

# Stage 4 Assessment Policy

2020



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# Stage 4 Assessment Policy

## 1. NON-ATTENDANCE/NON-SUBMISSION OF ASSESSABLE TASKS

- 1.1. A mark of zero will be given for non-attendance/late-submission of an assessable task, unless there is an acceptable reason and the proper procedure is followed (see Section 4).
- 1.2. If a student arrives late on an assessable task day or is absent from school without an acceptable reason (see Section 2) a mark of zero will be given. This includes visiting the site for completion of a field study.
- 1.3. Students should note that where they have been given a zero they should still complete and make a serious attempt at the assessment task so that they satisfy course requirements.

## 2. ACCEPTABLE REASONS FOR NON-ATTENDANCE OR LATE SUBMISSION

The only satisfactory reasons for Late Submission or Non-attendance are:

- Illness on the day the task is attempted/submitted, backed up by a medical certificate
- Leave granted by the Principal or his/her authorised representative well before the date of the assessment task.
- Misadventure - accidents or extreme non-medical problems that can be documented and/or verified.

## 3. NON-SERIOUS ATTEMPT OF ASSESSABLE TASKS

For a non-serious attempt of an assessable task a mark of zero will be given. Students should note that where they have made a non-serious attempt they are still required to attempt the assessment task satisfactorily in order to complete the relevant course outcomes.

## 4. WHAT TO DO IF YOU ARE NOT AT SCHOOL ON THE DAY A TASK IS TO BE ATTEMPTED/SUBMITTED, WITH AN ACCEPTABLE REASON

Students absent from an assessment task due to illness must:

- Obtain a medical certificate that clearly states that the student has been affected by illness with specific dates stated.
- Advise the School reception or the relevant Head of Faculty by phone where possible, on the day of the assessment task if they are unable to attend. **Do not ring the Year Adviser.**
- Submit the medical certificate to the Head of Faculty on the first day of return to School.
- Complete an illness/misadventure form on the first day of return to School, obtained from the Head of Faculty.
- On the first day of return to School, submit the assessment task or be prepared to attempt the replacement task.

## 5. MISBEHAVIOUR OR CHEATING DURING AN ASSESSABLE TASK

- 5.1. If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of zero will be awarded. The same may occur if a student misbehaves during an exam or assessment task (as per school and Board of Studies rules). The student will also be subject to the school's discipline procedures.
- 5.2. No mobile phones, MP 3 players or similar electronic devices are to be brought into the room during an assessment task (as per Board of Studies rules). If a phone rings or is seen

during the task, this may be regarded as an attempt to cheat, and may result in a mark of zero.

## 6. PLAGIARISM

- 6.1. If students copy work from somewhere else, and do not give credit to that author, they have committed plagiarism. Any work that is plagiarised from an un-referenced source will not be accepted. If it is suspected that a student's work is not their own, they will be asked to prove that they are the author of the piece of writing and may be required to reproduce the work under exam conditions.
- 6.2. **Penalties for Plagiarism:** At the discretion of the Head Teacher, zero marks will be awarded. The task will then have to be completed to the satisfaction of the teacher. However, no marks will be awarded once this task is completed.

## 7. APPEALS

- 7.1. If a misadventure/illness application is not accepted for assessment task the Head Teacher will explain the reasons to the student. The student will be awarded a zero mark.
- 7.2. The student may appeal against the Head Teacher's decision by lodging an appeal in writing with the Principal within three school days of initial determination.

## 8. COMPLETION OF COURSE REQUIREMENTS

- 8.1. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - a) followed the course developed or endorsed by the Board of Studies; and
  - b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - c) Achieved some or all of the course outcomes.
- 8.2. **Expectations of Students:**
  - Students must attend all classes to satisfactorily complete their courses. A minimum of 85% 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 to ensure that the students are meeting the course completion criteria and the minimum attendance requirements.
  - Students whose attendance is called into question will be asked to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. (*ACE Manual August 1999*).
  - Students need to work through the syllabus including participation in class practical work, homework, oral presentations, assignments and examinations.
  - Students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks, otherwise they will be deemed unsatisfactory in that course.
  - Students who do not comply with the assessment requirements in any course will have neither a moderated assessment nor an examination mark awarded for that course. (*ACE Manual August 1999*).
- 8.3. **Failure to successfully complete a Year 8 course may affect the student's ability to progress to Year 9.**



# Driving Question: Who am I?

## Project A: Encapsulate Me (10 weeks)

This project focuses on the Key Learning Area (KLA) of English and Visual Arts. This project will allow you to reflect on your life through a discussion of your family history, important events and your future goals. In this project, you will complete a range of explicit teaching lessons including, how to write an autobiography and Visual Arts activities. During this project, you will create an autobiography, recounting two important events in your life. You will also utilise an array of artistic skills to create a self-portrait which reflects you.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Autobiography 40%	Student will create a detailed autobiography recounting two events in their life.  EN4-1A, EN4-3B, EN4-9E, PE 4.1, VA4.1, VA 4.9	L-2 Reading and Viewing	65%	Ability to <b>compose</b> an autobiography that utilises the correct writing conventions.	Student has demonstrated an ability to <b>create a text (CrT8)</b> by completing a detailed autobiography, recounting two events in their life. Student has engaged the reader and informed others about key events in their life. These events have easily flowed between paragraphs and have the correct <b>spelling (SpG), grammar (GrA4) and punctuation (PuN4)</b> .	Term 1 Week 9	Term 2 Week 1
			I-3 Putting Ideas into Action	35%	Ability to <b>put ideas/information</b> together into a visually coherent and appealing structure.	Student has demonstrated an ability to present their autobiography in a visually appealing manner. The student has demonstrated an understanding of placement and design when writing their autobiography. The student has included pictures and has used colour effectively to improve the overall look of their product.		

2	Self Portrait <b>40%</b>	Student uses a range of strategies to explore different art-making conventions and procedures to make a self-portrait.  VA4.1, VA4.4, VA4.6	<b>P-1 Making /Practical</b>	100%	Ability to demonstrate a developing confidence in engaging in the practice of <b>art making/practical</b> . Students value the different ways that artworks can be made and interpreted and use these conventions to <b>make</b> a self-portrait.	Student has demonstrated an ability to recognise and use aspects of the world as a source of ideas, concepts and subject matter in order to create a successful self-portrait.	<b>Term 1 Week 10</b>	<b>Term 2 Week 2</b>
3	Speech <b>10%</b>	Students will present a speech to an audience, reflecting on the entire project.  EN4-1A, EN4-9E	<b>A-1 Reflecting</b>	50%	Ability to critically recount and <b>reflect</b> on their experiences.	Student has demonstrated their ability to effectively reflect on their experiences and critique on their own attitudes, behaviour and learning towards the course work.	<b>Term 1 Week 11</b>	<b>Term 2 Week 2</b>
			<b>C-1 Communicating</b>	50%	Ability to <b>communicate</b> effectively through the use of verbal communication, body language and engagement.	The student has successfully used both <b>verbal (SpK4)</b> communication (i.e. fluency of speech, appropriate volume/emphasis) and non-verbal communication (i.e. body language, eye contact, gestures) effectively to enhance the delivery of their speech to an audience.		
	Topic Test <b>10%</b>	Students will demonstrate conceptual knowledge in Art.  Art 4.4.	<b>A-3 Thinking Independently</b>	100%	Ability to recall Art information and skills learned throughout the project and <b>think independently</b> when completing the exam.	Student has demonstrated an ability to comprehend class content and skills for Art.	<b>Term 1 Week 10</b>	<b>Term 2 Week 2</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2 Week 2</b>



# Driving Question: How do plants grow and adapt to their ecosystem?

## Project B: Let It Grow (5 weeks)

This project allows you to learn about the role of plants in the ecosystem. You will learn about different scientific concepts such as cells, photosynthesis, adaptations, pollination, fertilization and the structure and role of plants. You will have the opportunity to grow your own plant and document its germination across a period of time. You will also communicate your knowledge of concepts learnt in the plant fact file.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Beanstalk Observation Log 45%	Students will grow a beanstalk and monitor its germination over a period of time.  SC4-WS6a, SC4-WS6f, SC4-WS7.1a, AG4-11	P-1 Making /Practical	100%	Ability to <b>create</b> appropriate conditions for a bean seed to germinate.	Student has used cotton as a condition for the bean seed to germinate. Student has documented the steps involved in planting the seed and record any observations.	Term 1 Week 11	Term 2 Week 2
2	Plant Fact File 35%	Students will create a fact file about a plant of their own choice.  SC4-WS7.1d, SC4-WS9d, SC4-LW1f	C-1 Communicating	20%	Ability to <b>communicate</b> the features of a plant.	Student has demonstrated an ability to communicate scientific knowledge, including- an understanding of plant features; adaptations their plant has for survival; pests which impact on their chose plant and how to eradicate them.	Term 1 Week 11	Term 2 Week 2
			I-3 Investigating with ICT	40%	Ability to use search engines in order to <b>investigate</b> a plant of their choice.	Student has demonstrated an ability to research ideas using key words ( <b>PKW</b> ) and gather information from reliable sources. Student's plant fact file included a labelled picture of the plant, plant use, pest impact and ways of eliminating the impact.		

