

# Stage 5 Assessment Policy

Semester 1 – 2020



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# Stage 5 Assessment Policy

## 1. ASSESSMENT NOTICE

1.1 Two weeks' notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will also be given for variations to the published assessment dates or content of tasks.

1.2 Assessment tasks may take the form of a test, exam, field study, practical test, performance, oral presentation, written assignment or research task.

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

2.1 A mark of zero will be given for non-attendance/late submission of an assessable task and an N-Award Warning Letter will be sent home, unless there is an acceptable reason and the proper procedure is followed (see Section 5).

2.2 If a student arrives late on an assessable task day or is absent from school without an acceptable reason (see Section 3) a mark of zero will be given. This includes visiting the site for completion of a field study.

2.3 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 the course requirements.

## 3. 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.

## 4. NON-SERIOUS ATTEMPT OF ASSESSABLE TASKS

For a non-serious attempt of an assessable task an N-Award Warning Letter will be sent home and 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.

## 5. WHAT TO DO IF YOU ARE NOT AT SCHOOL ON THE DAY A TASK IS TO BE ATTEMPTED OR SUBMITTED AND YOU HAVE 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. Ensure the doctor also completes the misadventure/illness appeal form.

\*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 Advisor.**

\*Submit the medical certificate and misadventure/illness appeal form to a Deputy Principal 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.

## **6. MISBEHAVIOUR OR CHEATING DURING AN ASSESSABLE TASK**

\*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. The student will also be subject to the school's discipline procedures.

\*No mobile phones, MP3 players or similar electronic devices are to be brought into the room during an assessment task. 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.

## **7. PLAGIARISM**

7.1 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.

7.2 Penalties for Plagiarism:

At the discretion of the Head Teacher, zero marks will be awarded and an N-Award Warning Letter will be sent home. The task will then have to be completed to the satisfaction of the teacher to avoid an N-Award in the subject. However, no marks will be awarded once this task is completed.

## **8. APPEALS**

8.1 If a misadventure/illness application is not accepted for assessment task the Deputy Principal will explain the reasons to the student. The students will be awarded a zero mark and an N-Award Warning Letter will be sent home.

8.2 The student may appeal against the Deputy Principal's decision by lodging an appeal in writing with the Principal within three school days of initial determination.

## **9. COMPLETION OF COURSE REQUIREMENTS**

9.1 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; 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 outcomes.

9.2 Expectations of Students:

\*Students must attend all classes to satisfactorily complete the Preliminary 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*).



# Driving Question: War, what is it good for?

## Humanities 1: Australians at War (10 weeks)

You will learn about the history of World War I and World War II. The world experienced a period of industrialisation, nationalism, expansionism and imperialism. The period culminated in World War I (1914–1918) and the failures of its peace treaties led to World War II (1939-1945). Your class will research and learn about one World War and then you will independently research the other. Your product you will create will be a website which features an information report, poem analysis and a historical source analysis.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Information Report 25%	Students will write an information report using collated research. HT5-4	R-1 Inquiring	100%	Ability to <b>inquire</b> and report on Australia's involvement in War.	Student has demonstrated their understanding of a specific battle, campaign or personality through their informed selection, analysis and creation of sources in their information report.	Term 1 Week 6	Term 1 Week 8
2	Poem Deconstruction 25%	Students will read and annotate a poem, including the presentation of deconstructed poetic techniques. EN5-3B	R-2 Analysing and Reasoning	100%	Ability to <b>analyse and annotate</b> a poem.	Student has selected an appropriate poem and accurately annotated the poem with poetic techniques. Student has also analysed the poem as an historical source.	Term 1 Week 8	Term 1 Week 10
3	Historical Source Analysis 25%	Students will read, analyse and annotate a historical source. HT5-10	R-2 Analysing and Reasoning	100%	Ability to <b>analyse and annotate</b> a historical source of their choice.	Student has selected an appropriate historical source and analysed and annotated visual literacy techniques and historical features.	Term 1 Week 10	Term 2 Week 1
4	Exhibition Website 25%	Students will create a website including an information report, a newspaper article, a poem analysis and a propaganda poster.	I-2 Representing Ideas	100%	Ability to <b>represent</b> their research and understanding of Australia's	Student has completed detailed research about a period Australia fought in a War and represented this in a Website. The	Term 1 Week 11	Term 2 Week 1

		HT5-4, HT5-10, EN5-3B, EN5-6C		participation in War on a website.	information is detailed and accurate. The layout and visuals in the website are appropriate and engaging.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>							<b>Term 2 Week 2</b>



# Driving Question: Why do people call Australia home?

## Humanities 2: A Place to Call Home (10 weeks)

You will learn about international migration through analysing and investigating reasons for, and effects of, international migration to Australia with specific reference to each your/family migration experience. In groups, you will represent a migration experience/s of your choice by scripting, directing, producing and editing your own Australian Story episode about a class member.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Documentary Deconstruction <b>25%</b>	Students will annotate a series of three, 30 second clips from an episode of an Australian Story. EN5-1A	R-2 Analysing and Reasoning	100%	Ability to identify and <b>analyse</b> the effectiveness of film techniques to convey meaning.	Student has demonstrated their understanding of how film techniques are used to create meaning in documentaries.	<b>Term 2 Week 4</b>	<b>Term 2 Week 6</b>
2	Mini Biography <b>25%</b>	Students will research a chosen subject's background and explore reasons that they migrated to Australia. EN5-4B	R-1 Inquiring	100%	Ability to present <b>research</b> on the chosen subject's background in the form of a biography.	Student has demonstrated their ability to research and convey information in the form of a biography.	<b>Term 2 Week 7</b>	<b>Term 2 Week 9</b>
	Exhibition Documentary <b>50%</b>	Students will film, direct and edit an Australian story documentary that details the migration experiences of a friend or family member. GE5-3, GE5-7, EN5-2A	<b>A-4 Appreciating Diversity</b>	50%	Ability to recognise and appreciate the different circumstances for international migration and develop an <b>appreciation of diversity</b> in Australia.	Student has demonstrated an understanding of different circumstances in international migration by interviewing an individual. Student has chosen appropriate and thoughtful questions throughout their interview.	<b>Term 2 Week 10</b>	<b>Term 3 Week 1</b>

			P-3 Creating with ICT	50%	Ability to <b>create</b> a documentary with <b>ICT</b> .	Student has used ICT effectively to integrate documentary film techniques and compose a film that reflects the international migration experience of an individual.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 3 Week 2</b>





# Driving Question: How would you design & construct a bridge?

## Mathematics 1: Build a bridge & get over it! (10 weeks)

This project is about variations in bridge design and the mathematics and engineering involved in building both real bridges and a scale model bridge. In this project, you will learn and use mathematical strategies to solve real world and simulated problems related to the design and construction of a bridge.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Bridge Model 50%	Students will design and build a Bridge Model. MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG, MA5.1-13SP, MA4-7NA, MA4-17MG, MA4-18MG	P-1 Making	100%	Ability to <b>make</b> a scale Bridge Model using cost-effective materials.	Student has provided cost-effective materials to build a Bridge Model. Student has used a range of <b>geometrical shapes (UGP6)</b> and their knowledge of scale effectively in the creation of their Bridge Model.	Term 1 Week 4	Term 1 Week 6
3	Exhibition 30%	Students will produce a portfolio documenting each step of the design process undertaken to produce their Bridge Model.	N-2 Measurement and Geometry	40%	Ability to understand the relevance of <b>angles, formal and informal maps, ratios, proportions and geometry</b> in the real world.	Student has demonstrated an ability to apply their knowledge of <b>angles, maps, ratios, proportions and geometry</b> to a variety of practical problems ( <b>CoU3, UGP6, PoL5, IRD2</b> ).	Term 1 Week 5	Term 1 Week 7
			C-1 Communicating	60%	Ability to <b>communicate</b> mathematically the key features of the model bridge.	Student has demonstrated an ability to <b>communicate</b> mathematical concepts of angles, geometrical shapes and basic trigonometry.		

