b>5.5</b>	notates own compositions, applying forms of notation appropriate to the music selected for study			✓
<b>5.6</b>	uses different forms of technology in the composition process			✓
<b>5.7</b>	demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts		✓	
<b>5.8</b>	demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study		✓	
<b>5.9</b>	demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study		✓	
<b>5.10</b>	demonstrates an understanding of the influence and impact of technology on music		✓	✓

# Visual Arts

## CV411 - Studio Arts 1

1 unit

You will create artworks in the areas of 2D design, painting and 3D modelling. In this Unit you will investigate people as symbols and use these to organise new artworks in a different context.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task 2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

**CV412 - Studio Arts 2****1 unit**

In this Unit you will be looking at different aspects of your environment as a stimulus for your artwork. You will continue to develop the techniques of drawing, painting and three-dimensional forms and have the opportunity to organise a major work based on these skills.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task 2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning		✓		
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
<b>5.9</b>	demonstrates how the frames provide different interpretations of art			✓	✓
<b>5.10</b>	demonstrates how art criticism and art history construct meanings			✓	✓

**CV511- Studio Arts 3****1 unit**

In this Unit you will continue to develop your ability in drawing, painting and three-dimensional related skills, with emphasis on observation and individual expression. You'll be investigating 20th Century art movements as a stimulus for your own art making.

<b>Outcome</b>	<b>Areas of assessment</b>	<b>Task 1 Practical Task 1</b>	<b>Task 2 Practical Task 2</b>	<b>Task 3 Theoretical Task</b>	<b>Task 4 V.A.P.D.</b>
	<b>Grade:</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>
	<b>Approximate Date:</b>	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning		✓		
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
<b>5.9</b>	demonstrates how the frames provide different interpretations of art			✓	✓
<b>5.10</b>	demonstrates how art criticism and art history construct meanings			✓	✓

**CV512- Studio Arts 4****1 unit**

In this Unit you will be working with two and three dimensional media creating functional and imaginative forms, based on Contemporary Art Making Practice. You'll be responding to 20th Century images and objects to assist you in your own art making.

<b>Outcome</b>	<b>Areas of assessment</b>	<b>Task 1 Practical Task 1</b>	<b>Task 2 Practical Task2</b>	<b>Task 3 Theoretical Task</b>	<b>Task 4 V.A.P.D.</b>
	<b>Grade:</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>	<b>A-E</b>
	<b>Approximate Date:</b>	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning		✓		
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
<b>5.9</b>	demonstrates how the frames provide different interpretations of art			✓	✓
<b>5.10</b>	demonstrates how art criticism and art history construct meanings			✓	✓

**CV513- Studio Arts 5****1 unit**

This Unit is only available to students who have completed Level 5 in their chosen area of Visual Arts.  
The course equips students to make and analyse art work from an aesthetic, critical and historical perspective with an emphasis on contemporary techniques and practices.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task 2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
<b>5.1</b>	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
<b>5.2</b>	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
<b>5.3</b>	makes artworks informed by an understanding of how the frames affect meaning		✓		
<b>5.4</b>	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
<b>5.5</b>	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
<b>5.6</b>	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
<b>5.7</b>	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
<b>5.8</b>	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
<b>5.9</b>	demonstrates how the frames provide different interpretations of art			✓	✓
<b>5.10</b>	demonstrates how art criticism and art history construct meanings			✓	✓

**CX411-Visual Design 1****1 unit**

You will create artworks that are designed to have a purpose, e.g., posters, containers, etc, using a selection of materials, from Lens based media (digital, video) to paint and printmaking. In this Unit you will investigate people's symbols and use these to organise new artworks in a different context.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

#### **CX412-Visual Design 2**

1 unit

In this Unit you will be looking at different aspects of your environment as a stimulus for your artwork. You will continue to develop techniques in such areas of design as digital media, paint, printmaking and the creation of functional objects.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

### **CX511-Visual Design 3**

1 unit

In this Unit you will continue to develop your abilities in digital photography, computer graphics, printmaking and paint in both two-dimensional and three-dimensional forms. You will be investigating 20th century art movements as a stimulus for your own art making.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

#### **CX512-Visual Design 4**

**1 unit**

In this Unit you will continue to develop greater expertise in all areas of design using media of your choice to create 2D and 3D artworks. You will continue to investigate 20th century art, especially contemporary art of the last 20 years.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

#### **CX513-Visual Design 5**

**1 unit**

This Unit is only available to students who have completed Level 5 in their chosen area of Visual Arts. The course equips students to make and analyse art work from an aesthetic, critical and historical perspective with an emphasis on contemporary techniques and practices.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