			L-2 Writing	40%	Ability to <b>write</b> an informative text.	Student has demonstrated an ability to arrange information in a logical sequence. Student has included structural features appropriate for an <b>informative text (CrT8)</b> . Student has demonstrated an ability to select multimodal features to expand on their ideas. Student has demonstrated an ability to use a range of learnt topic words to add credibility to the information.		
3	Speech Exhibition <b>10%</b>	Students will publicly exhibit their product to an audience and present a speech reflecting on their learning experiences.  EN4-1A, EN4-9E	A-1 Reflecting	50%	Ability to critically recount and <b>reflect</b> on their experiences.	Student has demonstrated their ability to effectively reflect on their experiences and critique on their own attitudes and behaviour towards the course work.	Term 1 Week 11	Term 2 Week 2
			C-1 Communicating	50%	Ability to <b>communicate</b> effectively through the use of verbal communication, body language and engagement.	The student has used both <b>verbal (SpK4)</b> communication (i.e. fluency of speech, appropriate volume/emphasis) and non-verbal communication (i.e. body language, eye contact, gestures) effectively to enhance the delivery of their speech.		
4	Topic Test Science <b>10%</b>	Students will demonstrate conceptual knowledge in Science.	A-3 Thinking Independently	100%	Ability to recall Science information and skills learned throughout the term and <b>think independently</b> about the role of plants in the ecosystem.	Student has demonstrated an ability to apply scientific knowledge and understanding of cells, role of plants in the environment and their ability to adapt.	Term 1 Week 11	Term 2 Week 2
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 2



# Driving Question: What tools do you need to rise up?

## Project C: Rising Up (10 weeks)

This project is focused upon the KLA of PDHPE, with supplements of both English and Mathematics. Its primary goal is to allow you the opportunity to develop skills and strategies in order to cope with difficult situations in your life. You will learn about different types of methods used in dealing with this, as well as, gain an understanding of support networks and how they can help an individual improve their sense of belonging and overall health. There is a heavy focus on relationships, communication, problem solving and teamwork skills which are heavily embedded throughout the project. You will use the skills you have learnt throughout this term to deliver a clinic, which will allow other students to learn similar skills and strategies.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Reflection Journal 5%	Students will be reflecting on their experiences and learning within this project. They will use this journal to reflect, critique and make suggestions on where they can improve.  PD4-6, EN4-9E	L-3 Writing	50%	Ability to <b>write</b> a reflection journal that encapsulates their ongoing learning throughout the project.	Student has displayed a strong grasp of literary concepts and has demonstrated their ability to communicate their thoughts and feelings, through correct grammatical structure ( <b>CrT6</b> ). Student has shown evidence of this, through a submission of reflections, thoughts and learning processes in the project, with a demonstrated ability to make adjustments where needed.	Term 1 Week 10	Term 2 Week 2
			A-1 Reflecting	50%	Ability to <b>reflect</b> on their learning processes and express their understanding of all <i>Rising Up</i> content.	Student has demonstrated their ability to reflect, by observing, describing and critiquing their own progress, in order to recognise areas for improvement.		



2	Topic Test <b>25%</b>	Students will complete a Mathematics based Assessment Task which will convey their understanding of the mathematical concepts delivered throughout this project. MA4-1WM, MA4-19SP	<b>N-2</b> Measurement and Geometry	100%	Ability to <b>measure</b> and determine angles and their classification, mean, median, modes, fractions, decimals, percentages, range, tally and frequency.	Student has demonstrated their understanding in regards to converting <b>decimals (OwD1), percentages and fractions (InF6)</b> . Student has shown evidence of learning between the measuring and classification of <b>angles (UgP5)</b> . Student has conveyed an ability to interpret statistical data, create a graph and find the mean, median, mode and range of a set of scores.	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 1</b>
3	Lesson Plan <b>20%</b>	Students will develop a lesson plan based on improving the communication, relationship, team work or problem solving skills to a group of primary school students. PD4-8, PD4-10	<b>I-2</b> Reflecting Ideas	100%	Ability to <b>represent their ideas</b> into a lesson plan template by using their knowledge of the activities and rules of the games chosen.	Student has shown a clear aim, clear activities and questions, as well as, a detailed reflection of their proposed lesson through the template. Student has stated clear goals for the session with engaging and explicit activities to achieve these goals. Student has developed open questions to successfully reflect on the lesson for future reference and improvements.	<b>Term 1</b> <b>Week 9</b>	<b>Term 2</b> <b>Week 1</b>
4	Clinic <b>40%</b>	Students will conduct their coaching clinic with the students from the feeder primary school. Students will be delivering their lesson plan to the students and aim to successfully achieve and deliver the lessons goal. EN4-9E	<b>C-1</b> Communicating	50%	Ability to <b>communicate and put ideas into action</b> with their peers in order to execute a 30 minute sports clinic with Year 4 students from WFPS.	Student has shown they have studied their lesson plan and have practiced within class time to a high standard. The student has demonstrated organisational skills and punctuality when executing the lesson to the students of Warwick Farm Public School.	<b>Term 1</b> <b>Week 10</b>	<b>Term 2</b> <b>Week 2</b>
			<b>I-3</b> Putting Ideas into Action	50%	Ability to <b>communicate and put ideas into</b>	Student has shown they have studied their lesson plan and have practiced		

					<p><b>action</b> with their peers in order to execute a 30 minute sports clinic with Year 4 students from WFPS.</p>	<p>within class time to a high standard. The student has demonstrated organisational skills and punctuality when executing the lesson to the students of Warwick Farm Public School.</p>		
5	<p>Oral Presentation <b>10%</b></p>	<p>Students will develop and deliver a speech reflecting on the content explored throughout this project.</p> <p>EN4-3B, EN4-5C, EN4-6C, EN4-7C</p>	<p><b>C-1</b> Communicating</p>	100%	<p>Ability to <b>communicate, speak and listen</b> to other student's speeches.</p>	<p>Student has shown the ability to prepare an introduction with a clear structure, a body and a conclusion, applying language features correctly. The student has used vocabulary to communicate verbally, as well as, non-verbally to effectively enhance the delivery of the speech, engaging the audience within time constraints.</p>	<p><b>Term 1</b> <b>Week 10</b></p>	<p><b>Term 2</b> <b>Week 2</b></p>
<p><b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b></p>								<p><b>Term 2</b> <b>Week 2</b></p>



# Driving Question: What can I do with a budget of \$5000 overseas?

## Project A: Let's Travel Back in Time (10 weeks)

This project focuses on the Key Learning Areas (KLAs) of English, History, Visual Arts, Geography and Mathematics. This project will allow you to reflect on the importance of History through an in-depth investigation of an Asian and European ancient civilisation. In this project, you will complete a range of explicit teaching moments, including the effective use of the Library and Internet for research, the importance of History and Archaeology to the modern era, Art History and Financial Mathematics. Additionally, you will be introduced to the concept of World Time and perform simple operations involving time using technology. During this project you will also research and compile a Visitor's Guide for your chosen Ancient Civilisation, plan a cultural trip to one of your chosen countries, within a set budget, and create a souvenir from clay, decorating your artwork from your selected civilisation.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Visitor's Guide 35%	Students will create a Visitor's Guide from their chosen ancient civilisation. EN4-1A, EN4-4B, HT4-3, HT4-4, HT4-5, HT4-6, HT4-8, HT4-9	P-3 Creating with ICT	25%	Ability to organise and present information effectively into a visually coherent and appealing structure <b>using ICT.</b>	Student has structured the information in their Visitor's Guide in a logical way that engages the reader and presents information coherently. Student has included relevant pictures in their Visitor's Guide.	Term 2 Week 7	Term 2 Week 9
			R-3 Investigating with ICT	75%	Ability to <b>investigate with ICT</b> to thoroughly research relevant information for their chosen ancient civilisation.	Student has demonstrated an ability to use key words ( <b>PKW</b> ) to research relevant information from a variety of sources and paraphrase this information into their own words. Student has demonstrated an ability to complete relevant research in the following areas: Location; Climate; Government; Religion; Dress code; Natural wonders; Man made wonders; Customs and Culture; Games and sport; Food and Music.		

2	Travel Guide/Budget <b>35%</b>	<p>Students will be given a budget of \$5000 for their trip overseas. Students will organise their expenses in a budget, which balances to zero and aligns with their Travel Guide. Students will thoroughly research information for their Travel Guide using ICT. Students will create a detailed, well-organised and visually appealing Travel Guide, using ICT.</p> <p>MA4-1WM, MA4-2WM, MA4-3WM, MA4-5NA, MA4-6NA, MA4-19SP EN4-1A, EN4-4B, EN4-3B, EN4-2A</p>	<p><b>N-1</b> Number Sense and Algebra</p>	30%	<p>Ability to use <b>numbers</b> and basic operations to create a budget.</p>	<p>Student has demonstrated an ability to investigate the costs involved in travelling to their selected destination. These expenses must include- airfares (return); Transport; Accommodation; Tours and Entertainment. Student has demonstrated an ability to organise these costs accurately within the budget template. Student has demonstrated an ability to add (<b>QuN</b>) the costs up, ensuring that their budget balances to zero and aligns with their Travel Guide.</p>	<p><b>Term 2</b> <b>Week 9</b></p>	<p><b>Term 3</b> <b>Week 1</b></p>
			<p><b>R-3</b> Investigating with ICT</p>	50%	<p>Ability to <b>investigate with ICT</b> to thoroughly research relevant information for their Travel Guide.</p>	<p>Student has demonstrated an ability to use key words (<b>PKW</b>) to research relevant information from a variety of sources and paraphrase this information into their own words. Student has researched and included the required components needed for their Travel Guide, which included visiting- 1 natural and man-made wonder; 2 places that represent religion, customs or culture; 1 restaurant/café, 1 sporting event (optional) and 1 musical performance/concert (optional).</p>		