4	Topic Test <b>20%</b>	<p>Students will demonstrate mathematical reasoning and understanding of right-angled triangles and scale.</p> <p>MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.3-15MG, MA5.2-13MG, MA5.1-10MG, MA5.1-11MG, MA4-16MG</p>	<p><b>N-2</b> Measurement and Geometry</p>	100%	<p>Ability to understand the relevance of <b>right-angled triangles</b> and <b>scale</b> in the real world.</p>	<p>Student has demonstrated an ability to apply their knowledge of <b>right-angled triangles</b> and <b>scale</b> to a variety of real-world problems (<b>UPG6, PoL5</b>).</p>	<p><b>Term 1</b> <b>Week 3</b></p>	<p><b>Term 1</b> <b>Week 5</b></p>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<p><b>Term 2</b> <b>Week 2</b></p>



# Driving Question: What mathematical & physical factors are behind international race tracks?

## Mathematics 2: Let's race (10 weeks)

In this project, you will design and build your own scale version of a famous race track. You will research different international racing meets such as F1, F2, Indy, supercars and the variations to vehicles and to racing tracks. You will examine the interrelationship of speed, distance and time and reflect on the impact these mathematical concepts have on the design of race tracks.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Race Track Model 35%	You will design and build a scaled replica race track model. MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG, MA5.1-11MG, MA5.1-13MG, MA4-7NA MA4-12MG, MA4-16MG	P-1 Making	100%	Ability to <b>make</b> a scale race track model using cost-effective materials.	Students are able to plan and design their Race Track Model. Students will demonstrate an understanding of <b>geometrical shapes (UGP 6)</b> , scale, <b>area and perimeter (UuM7, UuM8)</b> in the production of their race track model.	Term 2 Week 4	Term 2 Week 6
2	Information Report Booklet 25%	You will be producing an information report documenting each step of the design process undertaken in building a race track. MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG, MA5.1-11MG, MA5.1-13MG, MA4-7NA MA4-12MG, MA4-16MG	I-2 Representing Ideas	100%	Ability to use own ideas and <b>represent</b> these ideas to design a model race track.	Student has conducted research on race tracks and has demonstrated an ability to represent ideas on a race track in the format of a booklet.	Term 2 Week 5	Term 2 Week 7

3	Exhibition <b>25%</b>	<p>You will publicly exhibit your product to an audience, demonstrating mathematical understanding and reasoning in the design.</p> <p>MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG, MA5.1-11MG, MA5.1-13MG, MA4-7NA MA4-12MG, MA4-16MG</p>	<p><b>C-1</b> Communicating</p>	100%	<p>Ability to <b>communicate</b> mathematical properties and the journey of building their <b>scale</b> model.</p>	<p>Student has demonstrated to the audience their knowledge of race tracks, including the mathematical calculations and processes which went into making the Race Track Model.</p>	<p><b>Term 2</b> <b>Week 5</b></p>	<p><b>Term 2</b> <b>Week 7</b></p>
4	Topic Test <b>15%</b>	<p>You will demonstrate mathematical reasoning and understanding in distance, time and speed, rates and ratios, and probability.</p> <p>MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-8MG, MA5.1-13MG, MA4-7NA</p>	<p><b>N-3</b> Statistics and Probability</p>	100%	<p>Ability to interpret <b>rates</b> as a relationship between two different types of quantities (e.g. km/h) as well as describing the <b>likelihood</b> of events using fractions. Decimals and percentages</p>	<p>Student has demonstrated an ability to apply their knowledge of <b>rates and ratios</b> and <b>probability</b> to a variety of problems in relation to racing culture e.g. the speed of cars, the probabilities of drivers winning/losing (<b>CoU3, UnC5</b>).</p>	<p><b>Term 2</b> <b>Week 3</b></p>	<p><b>Term 2</b> <b>Week 5</b></p>
<p><b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b></p>								<p><b>Term 2</b> <b>Week 7</b></p>



# Driving Question: How can human life be sustained on other planets?

## Science 1: The Martian (10 weeks)

The Martian project will give you, the student, an insight into whether human life can be sustained on other planets – specifically Mars. Mars is a planet that may be a viable option for an off-planet human colony. In this project, you will practice motor skills and creativity in building a robot and you will develop an appreciation and understanding of programming sequenced instructions for your robot using critical thinking. Furthermore, you will also be learning about the various components that human life requires to survive, especially when it comes to exploring factors in plant growth. In addition, you will develop your working scientifically skills through the growth and care of a plant in class.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Build a Robot 15%	Students will design and build a LEGO Mindstorms EV3 robot to perform a simple task on an Earth-like planet.  SC5-9WS	L-2 Reading and Viewing	70%	Ability to <b>read</b> and interpret a set of instructions to build a robot.	Student has demonstrated an ability to <b>understand texts (UnT5)</b> by integrating print and visual aspects of simple texts to build part of, or an entire robot.	Term 1 Week 5	Term 1 Week 7
			I-2 Representing Ideas	30%	Ability to <b>represent ideas</b> through creative building.	Students have used creativity to build an interesting and functional robot that has additional features when compared to the robot built using the LEGO booklet.		
2	Programming a Robot 15%	Students will compose a program to operate their robot using LEGO Mindstorms EV3 software.  SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW	A-2 Critiquing	100%	Ability to <b>critique</b> themselves on program performance in order to make adjustments.	Student has demonstrated an ability to critique themselves on the programming of their robot and has made adjustments where necessary. This was done through the submission of students' programs (draft 1, 2, etc) as they updated them with comments on what was changed – via self-critiquing.	Term 1 Week 4	Term 1 Week 6

3	Journal <b>30%</b>	Students will explore the requirements for plant life and keep a record of experimentation.  SC5-4WS, SC5-5WS, SC5-6WS, SC6-7WS, SC5-14LW, SC5-15LW, SC5-12ES	R-1 Inquiring	70%	Ability to develop an investigation based on an <b>inquiry</b> question.	Student has demonstrated an ability to formulate a hypothesis, gather equipment, and detail observations for the purpose of undertaking a scientific investigation.	<b>Term 1 Week 5</b>	<b>Term 1 Week 7</b>
			R-2 Analysing and Reasoning	30%	Ability to <b>analyse</b> a set of results.	Student has demonstrated an ability to analyse and interpret their experimental results in order to make judgements regarding growth conditions for plant life on other planets.	<b>Term 1 Week 5</b>	<b>Term 1 Week 7</b>
4	Exhibition <b>30%</b>	Students will publicly exhibit their product to an audience.  SC5-8WS, SC5-9WS	P-3 Creating with ICT	100%	Ability to <b>create</b> software program using <b>ICT</b> to run the exhibition course.	Student exhibits a robot that has been successfully programmed to complete a course. The robot drives through the course, uses sensors to detect an object, uses its arms to grab an object, and returns the object to 'home base'.	<b>Term 1 Week 5</b>	<b>Term 1 Week 7</b>
5	Topic Test Science <b>10%</b>	Students will demonstrate conceptual knowledge in Science.  SC5-7WS, SC5-8WS, SC5-9WS, SC5-14LW, SC5-15LW, SC5-12ES	A-3 Thinking Independently	100%	Ability to <b>think independently</b> about the requirements for life.	Student has demonstrated an ability to apply scientific knowledge and understanding to problems related to plant growth during a formal exam/test.	<b>Term 4 Week 9</b>	<b>Term 1 Week 1</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 1 Week 7</b>



# Driving Question: What can be done to reduce the impact of car accidents?

## Science 2: With GREAT power, comes GREAT responsibility! (10 weeks)

This project relates car design with the scientific knowledge of electricity, circuits, speed, distance, mass, and Newton’s Laws of Motion. In this project, you will gain an understanding of the scientific principles underlying car safety and why these are important. Furthermore, you will develop working scientifically skills by questioning and predicting various car builds; communicating by justifying your chosen design and critiquing it; and also processing data and information by putting together a motorized vehicle and measuring, tabulating and graphing results throughout test driving it.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Motorized Vehicle  50%	Students will design and produce a motorized vehicle from recycled materials using a battery, circuit, motor, and gears.  SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-17CW, SC5-9WS, SC5-10PW	I-1 Exploring Ideas	30%	Ability to <b>explore ideas</b> and materials in order to construct an efficient powered vehicle.	Student has demonstrated an understanding of the relationship between mass, speed, distance, and acceleration when it comes to designing their vehicle.	Term 2 Week 4	Term 2 Week 6
			P-1 Making	40%	Ability to <b>make</b> a motorized vehicle, choosing from a variety of possible solutions to design the shell and wheels.	Student has demonstrated an ability to use and manipulate various recycled materials of their choice in order to construct the car. Student has demonstrated the ability to correctly wire a circuit that includes attaching the battery, motor and gears to the shell and wheels of the un-powered car. In doing so, the student has also shown an understanding of safety features and has included features like headlights, seatbelts and airbags on their vehicle.		