#### **CPH411-Photography and Digital Media 1**

**1 unit**

This unit encourages students to explore their world through photography and digital media. Students develop skills to become visually literate when investigating photographic conventions.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 P.D.M. Journal
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

#### **CPH412-Photography and Digital Media 2**

1 unit

Students further develop their skills through manipulating digital media and create both still and time-based works of art.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 P.D.M. Journal
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

### **CPH511-Photography and Digital Media 3**

1 unit

Students are encouraged to enhance their camera craft and investigate photographic and visual conventions when creating still, motion and virtual art images.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 P.D.M. Journal
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

#### **CP411-Video Production- 1**

1 unit

This Unit is a specialist video Unit for those students who have an aptitude for, and an ability in, Video Production.

Outcome	Areas of assessment	Task 1 Practical Task 1	Task 2 Practical Task2	Task 3 Theoretical Task	Task 4 P.D.M. Journal
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

### **CP511-Video Production- 2**

**1 unit**

This Unit is an extension video Unit for students who have completed Video Production 1. It builds on skills learnt in previous units of work and extends your use of digital editing.

Outcome	Areas of assessment	Task 1 Video Task 1	Task 2 Video Task2	Task 3 Storyboard	Task 4 V.A.P.D.
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 10	Term 2/4 Week 6	Term 2/4 Week 3	End of each term
5.1	develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks	✓	✓		
5.2	makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience	✓			✓
5.3	makes artworks informed by an understanding of how the frames affect meaning		✓		
5.4	investigates the world as a source of ideas, concepts and subject matter in the visual arts	✓	✓		✓
5.5	makes informed choices to develop and extend concepts and different meanings in their artworks	✓	✓		
5.6	demonstrates developing technical accomplishment and refinement in making artworks	✓	✓		
5.7	applies their understanding of aspects of practice to critical and historical interpretations of art			✓	✓
5.8	uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art			✓	
5.9	demonstrates how the frames provide different interpretations of art			✓	✓
5.10	demonstrates how art criticism and art history construct meanings			✓	✓

## Dance

### CD411– Dance 1

1 unit

Students will be introduced to the basic principles and terminology of dance. Students will engage in a range of movement based exercises and activities. Students will develop knowledge of performance composition and appreciation.

Outcome	Areas of assessment	Task 1 Elements Of Dance (Practical - Contemporary)	Task 2 Elements Of Dance (Theory)	Task 3 Jazz Dance (Practical - Jazz)	Task 4 Jazz Dance (Theory – Presentation)
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 8	Term 1/3 Week 8	Term 2/4 Week 5/6	Term 2/4 Week 5/6
5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in performance of combinations, sequences and dances	✓		✓	
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance	✓		✓	
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance	✓		✓	
5.2.1	Explores the elements of dance as the basis of communication of ideas	✓	✓		
5.2.2	Composes and structures dance movement that communicates an idea	✓	✓		
5.3.1	Describes and analyses dance as the communication of ideas within a context		✓		✓
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art		✓		✓
5.3.3	Applies understandings and experiences drawn from their own work and dance works of art		✓		✓

#### **CD412 Dance 2**

**1 unit**

In this unit students will further their knowledge of performance, composition and appreciation. Students will develop body alignment and establish more difficult movement principles.

Outcome	Areas of assessment	Task 1 Elements Of Dance (Practical - Contemporary)	Task 2 Elements Of Dance (Theory)	Task 3 Jazz Dance (Practical - Jazz)	Task 4 Jazz Dance (Theory – Presentation)
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 8	Term 1/3 Week 8	Term 2/4 Week 5/6	Term 2/4 Week 5/6
5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in performance of combinations, sequences and dances	✓		✓	
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance	✓		✓	
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance	✓		✓	
5.2.1	Explores the elements of dance as the basis of communication of ideas	✓	✓		
5.2.2	Composes and structures dance movement that communicates an idea	✓	✓		
5.3.1	Describes and analyses dance as the communication of ideas within a context		✓		✓
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art		✓		✓
5.3.3	Applies understandings and experiences drawn from their own work and dance works of art		✓		✓

### CD511 Dance 3

1 unit

This unit deepens understanding of dance and will develop compositional techniques to support performance knowledge.