			P-3 Creating with ICT	20%	Ability to effectively organise information into a coherent, well-structured and visually appealing product, <b>using ICT.</b>	Student has demonstrated an ability to present their information in a well-organised and coherent manner by including subheadings and ensuring images are correctly positioned within their body of text. Student has presented a visually appealing product by selecting appropriate images to enhance their Travel Guide and engage the audience.		
3	Speech 10%	Students will present a speech reflecting on the entire project. EN4-1A, EN4-9E	A-1 Reflecting	50%	Ability to critically recount and <b>reflect</b> on their experiences.	Student has demonstrated their ability to effectively reflect on their experiences and critique on their own attitudes and behaviour towards the course work.	Term 2 Week 10	Term 3 Week 1
			C-1 Communicating	50%	Ability to <b>communicate</b> effectively through the use of verbal communication, body language and engagement.	The student has used both <b>verbal (SpK4)</b> communication (i.e. fluency of speech, appropriate volume/emphasis) and non-verbal communication (i.e. body language, eye contact, gestures) effectively to enhance the delivery of their speech.		
4	Topic Test 1 History 10%	Topic Test 1 – History HT4-1, HT4-9	A-3 Thinking Independently		Ability to recall History information learnt throughout the term and <b>think independently</b> when completing the test.	Student has demonstrated an understanding of the History syllabus content.	Term 2 Week 10	Term 3 Week 1

5	Topic Test 2 Budget and Itinerary <b>10%</b>	Topic Test 2 – Mathematics MA4-1WM, MA4-2WM, MA4-19SP	<b>A-3 Thinking Independently</b>		Ability to recall the Mathematics information learnt throughout the term and <b>think independently</b> when completing test.	Student has demonstrated an understanding of the Mathematics syllabus content.	<b>Term 2 Week 10</b>	<b>Term 3 Week 1</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 3 Week 1</b>



# Driving Question: What's the story with my constellation?

## Project B: Shifting Sands (5 weeks)

In this Project, Shifting Sands, the content has a specific focus of Australian Indigenous culture, exploring art and storytelling as a way of documenting their history. By undertaking this project, you will be exposed to the studies of Science, English and Visual Arts. You will study models of the solar system, seasons, day/night and constellations. Utilising this information, you will produce an Indigenous Myth/Legend story for inclusion in a class book.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Myth/Legend 80%	Students will compose a creative myth/legend, utilising their personalised constellation. EN4-5C, EN4-7D, EN4-8D, EN4-9E	L-2 Reading and Viewing	70%	Ability to <b>compose</b> a myth/legend.	Student has demonstrated an ability to <b>create (CrT)</b> a piece of writing that is reflective of the structure and style of a myth/legend. Student has demonstrated an ability to incorporate corresponding images effectively into a visually coherent and appealing myth/legend.	Term 2 Week 9	Term 3 Week 1
			L-2 Writing	30%	Ability to use appropriate language conventions when <b>writing</b> a myth/legend.	Student has demonstrated an ability to accurately use grammatical features ( <b>GrA</b> ), punctuation ( <b>PuN</b> ) and correct spelling ( <b>SpG</b> ) to create a creative myth/legend.		
2	Speech 10%	Students will present a speech reflecting on the entire project. EN4-1A, EN4-9E	A-1 Reflecting	50%	Ability to critically recount and <b>reflect</b> on their learning experiences.	Student has demonstrated their ability to effectively reflect on their experiences and critique on their own attitudes and behaviour towards the course work/project.	Term 2 Week 10	Term 3 Week 2

			C-1 Communicating	50%	Ability to <b>communicate</b> effectively through the use of verbal communication, body language and engagement.	The student has used both <b>verbal (SpK)</b> communication (i.e. fluency of speech, appropriate volume/emphasis) and non-verbal communication (i.e. body language, eye contact, gestures) effectively to enhance the delivery of their speech to an audience.		
3	Topic Test 10%		A-3 Thinking Independently	100%	Ability to recall Science information learnt throughout the term and <b>think independently</b> when completing the test.	Student has demonstrated an ability to comprehend class content and skills for Science.	Term 2 Week 10	Term 3 Week 2
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 3 Week 2





# Driving Question: What influences us to purchase particular products?

## Project C: One Team One Dream (10 weeks)

This project allows you to explore the world around you and make real life connections. It aims to develop collaborative, problem-solving and critical-thinking skills as you transfer your passion for sports into merchandising and marketing. You will complete a range of explicit teaching moments including an introduction to merchandising, marketing and marketing strategies. During this project, you will also design and create marketing campaign and merchandise to promote. Furthermore, you will apply your understanding of different types of marketing campaigns and strategies to promote their final merchandising product. Peer critiquing is encouraged throughout the project to ensure quality work is produced.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Merchandise <b>40%</b>	Students will create merchandise for their chosen country. As part of the task, they will be required to plan, design and decorate a team jersey, wristband, socks and team flag supporting their chosen country. Students will gain an understanding of the thinking and designing process when producing a product for a Football team.  PD4-3, PD4-10	P-1 Making /Practical	100%	Ability to <b>create</b> a piece or pieces of merchandise that shows appropriate planning and development of ideas.	Student presented a highly-researched and cohesively thought out design that appeals to the customers. Student created a highly detailed and engaging representation of images for the merchandises. The student presented a highly researched and designed team logo that captures the team's identity in an engaging manner.	<b>Term 2 Week 9</b>	<b>Term 3 Week 1</b>
2	Marketing Campaign <b>40%</b>	Students will produce a marketing campaign for their merchandise and chosen country. Students are required to research and create their own marketing campaign using a marketing medium. In this campaign, students are to create a 'hook' to capture the customers.	I-3 Putting Ideas into Action	100%	Ability to conduct research, analyse data and extrapolate information to create their own <b>ideas and put them into action.</b>	Student presented a highly engaging design for their marketing campaign that is well thought out. Student focused on their merchandise for the entire marketing campaign by presenting relevant information and continuously linking it back to the products. The marketing	<b>Term 2 Week 9</b>	<b>Term 3 Week 1</b>

		Students must promote and market their merchandise from Product 1. PD4-1, PD4-6, PD4-8, PD4-10				campaign used highly creative and engaging language that appealed to the customers.		
3	Speech 20%	Students will present a speech reflecting on the entire project. PD4-1	A-1 Reflecting	50%	Ability to critically recount and <b>reflect</b> on their experiences.	Student has demonstrated the ability to effectively reflect on their experiences and critique on their own attitudes and behaviour towards the project.	Term 2 Week 9	Term 3 Week 1
			C-1 Communicating	50%	Ability to <b>communicate</b> effectively through the use of verbal communication, body language and engagement.	Student used both verbal communication (i.e. fluency of speech, appropriate volume/emphasis) and non-verbal communication (i.e. body language, eye contact, gestures) effectively to enhance the delivery of their speech.		
PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED								Term 3 Week 1



# Driving Question: What cultural meal can I cook?

## Project A: Let's Eat (10 weeks)

This project focuses on the Key Learning Areas (KLAs) of TAS – Food Technology, LOTE, PDHPE, English and Science. During this project, you will be introduced to the importance of safety in the kitchen and to various cooking processes. You will engage in cooking lessons where hygiene, table manners and etiquette are highlighted. You will complete a range of explicit teaching moments based on the human digestive system, energy in food and the importance of eating healthy, nutritious meals. In this project, you will be involved in a cultural journey to Mexico and Italy where you will research and discover the natural geography and geographical location, history, currency, flora and fauna, the cuisine as well as learn basic greetings and phrases in the language. During this project, you will also complete a portfolio to research, plan and cook your own cultural meal.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Invitation and Menu for Cultural Meal <b>30%</b>	Students will research the required background information for their chosen culture. Students are to find a meal from their chosen culture and create a menu and an invitation to their dinner party.  English: EN4-2A, EN4-9E Food Technology: FT4-8 Geography: 4.6, 4.8	R-3 Investigating with ICT	60%	Ability to thoroughly research relevant information for their chosen culture, to be able to create a menu and an invitation for their dinner party.	Student has demonstrated an ability to use key words to research relevant information from a variety of sources and paraphrase this information into their own words. Student has demonstrated an ability to complete relevant research in the following areas: Background; Location; Climate; Language; Music; Dance; National Dress and Food. Student has demonstrated an ability to investigate ways their cultural meal can be healthier.	Term 3 Week 9	Term 4 Week 1
			I-3 Putting Ideas into Action	35%	Ability to <b>put ideas/information</b> together into a visually coherent and appealing structure.	Student has demonstrated an ability to present their autobiography in a visually appealing manner. The student has demonstrated an understanding of placement and design when writing their autobiography. The student has		

						included pictures and has used colour effectively to improve the overall look of their product.		
2	Cooking of Cultural Meal <b>35%</b>	Students will prepare, cook and serve their own cultural meal for selected guests. Students must document the cooking process.  Food Technology: FT4-1, FT4-5, FT4-11	<b>P-1 Making</b>	100%	Ability to prepare, cook and serve their chosen cultural meal.	Student has prepared, cooked and served a cultural meal for selected guests. Student has documented the cooking process, by taking photos at every step and has written down what they did. Student has given guests an evaluation form to complete once they have tasted their meal.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
3	Exhibition <b>10%</b>	Students will create a Portfolio that is detailed and completed to a high standard.  English: EN4-8D, EN4-1A, EN4-9E Food Technology: FT4-9	<b>P-3 Creating with ICT</b>	100%	Ability to create a detailed, well-organised and visually appealing Portfolio using Microsoft Word.	Student has utilised ICT effectively to present a portfolio that is detailed, well-organised and visually appealing- text size and font is uniform, images have been wrapped well around text, page numbers have been added and information has been well placed.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
5	Topic Test <b>10%</b>	Student will demonstrate conceptual knowledge in Food Technology and Science.  Food Technology: FT4-2, FT4-3, FT4-6	<b>A-3 Thinking Independently</b>	100%	Ability to recall Science and Food Technology information learnt throughout the term and <b>think independently</b> when completing the test.	Student has demonstrated an ability to comprehend class content and skills for Food Technology and Science.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
6	Speech <b>15%</b>	Students will present a speech reflecting on the entire project.  English: EN4-1A, EN4-9E	<b>A-1 Reflecting</b>	50%	Ability to critically recount and <b>reflect</b> on their Portfolio and cooking.	Student has demonstrated their ability to effectively reflect on their experiences and critique their own attitudes and behaviour towards the course work and overall project. Student reflects on- what they enjoyed; what they didn't enjoy; the	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>

						success of the project and what they would do differently next time.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 4 Week 3</b>