			R-2 Analysing and Reasoning	30%	Ability to <b>analyse</b> the effectiveness of, and provide reasons for the choices included in final motorized vehicle.	Student has demonstrated an ability to record measurements and perform calculations (mass, speed, distance, time, acceleration) in order to analyse the performance of their vehicle. Student has demonstrated an ability to make multiple revisions in order to improve performance. Student has also demonstrated an ability to <b>analyse the data (IRD5)</b> contained within the graph they have drawn (separate product).	Term 2 Week 4	Term 2 Week 6
2	Graphs 15%	Students will construct distance-time graphs. SC5-7WS, SC5-8WS	N-3 Statistics and Probability	100%	Ability to compare, construct and analyse distance-time graphs using first-hand <b>statistical data</b> .	Student has demonstrated an ability to draw a distance-time graph based on the statistical data collected during test drives. Student has compared first-hand data collected from the powered vehicle with class data.	Term 2 Week 4	Term 2 Week 6
3	Safety Licence 20%	Students will apply knowledge and understanding of content. SC5-PW2, SC5-PW3	N-1 Number Sense and Algebra	50%	Ability to use <b>algebraic</b> equations to solve problems involving mass, distance, time, speed, velocity and acceleration.	Student has demonstrated an ability to solve problems <b>using formulas (NPA9)</b> related to force, mass and acceleration. Student has demonstrated an ability to solve problems <b>using formulas (NPA9)</b> related to distance, speed and time.	Term 2 Week 4	Term 2 Week 6
			N-2 Measurement and Geometry	20%	Ability to convert units of <b>measurement</b> .	Student has demonstrated an ability to <b>convert units of measurement (UuM8)</b> including mass, weight, speed, distance, time and acceleration.		



			R-2 Analysing and Reasoning	30%	Ability to <b>analyse</b> a car safety scenario.	Student has demonstrated an ability to <b>analyse</b> a car safety scenario with reference to Newton's Laws and provide suitable reasoning.		
4	Exhibition <b>15%</b>	Students will publicly exhibit their product to an audience. SC5-8WS, SC5-9WS, SC5-17CW, SC5-10PW	I-3 Putting Ideas into Action	100%	Ability to <b>put ideas into action</b> by exhibiting the final product: exhibiting a working, powered vehicle and its safety features.	Student has exhibited a working motorized vehicle. Students have demonstrated an ability to protect the driver and/or passengers from the impact of a collision by implementing safety features in their final design.	Term 2 Week 5	Term 2 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: What will the next generation think of you?

## Humanities 3: Old School, So Cool! (10 weeks)

You will learn explicitly about the 1960s through a novel study and use this as a platform to explore a decade of your own choosing (50s, 70s, 80s, 90s, 00s). Additionally, you will look at the way popular culture has contributed to Australian society throughout the world by producing a portfolio of texts. You will exhibit 3 products: a documentary, source analysis and an essay.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Source Analysis 30%	Students will complete a historical source analysis with reference to various popular culture through the decades. HT5-5	R-2 Analysing and Reasoning	100%	Ability to <b>analyse</b> historical source material and apply <b>reasoning</b> to differentiate aspects of popular culture within a given decade.	Student has completed an historical source analysis that is detailed. Student has made clear connections between the aspects of popular culture and is able to clearly differentiate between decades.	Term 1 Week 5	Term 1 Week 7
2	Essay 30%	Students will produce an essay addressing the theme of popular culture in the 1960s. EN5-1A, EN5-8D, HT5-9	L-3 Writing	50%	Ability to <b>write</b> an essay that addresses how the 1960's is represented in texts.	Student has used <b>structural features flexibly to organise ideas strategically</b> to write a response about how the popular culture of the 1960's is represented in the prescribed text. Student has used <b>sophisticated evaluative language</b> in their response ( <b>CrT11</b> ).	Term 1 Week 9	Term 2 Week 1
			R-2 Analysing and Reasoning	50%	Ability to <b>analyse</b> sources and apply their understanding in written texts.	Student has shown a strong understanding of the popular culture in the 1960's and of the prescribed text by drawing parallels between the two and		

						providing analysis and reasoning that is logical.		
3	Exhibition <b>40%</b>	Students will collaboratively compose a short documentary on an aspect of popular culture.  HT5-1, HT5-7, EN5-2A	<b>C-2</b> Collaboration	50%	Ability to work <b>collaboratively</b> to make decisions about the creation and development of a documentary that reflects an aspect of popular culture.	Student has worked collaboratively to make decisions about the content and filming of the documentary. Student has also worked collaboratively to solve problems that have occurred during the process.	<b>Term 1</b> <b>Week 11</b>	<b>Term 2</b> <b>Week 1</b>
			<b>R-3</b> Investigating with ICT	50%	Ability to explore an aspect of popular culture by <b>investigating with ICT</b> .	Student has investigated and researched an aspect of popular culture and found accurate and appropriate material to include in the documentary.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2</b> <b>Week 2</b>



# Driving Question: How can a Livo boy change his world?

## Humanities 4: March for Your Rights (10 weeks)

You will learn about the power of protest and its place in democracy. You will explore the ways in which people have fought for human rights, freedom and equality in the 21st Century. You will research case studies from around the world of people that have worked together to influence governments to implement social and/or political change along with exploring the most effective forms of protests. You will also explore how modern technologies influence protest and modern civil rights movements. You will collaborate to create and exhibit a protest campaign that focuses on raising awareness for an issue of great importance.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Campaign Plan 40%	Students will write an actionable campaign plan for a chosen issue.  EN5-5C, HT5-8	P-4 Goal Setting	40%	Ability to set <b>goals</b> that allow them to establish a clear mission statement for their campaign for change.	Student has set achievable milestones that have allowed them to establish an effective campaign and mission statement. Student has successfully set SMART (Specific, Measureable, Achievable, Realistic and Timely) goals that are appropriate to their target audience.	Term 2 Week 5	Term 2 Week 7
			R-2 Analysing & Reasoning	60%	Ability to research, <b>analyse</b> and make choices about their chosen cause/issue rationale.	Student has created a campaign that includes and justifies where necessary the following elements: campaign name; vision; mission statement; logo; SMART goals; target audience (how to gain their participation); key messaging; calls to action; media channels (social media strategy); timeline; resource plan, and protest plan/campaign launch (place, date, time).		

2	Traditional Advertisement 15%	Students will create a series of traditional advertisement which can contain: posters; billboards; television advertisements and/or website advertisements.  HT5-10, EN5-3B	P-3 Creating with ICT	50%	Ability to <b>create</b> a professional and polished set of traditional advertisements using appropriate ICT software.	Student has created a professional and polished set of traditional advertisements using appropriate ICT software.	Term 2 Week 7	Term 2 Week 9
			C-1 Communicating	50%	Ability to <b>persuade</b> an audience using advertising techniques to deliver a message and call to action.	Student has persuaded their chosen audience using advertising techniques to deliver a message and call to action.		
3	Modern Advertisement 15%	Students will create a plan for a social media campaign including account creation, hashtags and effective content.  EN5-5C, EN5-2A	C-1 Communicating	100%	Ability to <b>create a persuasive message</b> through a social media strategy.	Student has created social media accounts and content that acts to persuade the audience.	Term 2 Week 8	Term 2 Week 10
4	Campaign Website 30%	Students will work collaboratively to plan and launch their own grass roots campaign that promotes and attempts to change an aspect of the world.  HT5-3, HT5-8, EN5-3B, EN5-4B, EN5-5C, EN5-2A	C-1 Communicating	50%	Ability to work with a group and <b>communicate</b> ideas about their chosen issue.	Student has communicated their ideas about the issues in the 21 <sup>st</sup> Century to their peers. Student has provided detailed information to support their ideas.	Term 2 Week 10	Term 3 Week 2
			C-2 Collaborating	50%	Ability to work <b>collaboratively</b> to make decisions about the creation and development of a grass-roots campaign.	Student has worked collaboratively to make decisions during the development of a grass-roots campaign. Student has collaborated and solved problems that have arisen about the content.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 3 Week 2



# Driving Question: How has kite design influenced the development of flight?

## Mathematics 3: 3D kites (10 weeks)

This project looks at the history of the development of flight and the central role that kite design has played in that development. You will consider many of the famous pioneers of flight from across the world and consider their contributions towards the evolution of flight. You will study trigonometry, algebra and the concepts of measurements in geometry, including area, surface areas and volume and apply these to the construction of your own 3D kite.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	3D Kite 50%	Students will demonstrate their mathematical knowledge by building 3D kite.  MA4-7NA, MA5.1-11MG, MA5.1-6NA, MA5.1-8MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM	N-2 Measurement and Geometry	50%	Ability to understand the relevance of <b>surface area and volume</b> in the real world.	Student has demonstrated an ability to apply their knowledge of <b>measurements</b> to a variety of practical problems ( <b>UuM9</b> ).	Term 1 Week 4	Term 1 Week 6
			P-1 Making	50%	Ability to <b>make</b> a working, non-conventional 3D kite using own ideas with one or more mathematical features.	Student will have created a working, non-conventional kite with the longest flight time using own ideas and apply mathematical concepts in making a 3D kite.		
2	Information Booklet 35%	Students will produce a text/pictorial information report booklet documenting each step of the design process undertaken in building a 3D kite.  MA5.2-12MG, MA4-17MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM,	I-2 Representing Ideas	40%	Ability to use own ideas and <b>represent</b> these <b>ideas</b> to create a non-conventional kite with the longest flight time.	Student has conducted research on 3D kites and has demonstrated an ability to organise and represent ideas on 3D kites strategically to communicate design and build.	Term 1 Week 5	Term 1 Week 6