Outcome	Areas of assessment	Task 1 Elements Of Dance (Practical - Contemporary)	Task 2 Elements Of Dance (Theory)	Task 3 Jazz Dance (Practical - Jazz)	Task 4 Jazz Dance (Theory – Presentation)
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 8	Term 1/3 Week 8	Term 2/4 Week 5/6	Term 2/4 Week 5/6
5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in performance of combinations, sequences and dances	✓		✓	
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance	✓		✓	
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance	✓		✓	
5.2.1	Explores the elements of dance as the basis of communication of ideas	✓	✓		
5.2.2	Composes and structures dance movement that communicates an idea	✓	✓		
5.3.1	Describes and analyses dance as the communication of ideas within a context		✓		✓
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art		✓		✓
5.3.3	Applies understandings and experiences drawn from their own work and dance works of art		✓		✓

**CD512 Dance 4****1 unit**

This unit requires students to engage in more difficult and complex combinations. Students will be required to explore all three components of dance.

Outcome	Areas of assessment	Task 1 Elements Of Dance  (Practical - Contemporary)	Task 2 Elements Of Dance  (Theory)	Task 3 Jazz Dance  (Practical - Jazz)	Task 4 Jazz Dance  (Theory – Presentation)
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 8	Term 1/3 Week 8	Term 2/4 Week 5/6	Term 2/4 Week 5/6
5.1.1	Demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in performance of combinations, sequences and dances	✓		✓	
5.1.2	Demonstrates enhanced dance technique by manipulating aspects of the elements of dance	✓		✓	
5.1.3	Demonstrates an understanding and application of aspects of performance quality and interpretation through performance	✓		✓	
5.2.1	Explores the elements of dance as the basis of communication of ideas	✓	✓		
5.2.2	Composes and structures dance movement that communicates an idea	✓	✓		
5.3.1	Describes and analyses dance as the communication of ideas within a context		✓		✓
5.3.2	Identifies and analyses the link between their performances and compositions and dance works of art		✓		✓
5.3.3	Applies understandings and experiences drawn from their own work and dance works of art		✓		✓

# Drama

## CP411 – Drama 1 Introduction to Elective Drama1

**1 unit**

This unit introduces dramatic terms and ways of performing and building confidence when performing in front of an audience. Students will learn by participating in acting exercises and making plays through improvisation, mime and movement.

Outcome	Areas of assessment	Task 1 Group Performance	Task 2 Individual Performance	Task 3 Written Response (Log Book)
	Grade	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 5-7	Term 2/ 4 Week 5-7	Term 2/4 Week 7
4.1.1	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action	√	√	√
4.1.2	Improvises and playbuilds through group-devised processes	√		
4.1.3	Devises and enacts drama using scripted and unscripted material	√	√	
4.1.4	Explores a range of ways to structure dramatic work in collaboration with others.	√		
4.2.1	Uses performance skills to communicate dramatic meaning	√	√	√
4.2.2	Experiments with performance spaces and production elements appropriate to purpose and audience	√		
4.3.3	Describes the contribution of individuals and groups in drama using relevant drama terminology.			√

**CP412 –Drama 2 Elements of Drama****1 unit**

This unit further develops skills in improvisation and Playbuilding. Students will become familiar with the Dramatic Elements, the building blocks of performance, street and physical theatre will be the focus style of this unit.

Outcome	Areas of assessment	Task 1 Group Performance	Task 2 Individual Performance	Task 3 Written Response (Log Book)
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 5-7	Term 2/4 Week 5-7	Term 2/4 Week 7
4.1.1	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action	√	√	√
4.1.2	Improvises and playbuilds through group-devised processes	√		
4.1.3	Devises and enacts drama using scripted and unscripted material	√	√	
4.1.4	Explores a range of ways to structure dramatic work in collaboration with others.	√		
4.2.1	Uses performance skills to communicate dramatic meaning	√	√	√
4.2.2	Experiments with performance spaces and production elements appropriate to purpose and audience	√		
4.3.3	Describes the contribution of individuals and groups in drama using relevant drama terminology.			√

**CP413 –Drama 3 The Art of Comedy****1 unit**

This unit will focus on the dramatic form of comedy ranging from clowning to melodrama. Physical skills, timing, characterisation and scripting will be explored. You will develop a performance and log book.

Outcome	Areas of assessment	Task 1 Individual Project	Task 2 Written Response	Task 3 Group Project	Task 4 Class Performance
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 6	Term 2/4 Week 7	Term 2/4 Week 7	Term 1/3 Week 6
4.1.1	Identifies and explores the elements of drama to develop belief and clarity in character, role, situation and action	√		√	
4.1.3	Devises and enacts drama using scripted and unscripted material	√			√
4.1.4	Explores a range of ways to structure dramatic work in collaboration with others.			√	√
4.2.1	Uses performance skills to communicate dramatic meaning	√	√	√	√
4.2.2	Experiments with performance spaces and production elements appropriate to purpose and audience			√	√
4.2.3	Explores and uses aspects of dramatic forms, performance styles, theatrical conventions and technologies to create dramatic meaning.			√	√
4.3.1	Identifies and describes elements of drama, dramatic forms, performance styles, techniques and conventions in drama		√		

**CP511 –Drama 4 Experimental Filmmaking****1 unit**

This unit focuses on performance in the medium of film. Learn the styles of filmic acting as we also develop film and edit a short film. Story and characterisation are the key focus areas of this unit.