# Driving Question: How can the needed supplies reach the villagers?

## Project B: Inventions that Changed the World (10 weeks)

In this project, 'Inventions that Changed the World', you will learn and reflect on the impact simple machines have had on society throughout history, from their development during the Stone Age to the Modern Era. You will follow the design process to create a throwing machine, demonstrating how simple machines can be used to reduce workload. You will also learn about forces, area and grid references, timelines, measurement, isometric and orthographic projection drawing and create a project portfolio. Using your knowledge and research on simple machines, you will create a machine that meets a specific criteria. You will also create a Project Portfolio which follows the design process taught in TAS.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Project Portfolio 50%	Students will complete a Project Portfolio which follows the design process.  Industrial Technology: IND4-2, IND4-5	P-1 Practical	40%	Ability to draw both orthographic and isometric projection drawings.	Student has demonstrated an ability to correctly draw both orthographic and isometric projection drawings of their catapult. Student has demonstrated an ability to follow correct drawing protocols, which has included using a pencil and a ruler. Student has included the dimensions of their catapult within the orthographic drawing.	Term 3 Week 9	Term 4 Week 1
			L-3 Writing	60%	Ability to <b>write</b> a procedural text, detailing the steps taken to build their catapult.	Student has demonstrated an ability to write a procedural text, logically outlining each step of the building process in detail. Student has demonstrated their ability to express the process of their catapult making in connected, clearly sequenced sentences, using simple and cohesive language. Student has also demonstrated their ability to select images and take photos at each step of the making process to	Term 3 Week 9	Term 4 Week 1

						complement their <b>procedural writing (Crt6)</b> .		
2	Catapult Exhibition <b>30%</b>	Student will build a catapult and test the functionality of their catapult during a class battle to see who can propel an object the furthest.  Industrial Technology: IND4-3, IND4-4 Science: SC4-8WS, PW1b	<b>P-1 Making</b>	100%	Ability to <b>build</b> a catapult which meets the success criteria.	Student has demonstrated an ability to build a catapult that successfully meets the criteria, which included hitting a stationary target at a minimum distance of 5 metres. Student has demonstrated an ability to select and use appropriate materials when building their catapult. Student has displayed their ability to use appropriate techniques when building each part of their catapult.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
3	3 Topic Test <b>10%</b>	Student will demonstrate conceptual knowledge in Science and TAS.  Industrial Technology: IND4-1, IND4-3. Science: PW1a, Mathematics: MA4-2WM History: HT4-1	<b>A-3 Thinking Independently</b>	100%	Ability to recall Science and TAS information learnt throughout the term and <b>think independently</b> when completing the test.	Student has demonstrated an ability to comprehend class content and skills for TAS and Science by completing the test successfully.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
4	Speech <b>10%</b>	Students will present a speech reflecting on the entire project.  English: EN4-1A, EN4-9E	<b>A-1 Reflecting</b>	50%	Ability to critically recount and <b>reflect</b> on their experiences.	Student has demonstrated their ability to effectively reflect on their experiences and critique their own attitudes and behaviour towards the course work and the project.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
			<b>C-1 Communicating</b>	50%	Ability to <b>communicate</b> effectively through the use of verbal	The student has used both <b>verbal</b> communication (i.e. fluency of speech, appropriate volume/emphasis) and non-verbal		

					communication, body language and engagement to an audience.	communication (i.e. body language, eye contact, gestures) effectively to enhance the delivery of their speech and communicate the design process of their catapults to an audience.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 4 Week 3</b>





# Driving Question: What does the World Cup mean to the world?

## Project C: What the Health (10 weeks)

This project is focused upon the KLA of PDHPE, with supplements of both English and Mathematics. Its primary goal is to allow the students the opportunity to develop skills and strategies in order to cope with difficult situations in their life. They will learn about different types of methods used in dealing with this as well as gain an understanding of support networks and how they can help an individual improve their sense of belonging and overall health. There is a heavy focus on relationship, communication, problem solving and teamwork skills which is heavily embedded throughout the project. Students will use the skills they have learnt throughout this term to deliver a clinic which allows other students to learn similar skills and strategies.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Health Expo <b>50%</b>	Students will complete a detailed visual presentation and poster.  English: EN4-2A, EN4-3B PDHPE: PD4-1, PD4-2	<b>P-1 Making</b>	100%	Ability to <b>make</b> a pamphlet / poster and Prezi on the given topic surrounding various health issues.	Student has demonstrated the ability to design, develop and produce an expo style project. They have conveyed their knowledge and understanding on various health topics and have focused on ONE specific issue. They have explored strategies in order for the public community to improve this health outcome.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
2	Reflective Text <b>25%</b>	Students will reflect on their sporting experiences.  PDHPE: PD4-1, PD4-6, PD4-9	<b>A-1 Reflecting</b>	100%	Ability to <b>reflect</b> on their learning processes and express their understanding of all What the Health content.	Student has demonstrated their ability to reflect by observing, describing and critiquing their own progress in order to recognize areas for improvement.	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
3	Topic Test <b>15%</b>	Students will participate in an in class assessment that will assess their knowledge on probability.  Mathematics: MA4-1WM, MA4-2WM, MA4-3WM, MA4-21SP	<b>N-3 Statistics and Probability</b>	100%	Ability to represent their knowledge on <b>statistics and probability.</b>	Student has shown the ability to transfer their learnt mathematical knowledge into application in the area of <b>probability and statistics (UnC4).</b>	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>

4	Oral Presentation 5%	Students will present a speech reflecting on the entire project.  English: EN4-1A, EN4-9E	C-1 Communicating	50%	Ability to <b>communicate</b> effectively through the use of verbal communication, body language and engagement.	The student used both <b>verbal (SpK) communication</b> (i.e. fluency of speech, appropriate volume/emphasis) and non-verbal communication (i.e. body language, eye contact, gestures) effectively to enhance the delivery of the speech.	Term 3 Week 9	Term 4 Week 1
			A-1 Reflecting	50%	Ability to critically recount and <b>reflect</b> on their experiences.	Student has demonstrated the ability to effectively reflect on their experiences and critique on their own attitudes and behaviour towards the course work.		
PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED								Term 4 Week 2



# Driving Question: How do lyrics link us together?

## Humanities 1: To be connected, or not to be connected (11 weeks)

In this project, you will learn about the connections between people, places and their society. You will also closely examine the ways in which technology has impacted on and assisted communication. You will compose, collate and annotate a series of poems, that explore how you are connected to other people, places and society, culminating in a poetry anthology for exhibition.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Poem Annotation <b>45%</b>	Students will annotate 2 poems that discuss the persona/poet's connection between people, places and society.	R-2 Analysing and Reasoning	100%	Ability to <b>analyse</b> two poems by considering the techniques used.	Student has analysed two poems in detail with reference to poetic devices. They have explained how these poetic devices show the persona's connection between people, places and society.	<b>Term 1 Week 7</b>	<b>Term 1 Week 9</b>
2	Poem Composition <b>45%</b>	Students will compose a poem that explores their connection to people, places and their society.	I-2 Representing Ideas	100%	Ability to compose a poem that <b>represent</b> their connection to people, places and society.	Student has successfully composed a poem that skilfully expresses how they are connected to people, places and society. They have used language appropriate to form and audience to explore ideas of connection effectively.	<b>Term 1 Week 8</b>	<b>Term 1 Week 11</b>
3	Exhibition Poetry Anthology <b>10%</b>	Students will collate their poems to display their connection between people, places and society.  EN4-1A, EN4-7D, GE4-3, GE4-8	I-2 Representing Ideas	100%	Ability to <b>represent</b> the connections they have between people, places and society.	Student has considered how they are connected to people, places and society and has represented these connections in their poetry anthology.	<b>Term 1 Week 11</b>	<b>Term 2 Week 2</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2 Week 3</b>



# Driving Question: Why were Vikings so powerful?

## Humanities 2: Viking Life (10 weeks)

In this project, you will explore the influence of the Vikings on modern Europe and the rest of the world. You will undertake learning about key beliefs and values, significant people, societal expectations, lifestyle. Using this information, you will draft, edit and publish your own narrative based on Viking Life. In order to explain the historical and cultural accuracy your story you will also produce a 'Viking log' (Vlog) that explains how their story accurately depicts elements of Viking life.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Creative Story 50%	Students will compose their own Viking narrative. EN4-8D, EN4-4B, HT4-6	L-3 Writing	100%	Ability to effectively draft, <b>write</b> and publish a narrative about an aspect of Viking Life.	Student has written a <b>sustained text</b> that is reflective of the structure and style of a narrative. All conventions are reflective of the customs and culture of Vikings. Student <b>uses stylistic features for effect (CrT11)</b> . Student submits their draft story in a timely manner and uses constructive feedback to refine and improve upon their narrative.	Term 2 Week 8	Term 2 Week 10
2	Illustrations 10%	Students create illustrations and/graphics to complement their narrative. EN4-1A	I-2 Representing Ideas	100%	Ability to <b>represent</b> the <b>ideas</b> explored in their creative story by considering illustrations and the layout of their narrative.	Student has added meaning to their narrative through choosing and drawing appropriate illustrations. Student has carefully considered the layout and illustrations to complement their narrative.	Term 2 Week 8	Term 2 Week 10