		MA5.1-11MG, MA5.2-1WM MA4-7NA, MA5.1-11MG, MA5.1-6NA, MA5.1-8MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM	<b>P-2 Physical Activities</b>	60%	Ability to exhibit a non-conventional 3D kite with longest flying time.	Student has achieved the task of creating a 3D kite with the longest flight time.		
3	Topic Test <b>15%</b>	Students will demonstrate mathematical reasoning and understanding of surface area and volume.  MA5.2-12MG , MA4-17MG, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.1-11MG, MA5.2-1WM	<b>N-2 Measurement and Geometry</b>	100%	Ability to understand the relevance of <b>right-angled triangles, similar figures</b> and <b>measuring time</b> in the real world.	Student has demonstrated an ability to apply their knowledge of <b>measuring time, positioning and locating, proportions and trigonometry</b> to solve a variety of real-world problems ( <b>MeT4, PoL4, CoU3, UGP6</b> ).	<b>Term 4 Week 9</b>	<b>Term 1 Week 6</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 1 Week 6</b>



# Driving Question: How do stores satisfy customers to make money in the food industry?

## Mathematics 4: Fair Food Fair (10 weeks)

This project is about learning the financial aspects that exist in establishing a business. You will develop the appropriate skills needed to manage money, establish relationships with customers and make connections with experts and businesses in the community.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Designing a Persuasive Poster <b>25%</b>	Students will design and create a persuasive poster to promote their food product for the food stall exhibition.  MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4-5NA, MA4-6NA, MA4-7NA, MA4-12MG, MA4-13MG, MA5.1-4NA, MA5.2-4NA	<b>P-3 Creating with ICT</b>	100%	Ability to design/create a persuasive poster <b>using ICT</b> technology.	Students will be using an ICT technology of their choice to create a <b>persuasive</b> poster to promote their food product using a variety of strategies, such as <b>provoking an emotional response (CrT10)</b> .	<b>Term 1 Week 9</b>	<b>Term 1 Week 10</b>
2	Food Product <b>40%</b>	Students will work collaboratively in groups to create a recipe that they will make and market.  MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4-5NA, MA4-6NA, MA4-7NA, MA4-12MG, MA4-13MG, MA5.1-4NA, MA5.2-4NA, FT5-1, FT5-11	<b>I-2 Representing Ideas</b>	50%	Ability to work in groups to select a recipe/ <b>idea</b> that can be produced and marketed.	Students have worked collaboratively to choose and write a recipe that represents the <b>ideas</b> of all their group members.	<b>Term 2 Week 3</b>	<b>Term 1 Week 9</b>



			<b>P-1 Making</b>	50%	Ability to work responsibly (with each other and in the time allocated) in the kitchen when <b>preparing/making</b> and handling food.	Student has demonstrated their ability to manage their time and work safety when preparing and handing food. In the preparation process students have used the correct unit of measurement, ratio and method to complete the final product.		
3	<b>Exhibition 25%</b>	Students will sell their food at a whole school fair, demonstrating their understanding and reasoning of Financial Mathematics.  MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA5.2-1WM, MA5.2-2WM, MA5.2-3WM, MA4-5NA, MA4-6NA, MA4-7NA, MA4-12MG, MA4-13MG, MA5.1-4NA, MA5.2-4NA , FT5-1	<b>P-2 Physical Activities</b>	100%	Ability to <b>collaborate</b> with other students to organise and manage a small food stall.	Student has demonstrated their ability to work with others by organising, setting up and running a food stall to sell their products to customers.	<b>Term 2 Week</b>	<b>Term 2 Week</b>
4	<b>Topic Test 10%</b>	Students will demonstrate mathematical reasoning and understanding of measurement, profit and loss, costing, best buy, interest, decimals, fractions & percentages.  MA5.1-1WM, MA5.1-2WM, MA5.1-3WM, MA4-5NA, MA4-7NA, MA4-12MG, MA4-13MG	<b>N-2 Measurement and Geometry</b>	100%	Ability to <b>calculate measurements</b> and solve a variety of food-related problems.	Student has demonstrated an ability to apply their knowledge of <b>measurement, financial mathematics, decimals, fractions and percentages</b> to understand a variety of food-related problems ( <b>OwD4, OwP6, InF7, UuM8</b> ).	<b>Term 1 Week 9</b>	<b>Term 1 Week 9</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2 Week 2</b>



# Driving Question: How do scientists conduct investigations and communicate their results fairly?

## Science 3: Investigate & Communicate (10 weeks)

In this project you will explore two scientific concepts related to the chemical and physical world in order to help you begin to think and act like a scientist. The experiments will be scaffolded so that you are able to develop your inquiry, problem-solving and reporting skills. You will research, analyse and discuss your research findings, conduct further experiments, gather and analyse primary data and present your findings as a scientific report. This will help you develop skills in solving problems and working collaboratively.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Using Secondary Sources 30%	Students will research, discuss and analyse background information using secondary-sources for a given experiment. SC5-7WS, SC5-8WS	R-3 Investigating with ICT	70%	Ability to <b>investigate using ICT</b> in order to collect information from secondary sources.	Student has demonstrated an ability to use Library databases to find appropriate secondary sources for the chosen myth. Student has demonstrated an ability to reference these resources using EasyBib and selecting an acceptable style, such as APA or Harvard.	Term 4 Week 10	Term 1 Week 2
			L-2 Reading and Viewing	30%	Ability to <b>read and view</b> a range of secondary sources.	Student has demonstrated an ability to analyse a range of secondary sources for <b>bias (UnT11)</b> .		
2	Conducting Investigations 30%	Students will undertake a first-hand investigation to collect valid and reliable data and information, collaboratively. SC55-6WS	I-1 Exploring Ideas	100%	Ability to <b>explore ideas</b> through experimentation.	Student has demonstrated an ability to follow a planned procedure by assembling and using equipment appropriately. Student has ensured observations	Term 1 Week 3	Term 1 Week 5

						and measurements are recorded accurately, using appropriate units for physical quantities. When conducting a fair test, student has measured and controlled variables.		
3	Exhibition 40%	Students will present science ideas, findings and information to an audience. SC5-9WS	C-1 Communicating	100%	Ability to <b>communicate</b> ideas as a scientific report.	Student has demonstrated an ability to present ideas and evidence as a <b>scientific report (CrT9)</b> including: title, aim, background information, hypothesis, equipment, method, results (table and graph), discussion and conclusion.	Term 1 Week 5	Term 1 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 1 Week 9



# Driving Question: How does THAT work?

## Science 4: BYO Experiment (10 weeks)

You will be required to carry out an independent research-based investigation to collect primary and secondary data for a topic of your choosing. This entails the exploration based on your particular interest and develops skills in research and critical thinking, practical and organisation, communication, innovation and creativity. You will be researching and designing your own experiment and will work closely with your teacher. You will gain valuable experience in taking responsibility for your own learning.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Planning Investigations <b>20%</b>	Students will produce a plan to investigate identified questions, hypotheses or problems individually.  SC5-5WS	<b>P-4 Goal Setting</b>	100%	Ability to plan a scientific investigation as a sequence of waypoints or <b>goals</b> .	Student has demonstrated an ability to describe the purpose of the investigation and explains the type of information to be collected. Student has selected a number of relevant and reliable secondary sources to inform design. Student has described a logical procedure to collect primary data, specifying the dependent and independent variables. Student has demonstrated an understanding of the appropriate equipment required and has assessed the potential risks involved.	<b>Term 1 Week 7</b>	<b>Term 1 Week 9</b>
2	Conducting Investigations <b>15%</b>	Students will undertake a first-hand investigation to collect valid and reliable data and information, collaboratively.  SC55-6WS	<b>I-3 Putting Ideas into Action</b>	100%	Ability to <b>put ideas into action</b> using appropriate investigation methods.	Student has demonstrated an ability to construct, assemble and/or manipulate equipment to accurately collect and record data. Student has demonstrated an understanding of the need to report data and information, evidence and findings, with accuracy and honesty. Student has collected reliable data using appropriate physical quantities.	<b>Term 1 Week 11</b>	<b>Term 2 Week 2</b>

3	Processing Data 20%	Student will process, analyse and evaluate data from first-hand investigations and secondary sources.  SC5-7WS, SC5-8WS	N-3 Statistics and Probability	100%	Ability to recognise a <b>pattern</b> as a cause-and-effect relationship.	Student has organised data and information into appropriate diagrams, tables and <b>graphs (IRD5)</b> . Student has demonstrated an ability to identify data which supports or discounts the hypothesis being investigated. Student has demonstrated an ability to assess the validity and reliability of data, including describing specific ways to improve its quality. Student analyses the patterns or trends shown in the data, using knowledge of scientific concepts to draw conclusions. Student has developed evidence-based arguments using cause-and-effect relationships to explain ideas.	Term 2 Week 1	Term 2 Week 3
4	Scientific Report 25%	Students will produce a scientific report for their first-hand investigation.  SC5-7WS, SC5-8WS	A-1 Reflecting	100%	Ability to <b>reflect</b> on feedback in order to inform refinement.	Student has demonstrated an ability to present ideas and evidence as a <b>scientific report (CrT9)</b> including: title, aim, background information, hypothesis, equipment, method, results (table and graph), discussion and conclusion. The report has been drafted more than once and there is evidence of improvements being made from the given feedback. Student has submitted the final version in the appropriate place on Google Classroom.	Term 3 Week 4	Term 2 Week 6
5	Exhibition 20%	Students will present science ideas, findings and information to an audience.  SC5-9WS	C-1 Communicating	100%	Ability to <b>communicate</b> a summary of their investigation to an audience of their peers.	Student has demonstrated an ability to present a summary of their investigation to an audience of their peers, including maintenance of eye contact and use of voice. Student has correctly clarified misunderstandings and/or answered follow-up questions related to their presentation.	Term 2 Week 5	Term 2 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: What effect does nutrition and physical activity have on the body?