Outcome	Areas of assessment	Task 1 Individual Script Project	Task 2 Rationale and Logbook	Task 3 Group Project	Task 4 Class Performance
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 5-7	Term 2/4 Week 5-7	Term 2/4 Week 6	Term 2/4 Week 6
5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action			√	√
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text	√		√	√
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.	√			
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning			√	
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.	√			
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions		√		
5.3.2	Analyses the contemporary and historical contexts of drama		√		
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.		√		

**CP512 –Drama 5 Realism and Absurdism****1 unit**

This unit will focus on the performance styles of two opposing dramatic forms of realism and absurdism. Further develop skills in improvisation, scripting and playbuilding. Assignments include performances and research work.

Outcome	Areas of assessment	Task 1 Individual Research Project	Task 2 Individual Performance	Task 3 Rationale and Logbook	Task 4 Class Performance
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 6-7	Term 1/3 Week 7	Term 1/3 Week 7	Term 2/ 4 Week 6-7
5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action		√		√
5.1.2	Contributes, selects, develops and structures ideas in improvisation and playbuilding		√		
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text	√	√		√
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.	√			
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning		√		
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience		√		
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.	√			
5.3.2	Analyses the contemporary and historical contexts of drama			√	
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.			√	

**CP513 –Drama 6 Theatre Through the Ages****1 unit**

This unit will provide students with knowledge on the development of theatre. Students look at important historical to contemporary performance styles including commedia dell'arte. Assignments include performances and log book.

Outcome	Areas of assessment	Task 1 Individual Research Project	Task 2 Group Project	Task 3 Rationale and Logbook	Task 4 Class Performance
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 6-7	Term 1/3 Week 7	Term 1/3 Week 7	Term 2/4 Week 6-7
5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action		√		√
5.1.2	Contributes, selects, develops and structures ideas in improvisation and playbuilding		√		
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text	√	√		√
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.	√			
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning		√		
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience		√		
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.	√			
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions				
5.3.2	Analyses the contemporary and historical contexts of drama			√	
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.			√	

**CP514 –Drama 7 The Curtain Call1****1 unit**

To complete the study of Drama at Stage 5 level, this unit will study, develop and produce a play. From Shakespeare to contemporary plays, students will apply the skills and knowledge from previous units to develop the performance. Students will also look at the work of great twentieth century practioners.

Outcome	Areas of assessment	Task 1 Individual Performance	Task 2 Rationale and Logbook	Task 3 Class Performance
	Grade:	A-E	A-E	A-E
	Approximate Date:	Term 1/3 Week 6-7	Term 1/3 Week 6-7	Term 2/4 Week 7
5.1.1	Manipulates the elements of drama to create belief, clarity and tension in character, role, situation and action			√
5.1.2	Contributes, selects, develops and structures ideas in improvisation and playbuilding			
5.1.3	Devises, interprets and enacts drama using scripted and unscripted material or text	√		√
5.1.4	Explores, structures and refines ideas using dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies.	√		
5.2.1	Applies acting and performance techniques expressively and collaboratively to communicate dramatic meaning			
5.2.2	Selects and uses performance spaces, theatre conventions and production elements appropriate to purpose and audience			
5.2.3	Employs a variety of dramatic forms, performance styles, dramatic techniques, theatrical conventions and technologies to create dramatic meaning.	√		
5.3.1	Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic techniques and theatrical conventions			
5.3.2	Analyses the contemporary and historical contexts of drama		√	
5.3.3	Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama concepts and terminology.		√	

# Learning Enrichment

## **XJ411 –Jobs for the Girls**

**1unit**

This unit introduces you to the world of the work force. Students will complete an in-depth research into specific occupations; learn how to write an introductory letter and application for employment; prepare a resume and learn how to prepare for an interview.

Outcome	Areas of assessment	Task 1 Week Summative	Task 2 Week Summative	Task 3 To be advised	Task 4 To be advised
	Grade:	A-E	A-E	A-E	A-E
	Approximate Date:				
	Research desirable skills for employment	√	√	√	√
	Put statistics in tables and graphs	√	√	√	√
	Research input websites for organisations	√	√	√	√
	Research desirable skills for employment	√	√	√	√
	Present information only	√	√	√	√