3	Exhibition Historically Accurate VLOG <b>40%</b>	Students produce and submit Vlog that reflects on the development of their story. The VLOG outlines the historical and cultural accuracy of their narrative.  HT4-2, HT4-10	<b>A-1 Reflecting</b>	100%	Ability to create a VLOG that communicates the development of their creative piece and <b>reflect</b> on the historical terms and concepts used.	Student has <b>reflected</b> on the process of writing in detail in their VLOG. Student has also highlighted their understanding of historical terms and concepts through the creation of a 3 minute VLOG.	<b>Term 2 Week 10</b>	<b>Term 3 Week 2</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 3 Week 2</b>



# Driving Question: What was the impact of the Polynesian expansion across the Pacific?

## Humanities 3: Island Life (10 weeks)

In this project, you will explore the struggle between Polynesian cultures and modern Polynesian societies. You will learn the origins, history and expansion of Polynesian societies, geography skills and conduct independent research on a selected Polynesian society.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Research Paper 30%	Students will produce a research paper that demonstrates their understanding of Polynesian culture and society.  HT4-6, HT4-10	R-1 Inquiring	100%	Ability to present, <b>inquire</b> and <b>research</b> on the origins of different Polynesian societies.	Student has composed a research paper looking at the culture, language, music and art of the Polynesian culture they have researched and studied.	Term 3 Week 3	Term 3 Week 5
2	Procedural Essay 30%	Students will demonstrate their ability to write an essay detailing the procedure that they went through to create their artefact.  EN4-3B, EN4-5C, EN4-6C	L-3 Writing	100%	Ability to effectively draft, <b>write</b> and rewrite an essay that explores connections between procedure and the creation of an artefact.	Student has written a sustained text that is reflective of the structure of a <b>procedural text (CrT11)</b> , detailing what materials they have used, how they created the artefact and where they sourced the materials.	Term 3 Week 6	Term 3 Week 8

3	Artefact Exhibition <b>40%</b>	Students will create an artefact, compose a placard and present it in a manner consistent with the requirements for displaying artefacts in a public setting.  HT4-9	<b>P-1 Making</b>	100%	Ability to <b>make</b> , communicate and display their artefact and reflect on the culture that they have studied.	Student has made a historically accurate artefact that highlights their understanding of the historical and cultural background of the Polynesian culture they have studied.	<b>Term 3 Week 10</b>	<b>Term 4 Week 2</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 4 Week 2</b>



# Driving Question: Which complex design will solve a simple problem?

## STEM 1: Burst My Bubble! (10 weeks)

In this project, you will be able to investigate the change to an object's motion caused by unbalanced forces acting on the object. You will explore the application of simple machines in order to solve a simple problem. You will communicate and connect mathematical ideas using appropriate terminology, diagrams and symbols. You will operate with ratios and explore their graphical representation. You will recognise and solve problems involving simple ratios, measurement and angles.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Portfolio 30%	Students will produce a portfolio documenting each step of the design process undertaken to produce their Rube Goldberg Machine.  SC4-1VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, SC4-11PW, MA4-1WM, MA4-2WM, MA4-3WM, MA4-7NA, MA4-18MG	L-3 Writing	70%	Ability to follow the design process to <b>compose</b> a portfolio of ideas.	Student has demonstrated an understanding of the features of an <b>informative text (CrT8)</b> . Student has presented the relevant research, creative diagrams of the intended design and a list of required materials. Student has represented the final design as a labelled diagram, supported by sequential steps.	Term 1 Week 4	Term 1 Week 6
			R-2 Analysing & Reasoning	30%	Ability to <b>analyse</b> the effectiveness of, and provide <b>reasons</b> for, materials and simple machines chosen to execute task.	Student has demonstrated an ability to analyse choices made in the development of their machine by providing valid reasons. Student has demonstrated an ability to evaluate things that went wrong, including possible solutions.		



2	Rube Goldberg Machine <b>40%</b>	Students will design and build a Rube Goldberg Machine to achieve a simple task.  SC4-1VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-10PW, SC4-11PW, MA4-1WM, MA4-2WM, MA4-3WM, MA4-18MG	I-1 Exploring Ideas	30%	Ability to <b>explore</b> a range of different solutions to a problem.	Student has demonstrated an ability to uniquely solve a problem using a range of ideas that are both innovative and creative.	Term 1 Week 3	Term 1 Week 5
			P-1 Making /Practical	50%	Ability to <b>make</b> a working Rube Goldberg Machine from recycled materials.	Student has provided recycled materials to construct a Rube Goldberg Machine that executes a simple task. Student has used a range of simple machines effectively in the execution of their machine.		
			N-2 Number and Measurement	20%	Ability to recognise, <b>measure</b> and label angles associated with a Rube Goldberg Machine.	Student has demonstrated an ability to accurately measure and label <b>angles (UGP5)</b> .		
3	Exhibition <b>20%</b>	Students will publicly exhibit your product and communicate your knowledge to an audience.  SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, MA4-1WM, MA4-2WM, MA4-3WM, MA4-18MG	I-3 Putting Ideas into Action	50%	Ability to <b>put ideas into action</b> using the Rube Goldberg Machine to execute the task.	Student has achieved the task creating an effective Rube Goldberg Machine.	Term 1 Week 5	Term 1 Week 7
			C-1 Communicating	50%	Ability to <b>communicate</b> the types of simple machine associated with a Rube Goldberg Machine.	Student has demonstrated an ability to communicate scientific knowledge and understanding of simple machines.		
4	Topic Test Mathematics <b>10%</b>	Students will demonstrate conceptual knowledge in Mathematics.	N-2 Number and Measurement	100%	Ability to visualise, identify and describe the key features in the environment of	Student has demonstrated an ability to apply mathematical knowledge to calculations involving Pythagoras Theorem and their ability to visualise and	Term 4 Week 9	Term 1 Week 1

	MA4-1WM, MA4-2WM, MA4-3WM, MA4- 11NA, MA4-16MG		Rube Goldberg Machines.	describe key features in linear geometry to identify positions of elements within Rube Goldberg Machines <b>(PoL4)</b> .	
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>					<b>Term 1 Week 7</b>

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# Driving Question: How can energy efficient homes save money and the environment?

## STEM 2: Show Me the Money (12 weeks)

This project allows you to research ways in which scientific knowledge and technological developments have led to finding solutions to contemporary issues such as energy efficient devices. You will explore the implications for society and the environment of some solutions to increase the efficiency of energy conversions and will debate intergenerational implications of using non-renewable resources. You will be involved in measurement and geometric mathematical topics such as perimeter, covered area, uncovered area, surface area, ratios and scale diagrams. You have to communicate with your peers to resolve quite complex ethical issues about the selection of materials, design technology used and a whole range of often conflicting factors about functionality, comfort, and cost.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Brochure 30%	Students will produce a brochure outlining the features of their energy-efficient home.  SC4-2VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-12ES, MA4- 11NA, MA4- 13MG, MA5.1-8MG	L-3 Writing	50%	Ability to <b>write</b> a persuasive text.	Student has demonstrated an ability to write a <b>persuasive text (CrT8)</b> , presenting a position and supporting this with features from the energy-efficient home that contributed to the overall energy consumption. Student has used a range of learnt topic words related to sustainability and renewable resources to add credibility to their arguments.	Term 2 Week 7	Term 2 Week 9
			P-3 Creating with ICT	50%	Ability to <b>create</b> a brochure <b>using ICT</b> .	Student has demonstrated an ability to design a brochure using the software Canva.		

2	Energy Efficient Home 35%	Students will design and build an energy-efficient home.  SC4-2VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-12ES, MA4- 11NA, MA4- 12MG, MA4-13MG, MA5.1- 8MG, MA5.1- 11MG	I-3 Putting Ideas into Action	60%	Ability to <b>put ideas into action</b> using renewable energy.	Student has demonstrated an ability to incorporate a range of renewable and/or energy-efficient ideas into a working model of a home: guttering, solar powered lighting, wind-powered lighting, insulation and/or green spaces. Student has demonstrated an understanding of the purpose of each material choice and its contribution towards sustainable living.	Term 2 Week 5	Term 2 Week 7
			P-1 Making /Practical	40%	Ability to <b>make</b> a working energy-efficient home from sustainable materials.	Student has demonstrated an ability to plan and provide resources for the construction of a working model. Student has demonstrated appropriate knowledge and skills when selecting and using tools.		
3	Exhibition 15%	Students will publicly exhibit their product to an audience.  SC4-9WS, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.1-11MG	C-1 Communicating	100%	Ability to <b>communicate</b> verbally to an audience.	Student has demonstrated an ability to communicate ideas in relation to building their sustainable house.	Term 2 Week 7	Term 2 Week 9
4	Topic Test Science 10%	Students will demonstrate conceptual knowledge in Science.  SC4-11PW, SC4-12ES	A-3 Thinking Independently	100%	Ability to <b>think independently</b> about the role of renewable energy in society.	Student has demonstrated an ability to apply scientific knowledge and understanding to real world situations involving renewable resources, types of energy and electrical circuits.	Term 2 Week 1	Term 2 Week 3