## PDHPE 1: Double the Yum, Double the Fun! (20 weeks)

This project has a strong focus on physical activity and nutrition. You will learn about healthy eating, nutrition, Australian Dietary Guidelines and explore the impact food can have on fitness, the body and general lifestyle. This project will allow you to create your own healthy smoothie and critique where it fits into the Australian Dietary Guidelines.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Smoothie 20%	Students will create their own healthy smoothie.  PD5-2	P-1 Making	60%	Ability to <b>make</b> a smoothie that is healthy and nutritious.	Student has demonstrated an ability to make a healthy smoothie which reflects their knowledge in choosing appropriate ingredients that are nutritious and healthy.	Term 1 Week 8	Term 1 Week 10
			R-1 Inquiring	40%	Ability to read, view and comprehend various ethical and evidence-based resources.	Student has demonstrated an ability to use secondary sources, one of which includes the Australian Dietary Guidelines for adolescents, to inform their knowledge around creating the smoothie.		
2	Recipe Card and Brand Items 30%	Students will develop a marketing campaign including recipe card, brand items and advertisement for their smoothie.  PD5-2, PD5-6	P-3 Creating with ICT	50%	Ability to <b>create</b> brand items using ICT.	Student has demonstrated an ability to successfully and creatively use ICT to create a recipe card, brand items and advertisement using different ICT mediums.	Term 1 Week 8	Term 1 Week 10
			L-3 Writing	50%	Ability to <b>write</b> a recipe card, brand items and advertisement using persuasive writing features.	Student has demonstrated that they have the capacity to articulate the set criteria of a <b>persuasive text</b> , in particular looking at persuading their audience to purchase their smoothie by presenting their arguments with supportive evidence ( <b>CrT9</b> ). Student has demonstrated the appropriate		

						mediums to assist them in creating their advertisement campaign.		
3	Physical Activity Journal 20%	Students will will reflect on their participation and knowledge in both theory and practical lessons and critique their physical performance and nutrition practice.  PD5-6, PD5-7, PD5-8, PD5-11	A-1 Reflecting	60%	Ability to <b>reflect</b> on performance.	Student has demonstrated a regularity of documentation, through journaling, based on their participation in theory and practical lessons and their ability to improve their performance and their nutrition.	Term 1 Week 10	Term 2 Week 1
			A-2 Critiquing	40%	Ability to <b>critique</b> individual attitudes towards physical activity and nutrition.	Student has demonstrated an understanding of how attitudes and values towards physical activity can impact regular participation and exercise intensity, resulting in physical activity changes. Similarly, students can show understanding of the influence of nutrition on healthy eating.		
4	Participation 20%	Students will actively participate in practical and theory lessons to the best of their ability.  PD5-4, PD5-6, PD5-8	P-2 Physical Activities	50%	Ability to participate in <b>physical activities</b> .	Student has demonstrated an ability to participate in a respectful and responsible manner during practical lessons. Student has demonstrated a level of sporting abilities, skills and teamwork.	Term 2 Week 5	Term 2 Week 7
			N-3 Statistics and Probability	50%	Ability to engage in a number of texts to improve <b>graphing</b> , numerical and <b>statistical</b> ability.	Student has calculated and compared their own energy expenditure against normative values, calculate their heart rate and compare their resting heart rate to heart rate during physical activity, calculate and compare BMI values of themselves, against normative values, analyse their own food and diet and compared these to current Australian Dietary Guidelines, compare and create their own food labels ( <b>IRD6</b> ).		
5	Exhibition 10%	Students will showcase their brand items and advertisement to an audience.  PD5-7, PD5-8	I-3 Putting Ideas into Action	100%	Ability to exhibit their final products both visually and orally to an audience.	Student has demonstrated their ability to visually present their brand items in a way that is appealing and practical.	Term 2 Week 5	Term 2 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: How would you change the health of the world?

## PDHPE 2: Healthy Body, Healthy Mind (20 weeks)

This project allows you to explore concepts surrounding sexuality, nutrition, diet, mental health, fitness, drug safety and physical activity. Throughout the project you will undertake research that will show a varied perception in the views of differing individuals. This will allow you to explore your personal beliefs and the beliefs of others in order to arrive at informed recommended practises in regards to individual and community health. This will enable you and your peers to create recommendations for the school community in terms of change in policy or an improved implementation of policy.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Physical Activity & Reflection Journal <b>20%</b>	Students will participate in a variety of physical-based exercise and fitness activities. PD5-4, PD5-5, PD5-6, PD5-7, PD5-8, PD5-11	<b>P-2 Physical Activities</b>	100%	Ability to participate and reflect on a variety of <b>physical activities</b> .	Student has demonstrated an ability to use both fine motor skills and gross motor skills in order to improve their health and well-being. They have demonstrated an understanding of the connection between physical movement and health outcomes and have elaborated on this connection within their reflection journal.	<b>Term 1 Week 8</b>	<b>Term 1 Week 10</b>
2	Board Game Marketing <b>10%</b>	Students will market their board game to an audience. PD5-1, PD5-3, PD5-6, PD5-10	<b>I-2 Representing Ideas</b>	100%	Ability to <b>represent ideas</b> through a multi-modal marketing strategy.	Student has created a marketing piece that represents their final product in a way that increases the engagement of the target audience.	<b>Term 2 Week 2</b>	<b>Term 2 Week 4</b>
3	Exhibition <b>50%</b>	Students will present their board game to the school community. PD5-1, PD5-2, PD5-3, PD5-6, PD5-7, PD5-9, PD5-10	<b>P-4 Goal Setting</b>	100%	Ability to use <b>goal setting</b> skills to enhance health outcomes.	Student has demonstrated an ability to engage in critiquing, collaboration and revision 'user testing' cycles with board games. Student has accurately used key vocabulary to produce a written	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>



						rules manual for their game, explaining the concept, scoring structure, and how the transformations work.		
4	Topic Test <b>20%</b>	Students will demonstrate conceptual knowledge of PDHPE. PD5-2, PD5-3, PD5-9, PD5-10	<b>A-3 Thinking Independently</b>	100%	Ability to <b>think independently</b> about health.	Student has demonstrated their knowledge and understanding of the topics explored throughout this project and are able to recall that information in a formal setting.	<b>Term 2 Week 2</b>	<b>Term 2 Week 4</b>
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2 Week 7</b>



# Driving Question: In what ways can algebra describes changes in space & time?

## Elective 1: Algebra 1 (20 weeks)

This is a project designed to provide you with the necessary algebraic skills needed for further study in Mathematics, Physics and Engineering. You will undertake a number of applications of algebra to the physical world with a particular focus on projectile motion and rockets. You will design and build a miniature water jet rocket, launch it, critique it and reflect on this process.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Model Rocket 35%	Students will design and build a working model rocket.  MA5.1-2WM, MA5.1-7NA, MA5.1-8MG, MA5.1-11MG, MA5.2-10NA, MA5.2-14MG, MA5.2-11MG, MA5.2-12MG	P-1 Making	60%	Ability to design and <b>make</b> a working rocket model using appropriate materials.	Student has designed and built a working model rocket using appropriate materials. Student has demonstrated an ability to explain mathematical calculations in the process of designing, building a model rocket and analysing the motion of a rocket.	Term 1 Week 5	Term 1 Week 7
			A-2 Critiquing	40%	Ability to <b>critique</b> , after launching, a rocket during test sessions using collected data.	Student has demonstrated an ability to test a rocket and examine its performance during flight. Student has compared and contrasted data collected from test sessions and demonstrated an ability to give cool and warm feedback in order to improve the design and flight performance of a rocket.		
2	Procedural Text 15%	Students will write a procedure to create a working model rocket.  MA5.1-WM, MA5.1-3WM	L-3 Writing	100%	Ability to <b>write</b> an effectively structured procedural text.	Student has written a <b>procedural text (CrT10)</b> with cohesive flow by condensing previous information and includes salient multimodal features such as tables and/or	Term 1 Week 4	Term 1 Week 6

						diagrams to expand on written information.		
3	Exhibition 20%	Students will publicly launch their model rocket in front of an audience.  MA5.3-5NA, MA5.2-6NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	C-1 Communicating	40%	Ability to <b>communicate</b> effectively and respectfully with a range of adults and peers.	Student has communicated effectively with audience whilst demonstrating model rocket launch and explains variables affecting performance.	Term 2 Week 5	Term 2 Week 7
			N-1 Number Sense and Algebra	60%	Ability to understand the relevance of computing <b>algebraic expressions, quadratic expressions and substitution</b> in the real world.	Student has demonstrated an ability to apply their knowledge of substitution, algebraic terms, and expressions and convert worded problems into <b>algebraic expressions (NPA8)</b> to solve a variety of practical problems.		
4	Topic Test 1 15%	Students will demonstrate mathematical reasoning and understanding in algebraic expressions.  MA5.3-5NA, MA5.2-6NA, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM	N-1 Number Sense and Algebra	100%	Ability to understand the relevance of <b>algebraic expressions</b> in the real world.	Student has demonstrated an ability to apply their knowledge of substitution, algebraic terms, and expressions and convert worded problems into <b>algebraic expressions (NPA8)</b> to solve a variety of practical problems.	Term 1 Week 5	Term 1 Week 7
5	Topic Test 2 15%	Students will demonstrate mathematical reasoning and understanding of trigonometry and bearings.	N-2 Measurement and Geometry	100%	Ability to understand the relevance of <b>trigonometry and bearings</b> in the real world.	Student has demonstrated an ability to apply their knowledge and understanding of right-angled triangles and properties, trigonometry, compass bearings and true bearings ( <b>NPA9</b> ) to solve problems.	Term 2 Week 3	Term 2 Week 5
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 1 Week 9



# Driving Question: What skills and attributes do you need to be the next LeBron James?

## Elective 2: Basketball (20 weeks)

In this project, you will learn and enhance your basketball knowledge, skills and performance through practical movement development, game play and theoretical analysis. You will research the evolution of basketball, nutrition and specific diet plans, components of fitness, as well as player profiles, to gain a deeper understanding of the sport and its requirements. You will call upon your own leadership and communication skills to develop a coaching program for your younger peers to give them an insight into the basics of basketball, and in turn, test your own expertise/skills.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Coaching Lesson Plan and Session Delivery <b>30%</b>	Students plan two basketball coaching sessions and deliver the sessions to their peers.  PDHPE: 5-1, 5-3, 5-5, 5-6, 5-7, 5-8	P-1 Making	70%	Ability to create two sequential lesson plans in order to coach their peers in Basketball.	Student has provided evidence of two sequential lesson plans and has submitted an equipment list. A warm up activity, skill development drill and modified game are evident in the lesson plan.	Term 2 Week 5	Term 2 Week 7
			I-3 Putting Ideas into Action	30%	Ability for students to follow their lesson plans and deliver a successful Basketball coaching session to their peers.	Student has used effective communication and leadership skills when coaching. They have collaborated well with their group and they have provided an effective coaching session, catering to a variety of students' skills and their abilities.		

2	Fitness Testing and Workbook Completion <b>20%</b>	Students complete various fitness tests over the 20-week project and are assessed on their ability to complete the sit and reach test; standing jump-test; 12min run; beep test and ruler reaction time test. Students will also complete a practical workbook.  PDHPE: 5-4, 5-5, 5-11	<b>P-2 Physical Activities</b>	100%	Ability of student to develop the capacity to enhance their personal health, wellbeing and sports performance by actively participating in fitness tests and physical activities.	Student has developed a capacity to enhance their personal health, wellbeing and sports performance, as well as enjoy an active lifestyle, maximise their movement potential and advocate for lifelong physical activity and a healthy lifestyle.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
3	Basketball Card <b>20%</b>	Students design a detailed Basketball Card on the profile of a professional basketball player.  PDHPE: 5-7, 5-8	<b>P-3 Creating with ICT</b>	70%	Ability to create a basketball card using various ICT programs.	Student has demonstrated an ability to create a basketball card that includes the following elements: player's full name; DOB; body measurements; court position; current club; current club statistics and a blurb about their current season achievements. Student has demonstrated their ability to condense information into a limited space.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
			<b>N-3 Statistics &amp; Probability</b>	30%	Ability of students to investigate player and game statistics and represent these on the basketball card.	Student has demonstrated their ability to collect and display basketball-specific data, including scoring, game percentages and player statistics. Student has justified their method of collecting data and has displayed this data in symbols ( <b>IRD2</b> ).	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>

4	Basketball Exhibition <b>20%</b>	Students work together to plan, organise and implement a basketball coaching session to their younger peers.  PDHPE: 5-7, 5-8, 5-10	C-1 Communicating	20%	Ability to communicate expectations of their basketball session and deliver a warm up activity, drills and a modified game to their peers.	Student has demonstrated their capacity to communicate effectively in order to coach and implement their lesson plan to their younger peers.	Term 2 Week 5	Term 2 Week 7
			C-2 Collaborating	80%	Ability to collaborate with peers to plan, organise and implement a basketball coaching session.	Student has demonstrated their ability to collaborate and facilitate a coaching session alongside their peers.	Term 2 Week 5	Term 2 Week 7
5	Topic Test <b>10%</b>	In-class topic test consisting of multiple choice and short answer questions.  PDHPE: 5-5, 5-11	A-3 Thinking Independently	100%	Ability to think independently about the components of fitness and energy systems.	Student has demonstrated an ability to apply sport-specific knowledge and understanding to problems related to the components of fitness and energy systems in a formal examination.	Term 2 Week 5	Term 2 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: What makes a successful band?

## Elective 3: Battle of the Bands (20 weeks)

Battle of the Bands allows you to participate in learning and performance centred on Music. Explicit teaching moments teach you about the fundamentals involved in each of the areas- Composition, Listening and Performance. In this project, you will consolidate your knowledge learnt in Year 8 about the concepts of Music and how to read and write both traditional music notation as well as chord charts and tablature. You will study different styles of Music with a focus on learning to read music and play either the keyboard, bass guitar, guitar, drums or vocals, both individually and as part of a group.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Performance 25%	Students will perform a piece of music on an instrument of their choice in a band.  Music: 5.1, 5.2, 5.3, 5.12	I-3 Putting Ideas into Action	20%	Ability to <b>put ideas into action</b> by reading and interpreting guitar chord symbols, rhythm notation, keyboard diagrams of chords, and guitar tablature.	Student has demonstrated an ability to read and comprehend guitar chord symbols, rhythm notation, keyboard diagrams of chords, 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 Making	80%	Ability to <b>play</b> a piece of music on an instrument of their choice.	Student has practiced the songs consistently to gain the necessary level of skill to produce a quality performance. This has been monitored by observation of individual student effort in gaining individual playing skill, as well as in collaborating with others to perform as a band.		

2	Research Task 25%	Students will complete a research task. Music: 5.7, 5.8, 5.9, 5.19, 5.11	R-1 Inquiring	100%	Ability to research, <b>inquire</b> about a band or singer and gather information.	Student has demonstrated an ability to inquire and research a specific band/singer, as well as listen to songs and analyse the concepts of Music.	Term 1 Week 5	Term 1 Week 7
3	Composition 25%	Students will compose and/or arrange a song. Music: 5.4, 5.5, 5.6	P-3 Creating with ICT	50%	Ability to <b>create</b> and compose a song using Garage Band.	Student has demonstrated an ability to create and compose and/or arrange a song using ICT.	Term 2 Week 3	Term 2 Week 5
			I-3 Putting Ideas into Action	50%	Ability to <b>put ideas into action</b> in order to compose a song using Garage Band.	Student has demonstrated that they have acquired the skills necessary to put ideas into action with the composition of their song.		
4	Battle of the Bands Exhibition 25%	Students will perform as part of a group in front of an audience. Music: 5.1, 5.2, 5.3, 5.12	C-2 Collaborating	70%	Ability to make music as part of a <b>group</b> in front of an audience.	Student has demonstrated an ability to make music as part of an ensemble, in front of an audience.	Term 2 Week 5	Term 2 Week 7
			C-1 Communicating	30%	Ability to <b>communicate</b> with group members.	Student has demonstrated the ability to communicate with group members in the preparation process leading up to the final exhibition and during the exhibition itself.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7