5	Topic Test Mathematics <b>10%</b>	Students will demonstrate conceptual knowledge in Mathematics. MA5.1-11MG, MA4-16MG, MA4-11NA, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.1-11MG	<b>N-2</b> Measurement and Geometry	50%	Ability to identify and <b>measure</b> properties of <b>geometric</b> shapes.	Student has demonstrated an understanding of composite shapes and an ability to apply mathematical knowledge to calculations involving perimeter and area and <b>use dissection and rearrangement to calculate composite areas of unfamiliar shapes (UuM7)</b> .	<b>Term 2</b> <b>Week 3</b>	<b>Term 2</b> <b>Week 5</b>
			<b>N-1</b> Number Sense and Algebra	50%	Ability to apply <b>number sense</b> to problems involving ratios and scales.	Student has demonstrated an ability to <b>interpret plans involving scale (PoL5)</b> .		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2</b> <b>Week 9</b>



# Driving Question: How does physical activity affect human body systems?

## STEM 3: Lean Mean Machine (13 weeks)

In this project, you will relate the structure and function of living things to their survival. You will discover how the systems in multicellular organisms work together to maintain life. You will explore the functionality of your own body systems and develop a plan for better health and fitness. You will find percentages of quantities, connect percentages, fractions and decimals, and represent their findings graphically. You will use digital technologies to solve real-world problems involving rates.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Coaching Clinic 40%	Students will design and implement a coaching clinic for a sporting activity.  SC4-1VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW, MA4-5NA, MA4-6NA	R-3 Investigating with ICT	30%	Ability to use search engines in order to <b>investigate</b> the relationship between body systems and exercise.	Student has demonstrated an ability to research ideas using key words. Student has gathered information from reliable sources and has used this information to structure a routine based on a body system.	Term 3 Week 8	Term 3 Week 10
			C-2 Collaboration	30%	Ability to <b>collaborate</b> with others in a team of three to create a coaching clinic.	Student has demonstrated an ability to divide work equitably in order to develop warm up skills and warm down exercises for a chosen sport. Student has collaborated with his team to ensure the choice of activities are cohesive.		
			P-2 Physical Activities	40%	Ability to participate in <b>physical activities</b> .	Student has demonstrated an ability to perform the physical activities within the routine for a sustained period of time.		

2	Exhibition <b>25%</b>	Students will publicly exhibit their product to an audience. SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	I-3 Putting Ideas into Action	100%	Ability to <b>put ideas into action</b> with a small group of participants.	Student has demonstrated an understanding of his role within the team and supported this with appropriate equipment and activities. Student has demonstrated an understanding of the purpose behind each activity and has related this to an appropriate body system. Student is confident in his delivery of instructions to a group.	<b>Term 3 Week 10</b>	<b>Term 4 Week 2</b>
4	Fitness Data <b>15%</b>	Students will collect fitness data and analyse information to represent it in a statistical form. MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA5.1- 12SP	N-3 Statistics and Probability	100%	Ability to collect, display and analyse class <b>data</b> in relation to the fitness activities.	Student has demonstrated an understanding of <b>collecting and displaying data (IRD2)</b> from the fitness clinics that run every fortnight. Students have demonstrated their ability to <b>interpret Data scales (IRD3)</b> and have provided such information as <b>data displays (IRD4)</b> .	<b>Term 3 Week 9</b>	<b>Term 4 Week 1</b>
4	Topic Test Science <b>10%</b>	Students will demonstrate conceptual knowledge in Science. SC4-10PW, SC4-11PW	A-3 Thinking Independently	100%	Ability to <b>think independently</b> about the role of systems in the body.	Student has demonstrated an ability to apply scientific knowledge and understanding to problems involving the muscular-skeletal, circulatory and respiratory systems.	<b>Term 3 Week 10</b>	<b>Term 4 Week 2</b>
5	Topic Test Mathematics <b>10%</b>	Students will demonstrate conceptual knowledge in Mathematics. MA4-1WM, MA4-2WM, MA4-3WM, MA4- 7NA, MA4-18MG	N-1 Number Sense and Algebra	100%	Ability to use <b>algebraic</b> expressions to solve problems involving body mass.	Student has demonstrated an ability to use <b>algebraic equations (NPA9)</b> to calculate their body mass index (BMI) and writing expressions to solve word problems.	<b>Term 3 Week 4</b>	<b>Term 3 Week 6</b>







# Driving Question: How do observations lead to conclusions?

## STEM 4: How I Wonder...? (5 weeks)

This project allows you to identify a question that can be investigated scientifically. You will make predictions based on scientific knowledge and your own observations. You will produce a plan, follow a sequence of instructions safely and analyse data to draw conclusions. You will graphically represent data using a range of graph types. You will investigate the effect of data anomalies such as outliers and calculate mean, median and range.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Scientific Report 50%	You will produce a scientific report based on an inquiry question.  SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, MA4-19SP, MA4-20SP	L-3 Writing	50%	Ability to recount a process in order to <b>compose</b> a scientific report.	Student has demonstrated an ability to arrange information in a logical sequence. Student has included structural features appropriate for an <b>informative text (CrT8)</b> , specifically procedural. Student has demonstrated an ability to select multimodal features to expand on ideas. Student has demonstrated an ability to use a range of learnt topic words to add credibility to information.	Term 4 Week 4	Term 4 Week 6
			N-3 Statistics & Probability	50%	Ability to tabulate <b>statistical data</b> and calculate an average using appropriate units.	Student has demonstrated an ability to tabulate data using appropriate units and uses simple descriptive statistics to <b>interpret and represent data (IRD4)</b> .		

3	Exhibition <b>30%</b>	You will publicly exhibit your product to an audience. SC4-9WS	L-1 Speaking & Listening	100%	Ability to <b>speak</b> on a topic which explores issues drawn from an experiment.	Student has demonstrated an ability to speak to an audience about a topic explored during the experiment. Student has been able to select vocabulary and evocative descriptive language to express ideas and experiences. Student has <b>interacted (SpK7)</b> with his audience using appropriate eye contact and body language.	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>
4	Topic Test Science <b>20%</b>	You will demonstrate conceptual knowledge in Science. SC4-10PW, SC4-11PW	A-3 Thinking Independently	100%	Ability to <b>think independently</b> about the application of a scientific method.	Student has demonstrated an ability to apply scientific knowledge and understanding to problems involving scientific inquiry and method.	<b>Term 4 Week 2</b>	<b>Term 4 Week 2</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 4 Week 9</b>



# Driving Question: What is music?

## TAS/CAPA 1: Guita-riff-ic (13 weeks)

*Guita-riff-ic* allows you to participate in learning and performance-centred skills on the Creative and Performing Arts with a focus on Music. Explicit teaching moments teach you about the fundamentals involved in each of the areas – composition, listening and performance. You will consolidate your knowledge learnt in Year 7 about the Concepts of Music and how to read and write both traditional music notation and graphic notation, including chord charts and Tablature. You will study the various styles of music it can play with a focus on Rock ‘N’ Roll and to read music and play the guitar. The final exhibition of this project is in the form of a performance in which you are expected to contribute. Peer critiquing is encouraged throughout the project to ensure quality work is produced.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Performance 50%	Students will learn to play the guitar. 4.1,4.2, 4.3, 4.12	I-3 Putting Ideas into Action	20%	Ability to read and interpret guitar chord symbols, rhythm notation, and guitar tablature.	Student has demonstrated an ability to <b>read and comprehend</b> guitar chord symbols, rhythm notation, and guitar tablature, from easy to more difficult. Student has selected a repertoire suitable for their skill level and has demonstrated a willingness to perform solo for the class.	Term 2 Week 5	Term 2 Week 7
			P-1 Practical	80%	Ability to play the guitar.	Student has practiced the songs from the <i>Guita-riff-ic</i> handbook to gain the necessary level of skill to produce a quality performance. This has been monitored by observation of individual student effort in practicing to be able to play the guitar.		
2	Research Task 15%	Students will complete a research/listening task	R-1 Inquiring	100%	Ability to analyse music based on the music concepts of	Student has demonstrated knowledge of the concepts of music by completing a listening	Term 1 Week 5	Term 1 Week 7

		4.7, 4.8			tone colour, pitch, duration and structure.	analysis of two pieces in different Rock styles.		
3	Composition Task <b>15%</b>	Students will compose/arrange a song. 4.4, 4.5, 4.6	<b>P-3</b> Creating with ICT	100%	Ability to <b>create</b> and compose a song using Garage Band.	Student has demonstrated an ability to <b>create</b> and compose/arrange a song using Garage Band.	<b>Term 2</b> <b>Week 3</b>	<b>Term 2</b> <b>Week 5</b>
4	Exhibition <b>20%</b>	Students will perform as part of a group in front of an audience. 4.1, 4.2, 4.3, 4.12	<b>P-1</b> Making	100%	Ability to <b>make</b> music as part of a group in front of an audience.	Student has demonstrated the ability to make music as part of an ensemble, in front of an audience.	<b>Term 2</b> <b>Week 5</b>	<b>Term 2</b> <b>Week 7</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2</b> <b>Week 7</b>