# Driving Question: How does an actor prepare?

## Elective 3: Being Dramatic (20 weeks)

In Being Dramatic you will be investigating and enacting a wide range of theatrical forms, styles and acting methods. You will explore the elements of drama in their performances, participate in theatresports, stage fighting, special effects and puppetry. Through critical reflection and acquiring understanding, knowledge and skills, you will respond to the ideas and dramatic works of others by creatively and collaboratively developing your own ideas into dramatic action for performance.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Performance <b>25%</b>	Students will consider the elements of drama and how they are manipulated on stage. They will perform a 4 minute monologue of their own choosing.  5.3.1, 5.3.3	I-1 Exploring Ideas	70%	Ability to <b>explore</b> different <b>ideas</b> for roles and manipulate the elements of Drama to create an engaging performance.	Student choose an appropriate idea for their monologue. Student considers and manipulates the elements of Drama on stage to deliver an engaging performance.	<b>Term 4 Week 10</b>	<b>Term 1 Week 2</b>
			A-1 Reflecting	30%	Ability to <b>reflect</b> deeply about their performance.	Student details their process of creating a performance for the stage in their log book.		
2	Theatresports Group Performance <b>25%</b>	Students will demonstrate their ability to improvise, take and extend offers in a variety of theatresport games. Students will then use their improvisational skills to work with others create a short performance.  5.1.2, 5.2.1	A-1 Reflecting	30%	Ability to <b>reflect</b> on performances to improve on their improvisation skills.	Student reflects on their performances and uses these reflections to continually improve on their performances. Student details their experiences in their log book.	<b>Term 1 Week 5</b>	<b>Term 5 Week 7</b>
			C-2 Collaborating	70%	Ability to work <b>collaboratively</b> to improvise and make decisions during the Group	Student collaborates and negotiates ideas effectively with other students to create an engaging performance.	<b>Term 1 Week 5</b>	<b>Term 5 Week 7</b>

					Devising process.			
3	Special Effects Film 25%	Students will write, direct and edit their special effects film. 5.1.3, 5.2.3, 5.1.4	I-1 Exploring Ideas	40%	Ability to generate an array of <b>ideas</b> for a film which utilises special effects and stage fighting effectively.	Student presents an array of ideas for their Special Effects film and selects an appropriate idea to execute. The stage fighting techniques are special effects are executed effectively.	Term 1 Week 10	Term 2 Week 1
			P-3 Creating with ICT	60%	Ability to use <b>ICT</b> to direct, shoot and edit an engaging film.	Student has directed, filmed and edited an engaging film. Student has chosen appropriate angles, shots and sound effects to complement their film.		
4	Puppetry 25%	Students will create their own puppets and use these puppets to create a piece of theatre. 5.1.3, 5.2.3, 5.1.4, 5.3.1, 5.3.2, 5.3.3	P-1 Making	50%	Ability to <b>make</b> a puppet following instructions.	Student follows all instructions to create a puppet that is well constructed.	Term 2 Week 4	Term 2 Week 6
			I-2 Representing Ideas	50%	Ability to <b>represent</b> their <b>ideas</b> about a certain theme	Student devises a piece of theatre with their puppets that is appropriate and engaging.		
5	Topic Examination <b>20%</b>	Student will complete a final examination that explores concepts covered in class. 5.3.1, 5.3.2, 5.3.3	A-3 Thinking Independently	100%	Ability to apply acquired knowledge to demonstrate understanding of drama concepts.	Student demonstrates their understanding of drama concepts by answering questions about the topics covered over the course: Improvisation, Group Devised Work, Theatresports, Special Effects and Puppetry.	Term 2 Week 5	Term 2 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: Why do we eat what we eat?

## Elective 5: Chef de Cuisine (20 weeks)

This project provides you with a broad knowledge and understanding of different cultural groups and their cuisine and how these cuisine influence our eating habits. In addition, it addresses the importance of hygiene and safe working practices. Furthermore, this project will help you understand how different cultural ingredients and dishes from different cultural groups can be used to create new dishes to suit their own. It also provides you with a context through which to explore the richness, pleasure and variety food adds to life.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Practical Tasks <b>30%</b>	Students will collaborate in groups to demonstrate skills learnt in cooking a variety of dishes.  Food Technology: 5.1.1, 5.3.1, 5.4.2, 5.5.2 MA5.3-5NA, MA4-5NA, MA4-6NA	<b>P-1 Making</b>	35%	Ability to <b>make</b> dishes using the ingredients from the recipe.	Student has demonstrated an ability to use a range of simple techniques and skills learnt to effectively execute their dishes through practical lessons. They can display correct hygienic food practices and can follow safe working procedures in the kitchen and in the classroom. Students will create quality dishes that will demonstrate: the provision of quality food; various food properties, and various processing and preparation techniques.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
			<b>C-2 Collaborating</b>	35%	Ability to <b>collaborate</b> in order to create dishes as part of a team of three.	Student has demonstrated an ability to work collaboratively to create dishes of various types of cuisines. The student has collaborated with his group to ensure the choice of dishes are cohesive.		

			N-2 Measurement and Geometry	30%	Ability to take accurate <b>measurements</b> of ingredients required to be used in a recipe.	Student has demonstrated an ability to accurately measure ingredients required for different dishes and serving portions.		
2	Menu Design & Recipe Costing <b>40%</b>	Students will represent their ideas about their menu design that will be used for their cook off exhibition. Students will demonstrate their skills on calculating the cost for their recipe using fraction, decimal and percentage.	I-2 Representing Ideas	60%	Ability to explore a range of different solutions and ideas to design a menu.	Student has demonstrated an ability to research and design a menu that reflects a culture(s)/cuisine(s). This menu will include: an appropriate restaurant name, and a menu consisting of, an entrée, main and dessert that reflects the chosen culture.	Term 2 Week 4	Term 2 Week 6
		Food Technology: 5.1.1, 5.3.1, 5.4.2, 5.5.2 EN4-1A, EN4-3B MA5.3-5NA, MA4-5NA, MA4-6NA	N-1 Number Sense and Algebra	40%	Ability to take accurate measurements of ingredient required to be used in a recipe.	Student has demonstrated their ability to use units of measurement to calculate the costing of ingredients and find the cost of dishes using an excel template.		
3	Cook Off <b>40%</b>	Students will be required to put ideas into action by using the menu that they have designed, using the ingredients from the recipe costing sheet and prepare/create all the dishes that are listed on the menu. The dishes will be publicly exhibited to an audience.	I-3 Putting Ideas into Action	100%	Ability to <b>put ideas into action</b> using the recipe they created to execute the dish.	Student has provided a copy of their menu and costing sheet for all the dishes that have executed the task. Student has demonstrated an ability to use a range of simple techniques and skills to effectively execute their dish. Student has demonstrated their ability to put ideas into action by presenting their menu/dishes to be exhibited to the audience.	Term 2 Week 4	Term 2 Week 6
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: What factors influence the role of a doctor?

## Elective 6: Doctor Doctor (20 weeks)

This project begins with you identifying the definition of HEALTH. You will complete investigations into outlining all roles within the health service. You will concentrate on investigating the different branches within the medical field whilst developing skills to assist in personal and community health.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Allied Health Providers <b>30%</b>	<p>Students will conduct research on local community allied health providers in order to develop evidence-based arguments and conclusions to support findings.</p> <p>Science: SC5-7WS PD/H/PE: 5.2</p>	L-3 Writing	50%	Ability to <b>compose</b> an information report and provide a detailed description of your chosen allied health provider.	Student has demonstrated an understanding of the features of an <b>informative text (CrT8)</b> , specifically an information report. Student has presented the relevant research and demonstrated an ability to evaluate data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions.	<b>Term 4 Week 9</b>	<b>Term 1 Week 2</b>
			R-3 Investigating with ICT	50%	Ability to <b>investigate</b> the purpose of allied health providers and their contribution to the local community.	Student has demonstrated an ability to investigate the purpose of their allied health provider in the development of their written task. Student will provide descriptions of how they contribute to the community. Student has demonstrated an ability to evaluate the information provided on their chosen health provider's site and develop appropriate conclusions as to how they contribute to the community.		