# Driving Question: How do you produce a high quality product?

## TAS/CAPA 2: Materials Technology (13 weeks)

This project focuses on the key Learning Area of Technology Mandatory, and more specifically Materials Technology. The project is an introduction to the workshop and the safety procedures involved in the TAS department. This project allows you to develop an understanding of how to work with various materials. You will apply the design process to personalise and modify your project to meet specific individual demands, taste and needs. You will be required to complete Work Health & Safety (WH&S) and evaluation their skills and project. This course will lead you into the Industrial Technology and Design and Technology course in the senior years.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Foam Helmet Prop 30%	Students will make a foam helmet. TE4-2MA, TE4-3MA	P-1 Making /Practical	70%	Ability to <b>make</b> a helmet prop using EVA foam.	Student has made a prop helmet using EVA Foam. They have: used a template to cut foam parts; cut, shaped, sanded and prepared parts for assembly; glued parts together to form the prop; prepared the prop for finishing, and used paint to finish the prop, using various techniques.	Term 1 Week 2	Term 1 Week 4
			I-3 Putting Ideas into Action	30%	Ability to <b>put their Ideas into action</b> to customize the prop to their own design.	Student has customized their prop to their own design. The student has: used creativity to customize the base foam helmet template/model; used various cutting and shaping techniques to achieve the customization of foam parts, and used various finishes techniques to aid the customized design.		
2	Workshop Safety 10%	Students will apply safe working procedures in the workshop. TE4-3DP	R-2 Analysing and Reasoning	100%	Ability to demonstrate safe working practices in the workshop.	Student has demonstrated that they can <b>analyse</b> situations and demonstrate competency in safely, using various materials and tools and workshop machinery. Student has provided reasons for their choice in using the safety procedures they have implement in class.	Term 1 Week 9	Term 2 Week 1

3	Wooden Card Box 10%	Students will make a high quality wooden card box. TE4-9MA	P-1 Making	40%	Ability to <b>produce</b> a high quality wooden project.	Student has created a wooden box concentrating on: accurate joints; high quality finish that it is functional, and used the laser cutter to engrave a design on box.	Term 1 Week 9	Term 2 Week 1
			P-3 Creating with ICT	20%	Ability to use ICT to create a 3D model and laser designs.	Student has successfully used CAD to create a 3D model and working drawings of a box. Student has demonstrated their ability to use software to create an image for the laser to engrave on the box.		
			N-2 Measurement and Geometry	40%	Ability to measure and mark accurately.	Student has measured and marked interpedently, leading to making: accurate joints, and a functional box.		
4	Exhibition 20%	Student will publicly exhibit their product to an audience.	C-1 Communicating	70%	Ability to create a folio and display products.	Through their portfolio, student has demonstrated the process and techniques they have learnt making their displayed product.	Term 1 Week 9	Term 2 Week 1
			I-3 Putting Ideas into Action	30%	Ability to exhibit their final product.	Student has created and effectively displayed their product in front of an audience to showcase their learning.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 1



# Driving Question: How can you use coding to create a control technology system?

## TAS/CAPA 3: Digital Technology (13 weeks)

In this project, you will learn about coding and how to use it in the creation of a variety of projects that are known as control technologies. You will use the skills learnt throughout the unit in a design project which is outlined in the design brief. By completing the Plug Run Play (PRP) activities in this project you should gain enough experience to complete the following design brief.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Traffic Lights 40%	Students will use Arduino code to make lights blink and model traffic lights.  TE4-3MA	P-3 Creating with ICT	85%	Ability to <b>create</b> code for various light blinking and simulating Traffic lights.	Student has written coding solutions using Arduino to given problems which include: identifying input and outputs; writing pseudocode to solve a given problem; writing the code for solution and debugging the code.	Term 2 Week 6	Term 2 Week 8
			P-1 Making /Practical	15%	Ability to create a <b>physical</b> simulation of traffic lights.	Student has created a physical model to simulate the traffic light. Student has demonstrated an ability to control the model using the code they have written.		
2	Alarm System or Musical Piano 40%	Students will design, produce and evaluate an alarm system OR musical piano using coding software.  TE4-2MA	R-2 Analysing and Reasoning	20%	Ability to <b>analyse</b> the brief and write a software solution.	Student has demonstrated an ability to analyse situations and demonstrate an ability to write pseudocode and a flowchart solution to the design brief.	Term 2 Week 10	Term 3 Week 1
			P-3 Creating with ICT	60%	Ability to code a solution to <b>create</b> the simulation.	Student has demonstrated an ability to compose Arduino code for the solution. They have		

						debugged and tested the code and it satisfies all the conditions in the design brief.		
			<b>P-1 Making /Practical</b>	20%	Ability to <b>make</b> a physical model.	Student has created a physical model of the alarm system OR musical piano and controlled it using digital technology.		
3	<b>Exhibition 20%</b>	Students will exhibit their project and workbook. TE4-1DP, TE4-2DP, TE4-4DP, TE4-7DI	<b>I-2 Representing Ideas</b>	100%	Ability to complete all planning and designing activities associated with the digital solution.	Student has submitted the completed workbook along with the final product.	<b>Term 3 Week 2</b>	<b>Term 3 Week 4</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 1 Week 9</b>





# Driving Question: How does playing football affect human body systems?

## STEMTFP 1: Lean Mean Machine (15 weeks)

In this project, you will relate the structure and function of living things to their survival. You will discover how the systems in multicellular organisms work together to maintain life. You will explore the functionality of your own body systems and develop a plan for better health and fitness in relation to football. You will find percentages of quantities, connect percentages, fractions and decimals, and represent their findings graphically. You will use digital technologies to solve real-world problems involving performance related data.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Football Coaching Circuit/Drills <b>40%</b>	Students will design and implement a skills training circuit. SC4-1VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-14LW, SC4-15LW, MA4-5NA, MA4-6NA	R-3 Investigating with ICT	70%	Ability to use search engines in order to <b>investigate</b> the relationship between body systems and exercise.	Student has demonstrated an ability to research ideas using keywords. Student has gathered information from reliable sources and has used this information to structure a routine based on a body system.	<b>Term 1 Week 11</b>	<b>Term 2 Week 2</b>
			C-2 Collaboration	30%	Ability to <b>collaborate</b> with others in a team of three to create a coaching clinic.	Student has demonstrated an ability to divide work equitably in order to develop warm up, skills and warm down exercises for a chosen sport. Student has collaborated with his team to ensure the choice of activities are cohesive.		
			P-2 Physical Activities	40%	Ability to participate in <b>physical activities</b> .	Student has demonstrated an ability to perform the physical activities within the routine for a sustained period of time.		

2	Exhibition <b>25%</b>	Students will publicly exhibit their product to an audience. SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS	I-3 Putting Ideas into Action	100%	Ability to <b>put ideas into action</b> with a small group of participants.	Student has demonstrated an understanding of his role within the team and supported this with appropriate equipment and activities. Student has demonstrated an understanding of the purpose behind each activity and has related this to an appropriate body system. Student is confident in his delivery of instructions to a group.	Term 1 Week 11	Term 2 Week 2
4	Fitness Data <b>15%</b>	Students will collect fitness data and analyse information to represent it in a statistical form. MA4-1WM, MA4-2WM, MA4-3WM, MA4-19SP, MA5.1- 12SP	N-3 Statistics and Probability	100%	Ability to collect, display and analyse class <b>data</b> in relation to the fitness activities.	Student has demonstrated an understanding of <b>collecting and displaying data (IRD2)</b> from the fitness clinics that run every fortnight. Students have demonstrated their ability to <b>interpret Data scales (IRD3)</b> and have provided such information as <b>data displays (IRD4)</b> .	Term 1 Week 11	Term 2 Week 2
4	Topic Test Science <b>10%</b>	Students will demonstrate conceptual knowledge in Science. SC4-10PW, SC4-11PW	A-3 Thinking Independently	100%	Ability to <b>think independently</b> about the role of systems in the body.	Student has demonstrated an ability to apply scientific knowledge and understanding to problems involving the muscular-skeletal, circulatory and respiratory systems.	Term 1 Week 11	Term 2 Week 2
5	Topic Test Mathematics <b>10%</b>	Students will demonstrate conceptual knowledge in Mathematics. MA4-1WM, MA4-2WM, MA4-3WM, MA4- 7NA, MA4-18MG	N-1 Number Sense and Algebra	100%	Ability to use <b>algebraic</b> expressions to solve problems involving body mass.	Student has demonstrated an ability to use <b>algebraic equations (NPA9)</b> to calculate their body mass index (BMI) and writing expressions to solve word problems.	Term 1 Week 11	Term 2 Week 2
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 2



## Driving Question: How can an energy-efficient stadium save money and the environment?

### STEMTFP2: Show Me the Money (15 weeks)

This project allows you to research ways in which scientific knowledge and technological developments have led to finding solutions to contemporary issues such as energy efficient devices. You will explore the implications for society and the environment of some solutions to increase the efficiency of energy conversions and will debate intergenerational implications of using non-renewable resources. You will be involved in geometric mathematics topics such as perimeter, covered area, uncovered area, surface area, ratios, rates and scale diagrams. You have to communicate with peers to resolve quite complex ethical issues about the selection of materials, design technology used and a whole range of often conflicting factors about functionality, comfort, and cost in the design of a green stadium.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Energy Efficient Stadium 30%	Students will produce a brochure outlining the features of their energy-efficient stadium.  SC4-2VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-12ES, MA4- 11NA, MA4- 13MG, MA5.1-8MG	L-3 Writing	50%	Ability to <b>write</b> a persuasive text.	Student has demonstrated an ability to write a <b>persuasive text (CrT8)</b> , presenting a position and supporting this with features from the energy-efficient stadium that contributes to the overall energy consumption. Student uses a range of learnt topic words related to sustainability and renewable resources to add credibility to their arguments.	<b>Term 3 Week 5</b>	<b>Term 3 Week 7</b>

			<b>P-3</b> Creating with ICT	50%	Ability to <b>create</b> a brochure <b>using ICT</b> .	Student demonstrates an ability to design a brochure using Canva.		
2	Energy Efficient Stadium <b>35%</b>	Students will design and build an energy-efficient stadium.  SC4-2VA, SC4-3VA, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, SC4-11PW, SC4-12ES, MA4- 11NA, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.1-11MG	<b>I-3</b> Putting Ideas into Action	60%	Ability to <b>put ideas into action</b> using renewable energy.	Student has demonstrated an ability to incorporate a range of renewable and/or energy-efficient ideas into a working model of a stadium: guttering, solar powered lighting, wind-powered lighting, insulation and/or green spaces. Student has demonstrated an understanding of the purpose of each material choice and its contribution towards sustainable living.	<b>Term 3</b> <b>Week 5</b>	<b>Term 3</b> <b>Week 7</b>
			<b>P-1</b> Making	40%	Ability to <b>make</b> a working energy-efficient stadium from sustainable materials.	Student has demonstrated an ability to plan and provide resources for the construction of a working model. Student has demonstrated appropriate knowledge and skills when selecting and using tools.		
3	Exhibition <b>15%</b>	Students will publicly exhibit their product to an audience.  SC4-9WS, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.1-11MG	<b>C-1</b> Communicating	100%	Ability to <b>communicate</b> verbally to an audience.	Student has demonstrated an ability to communicate ideas in relation to building their sustainable stadium.	<b>Term 3</b> <b>Week 5</b>	<b>Term 3</b> <b>Week 7</b>

4	Topic Test Science <b>10%</b>	Students will demonstrate conceptual knowledge in Science.  SC4-11PW, SC4-12ES	<b>A-3 Thinking Independently</b>	100%	Ability to <b>think independently</b> about the role of renewable energy in society.	Student has demonstrated an ability to apply scientific knowledge and understanding to real world situations involving renewable resources, types of energy and electrical circuits.	<b>Term 3 Week 5</b>	<b>Term 3 Week 7</b>
5	Topic Test Mathematics <b>10%</b>	Students will demonstrate conceptual knowledge in Mathematics.  MA5.1-11MG, MA4-16MG, MA4-11NA, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.1-11MG	<b>N-2 Measurement and Geometry</b>	50%	Ability to identify and <b>measure</b> properties of <b>geometric</b> shapes.	Student has demonstrated an understanding of composite shapes and an ability to apply mathematical knowledge to calculations involving perimeter and area and <b>uses dissection and rearrangement to calculate composite areas of unfamiliar shapes (UuM7)</b> .	<b>Term 3 Week 5</b>	<b>Term 3 Week 7</b>
			<b>N-1 Number Sense and Algebra</b>	50%	Ability to apply <b>number sense</b> to problems involving ratios and scales.	Student has demonstrated an ability to <b>interpret plans involving scale (PoL5)</b> .		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 3 Week 7</b>



# Driving Question: How do observations lead to conclusions?

## STEMTFP 3: How I Wonder...? (10 weeks)

This project allows you to identify a question that can be investigated scientifically. You will make predictions based on scientific knowledge and your own observations. You will produce a plan, follow a sequence of instructions safely and analyse data to draw conclusions. You will graphically represent data using a range of graph types. You will investigate the effect of data anomalies such as outliers and calculate mean, median and range.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Scientific Report 50%	Students will produce a scientific report based on an inquiry question.  SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS, MA4-19SP, MA4-20SP	L-3 Writing	50%	Ability to recount a process in order to <b>compose</b> a scientific report.	Student has demonstrated an ability to arrange information in a logical sequence. Student has included structural features appropriate for an <b>informative text (CrT8)</b> , specifically procedural. Student has demonstrated an ability to select multimodal features to expand on ideas. Student has demonstrated an ability to use a range of learnt topic words to add credibility to information.	Term 4 Week 4	Term 4 Week 6
			N-3 Statistics & Probability	50%	Ability to tabulate <b>statistical data</b> and calculate an average using appropriate units.	Student has demonstrated an ability to tabulate data using appropriate units and uses simple descriptive statistics to <b>interpret and represent data (IRD4)</b> .		

3	Exhibition <b>30%</b>	Students will publicly exhibit your product to an audience. SC4-9WS	L-1 Speaking & Listening	100%	Ability to <b>speak</b> on a topic which explores issues drawn from an experiment.	Student has demonstrated an ability to speak to an audience about a topic explored during the experiment. Student has been able to select vocabulary and evocative descriptive language to express ideas and experiences. Student has <b>interacted (SpK7)</b> with his audience using appropriate eye contact and body language.	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>
4	Topic Test Science <b>20%</b>	You will demonstrate conceptual knowledge in Science. SC4-10PW, SC4-11PW	A-3 Thinking Independently	100%	Ability to <b>think independently</b> about the application of a scientific method.	Student has demonstrated an ability to apply scientific knowledge and understanding to problems involving scientific inquiry and method.	<b>Term 4 Week 2</b>	<b>Term 4 Week 2</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 4 Week 9</b>



# Driving Question: How do I become a better football player?

## TFP1: Football Skills I (20 weeks)

This project will provide students who have identified football talent with an opportunity to develop and enhance their game awareness and skills and to expose them to all facets of Football, from administration to team management, to provide a genuine career pathway. **Liverpool Boys High School** is now a designated Southern Districts and West Sydney Wanderers Football School. Talent identified students in and through our project at LBHS offers students an opportunity to combine academic studies with elite standard training at the school. The project is fully integrated into the school curriculum so that no students' academic progress is jeopardised whilst pursuing their opportunities offered by LBHS in relation to football.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Practical Attack <b>50%</b>	Students will participate in the Skills Acquisition Phase of the National Curriculum related to attack.  1.1, 1.2, 4.1, 4.2, 4.3, 4.4	<b>P-2 Physical Activities</b>	100%	Ability to perform a number of <b>practical</b> skills during games and training.	Student has demonstrated an ability to control the ball with all allowed body parts including feet, thigh, chest and head. Student has included all forms of striking the ball including short, medium and long-range passing; shooting; crossing; heading; throw-ins; travelling at speed into space; dribbling in tight areas and all moves, feints and accelerations to past and away from an opponent.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>



3	Practical Defence <b>20%</b>	Students will participate in the Skills Acquisition Phase of the National Curriculum related to defence.  1.1, 1.2, 4.1, 4.2, 4.3, 4.4	<b>P-2 Physical Activities</b>	100%	Ability to perform a number of <b>practical</b> skills during games and training.	Student has demonstrated an ability to apply immediate pressure on the ball carrier and challenge when a heavy touch is taken. This includes delaying, interception, tackling and blocking shots. Student has demonstrated an ability to slow down the actions of the attacker.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
4	History of Football <b>15%</b>	Students will demonstrate conceptual knowledge of the history of football.  1.1, 1.2, 4.1, 4.2	<b>A-3 Thinking Independently</b>	100%	Ability to <b>think independently</b> about the application of a scientific method.	Student has demonstrated an ability to apply knowledge and understanding to questions related to the history of football.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
5	Skills Test <b>15%</b>	Students will demonstrate passing, juggling, shooting and dribbling.  1.1, 1.2, 4.1, 4.2	<b>P-2 Physical Activities</b>	100%	Ability to <b>demonstrate</b> a range of football skills.	Student has demonstrated an ability to perform a number of football skills.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2 Week 7</b>



# Driving Question: How do I become a better football player?

## TFP2: Football Skills II (20 weeks)

This project will provide students who have identified football talent with an opportunity to develop and enhance their game awareness and skills and to expose them to all facets of Football, from administration to team management, to provide a genuine career pathway. **Liverpool Boys High School** is now a designated Southern Districts and West Sydney Wanderers Football School. Talent identified students in and through our project at LBHS offers students an opportunity to combine academic studies with elite standard training at the school. The project is fully integrated into the school curriculum so that no students' academic progress is jeopardised whilst pursuing their opportunities offered by LBHS in relation to football.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Practical Attack <b>50%</b>	Students will participate in the Skills Acquisition Phase of the National Curriculum related to attack.  1.1, 1.2, 4.1, 4.2, 4.3, 4.4	P-2 Physical Activities	100%	Ability to perform a number of <b>practical</b> skills during games and training.	Student has demonstrated an ability to control the ball with all allowed body parts including feet, thigh, chest and head. Student has included all forms of striking the ball including short, medium and long-range passing; shooting; crossing; heading; throw-ins; travelling at speed into space; dribbling in tight areas and all moves, feints and accelerations to past and away from an opponent.	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>
3	Practical Defence <b>20%</b>	Students will participate in the Skills Acquisition Phase of the National Curriculum related to defence.  1.1, 1.2, 4.1, 4.2, 4.3, 4.4	P-2 Physical Activities	100%	Ability to perform a number of <b>practical</b> skills during games and training.	Student has demonstrated an ability to apply immediate pressure on the ball carrier and challenge when a heavy touch is taken. This includes delaying, interception, tackling and blocking shots. Student has demonstrated an ability to slow	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>

						down the actions of the attacker.		
4	Player Profile 30%	Students will prepare a player profile for a famous football player.	L-3 Writing	80%	Ability to <b>write</b> informative texts after conducting extensive research on a famous football player.	Student has demonstrated an ability to conduct extensive research on the life and career of a famous football player and to publish a biographical recount ( <b>CrT8</b> ). Student has demonstrated an ability to use structural features of a recount of their famous football player.	Term 4 Week 5	Term 4 Week 7
			R-1 Inquiring	20%	Ability to <b>demonstrate</b> a range of football skills.	Student has demonstrated an ability to identify, explore and clarify information and ideas. Student has demonstrated an ability to evaluate information on	Term 4 Week 5	Term 4 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 4 Week 7