2	Multimodal Disease Presentation <b>30%</b>	Students will develop a multimodal presentation of an identified illness/disease/disorder.  Science: SC5-7WS PD/H/PE: 5.2	P-3 Creating with ICT	70%	Ability to <b>create</b> a multimodal presentation of an identified disease using ICT.	Student has demonstrated the ability to create a multimodal presentation to provide information about the chosen illness/disorder. Student has used a range of sources effectively in the production of the presentation to engage the community.	Term 1 Week 6	Term 1 Week 8
			C-1 Communicating	30%	Ability to <b>communicate</b> the information gathered about the illness/disorder using PowerPoint, Sway or Prezi.	Student has effectively demonstrated the ability to communicate their gathered information in an engaging manner, by using PowerPoint, Sway or Prezi.		
3	Senior First Aid Certificate <b>50%</b>	Students will participate and complete the practical and written components of a First Aid Course.	P-1 Practical	50%	Ability to work <b>practically</b> with peers and the instructor during the first aid course to perform the tasks.	Student has demonstrated their understanding of the practical component of First Aid Course, by physically applying the bandage and splints. In addition to performing CPR on the dummies provided.	Term 2 Week 4	Term 2 Week 6
			A-3 Thinking Independently	50%	Ability to <b>think independently</b> and apply information learnt to the written test.	Student has demonstrated the ability to think independently to answer questions related to First Aid. Student effectively applies this knowledge to the written test.		
4	Product Exhibition <b>15%</b>	Students will publicly exhibit your collaboration and creation of a Health Expo.  Science: SC5-5W, PD/H/PE: 5.8	C-1 Communicating	100%	Ability to <b>communicate</b> verbally to an audience their product of creating a Health Expo.	Student has achieved the task through a Health Expo, by demonstrating their ability to communicate their health expo product to the audience including members from the community.	Term 2 Week 5	Term 2 Week 7
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: How has design changed our world today?

## Elective 7: Design (20 weeks)

People interpret and alter products, systems and environments to improve the quality of their lives. Technologies are constantly emerging and evolving to the extent that they have an impact on the environment and most aspects of society. As well as a need to maintain and continually develop contemporary technological skills, the capacity to adapt to rapid change, collaborate and develop creative ideas is what drives society today. This project will help you build the necessary skills required in designing and creating products which are needed for future success.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Digital design project <b>20%</b>	Students will create a digital product of their choice that will be 3D printed.  IST: 5.1.1, 5.2.1	I-2 Representing Ideas	20%	Ability to plan, prepare and design a product in a format that will be 3D printing ready.	Student has demonstrated an ability to create a design and saving it in the right format for 3D printing. Student has also written the steps for the design process.	<b>Term 4 Week 9</b>	<b>Term 1 Week 2</b>
			P-3 Creating with ICT	80%	Ability to use a 3D modelling program to design a digital object.	Student has demonstrated the ability to print the digital design as described in the steps above.		
2	Instruction Video <b>30%</b>	Students will complete a series of design activities and create a (how to) video on one of them. Student will then swap their video with their peers for critical analysis.	A-1 Reflecting	10%	Ability to provide peer evaluation on the product after watching the how to videos of their peers. Ability to give feedback.	Peer evaluation: Student has demonstrated their ability to provide written evaluation listing positives and negatives. Self-evaluation: Student has demonstrated their ability to refine their product after peer evaluation. Student has successfully reported on how they can improve on their project.	<b>Term 1 Week 7</b>	<b>Term 1 Week 9</b>

		IST: 5.2.1, 5.2.2 IT: 5.5.1	<b>I-2</b> Representing Ideas	20%	Ability to write a concise documentation on the project	Student has planned the (how to video) and has documented every detail.		
			<b>P-3</b> Creating with ICT	70%	Ability to shoot and edit a video that is capable of teaching new knowledge	Evidence of the product teaching new knowledge to anyone that watches the video. Student has demonstrated their ability to record their project within the stipulated time and discussed how they effectively fixed the negative feedback.		
3	Laser cut gift project <b>40%</b>	Students will create a design for a gift that would be laser cut.  IST: 5.2.1, 5.2.2	<b>P-3</b> Creating with ICT	50%	Ability to use any 3D modelling software to design a product that would be cut on a laser cutter.	Student has demonstrated evidence of creating the product using a 3D modelling software and using a laser to cut the final product.	<b>Term 2</b> <b>Week 3</b>	<b>Term 2</b> <b>Week 5</b>
			<b>I-3</b> Putting Ideas into Action	50%	Ability to find samples of products online or anywhere and learning the processes of building those products and using the knowledge to create their own product.	Student has demonstrated their ability to create a gift product with personalisation and cutting it out on a laser cutter.		
4	Exhibition <b>10%</b>	Students will exhibit their products to other student groups.  IST: 5.5.2	<b>C-1</b> Communicating	100%	Ability to explain to their peers and audience their initial idea. Ability to describe problems they encountered and how they resolved them.	Student has displayed their product to an audience. Student has displayed a video and an audio to explain the processes they went through to build their final product.	<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 engineers build solutions?

## Elective 8: Engineering (20 weeks)

Electronics project folio provides opportunities for you to develop knowledge, understanding and skills in relation to the electronics and associated industries. This project will draw on a range of activities from automating electronic systems to control technologies. Using Arduino, you will design different lighting systems that will require intermediate to advance coding skills. You will also build and design a rubber band operated car to develop hands on skills with materials.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Portfolio of electronic projects <b>30%</b>	Students will use tools, materials and techniques related to electronics technologies.  IND5-2, IND5-4	I-2 Representing Ideas	20%	Ability to <b>represent ideas</b> using electronic circuits and components.	Student has demonstrated an ability to interpret and follow technical and safety data relating to components. Student has produced freehand sketches of circuit schematic diagrams, and pictorial drawings.	<b>Term 4 Week 9</b>	<b>Term 1 Week 2</b>
			P-1 Making	80%	Ability to <b>make</b> a circuit using electronic components to produce some output.	Student has demonstrated the use of appropriate components as worked out in specifications and assembled them on breadboards to make a functional project.		
2	Control Technology  <b>40 %</b>	Students will use Arduino boards to code and control a physical body.  IND5-9	A-1 Reflecting	10%	Ability to <b>reflect</b> on the project design.	<b>Self-evaluation:</b> Student has demonstrated an ability to refine their design and summarise where improvements could be made.	<b>Term 1 Week 7</b>	<b>Term 1 Week 9</b>

			<b>P-3 Creating with ICT</b>	90%	Ability to <b>create</b> and debug the code for physical coding.	Student has created a project, which demonstrates the ability to control the physical components with an electronic program.		
3	Engineering <b>30%</b>	Students will create a rubber band operated car.  IND5-7	<b>I-2 Representing Ideas</b>	20%	Ability to <b>represent ideas</b> as design drawings.	Student has demonstrated an ability to represent ideas as an orthographic drawings of the project. Student has created drawings that are dimensioned and labelled, including projections of components.	<b>Term 2 Week 3</b>	<b>Term 2 Week 5</b>
			<b>P-1 Making</b>	80%	Ability to <b>make</b> a toy car from timber.	Student has produced their free moving project car as per the plan drawings including an overall aesthetic look and powered by the potential energy of the rubber band.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 2 Week 7</b>



# Driving Question: What skills and attributes do I need to become an elite footballer?

## Elective 9: Talented Football Program (40 weeks)

By partaking in this course you will be provided with experiences that will contribute personal, physical and psychological development in the sport of football. The project is fully integrated into the school curriculum so that your academic progress is not jeopardised whilst pursuing your opportunities offered by LBHS in relation to football. **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 will offer you an opportunity to combine academic studies with elite standard training at the school.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Practical Attacking and Defensive Skills <b>60%</b>	Students will engage in practical drills and practices that are related to the attacking elements of football. They develop their skill set in the skill acquisition phase which includes: striking the ball; first touch; 1v1, and running with the ball.  1.1, 1.2, 4.1, 4.2, 4.3, 4.4	P-2 Physical Activities	50%	Ability to perform <b>practical</b> attacking skills during games and training efficiently.	Student has successfully completed the following tasks efficiently: 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 get past and away from an opponent.	Term 4 Week 5	Term 4 Week 7
			P-2 Physical Activities	50%	Ability to perform <b>practical</b> defensive skills during games and training efficiently.	Student has completed the following tasks efficiently: closest defender applies immediate pressure on ball carrier; challenge when a heavy touch is taken; delaying; interception; tackling; blocking shots; slow down the actions of the attacker; apply pressure on player running with the ball (frontal, backwards or sideways); apply immediate pressure on ball carrier, and win the 1v1 duel and retain possession.		

2	Exhibition <b>10%</b>	Students will publicly exhibit their skills in an open training session, futsal competitions and Puma Cup games.	I-3 Putting Ideas into Action	100%	Ability to put their understanding and <b>ideas</b> of the game into <b>action</b> by displaying their skills to their peers, opposition and the public.	Student has successfully displayed their skills to an audience, expressing skills practiced in training.	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>
3	Topic Test Body Systems <b>10%</b>	Students will demonstrate conceptual knowledge in the <b>Systems of the Body.</b> 1.1, 1.2, 4.1, 4.2	A-3 Thinking Independently	100%	Ability to <b>think independently</b> about the working relationships of the systems.	Student has demonstrated an ability to apply scientific knowledge and understanding how the systems of the body work together/interrelate.	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>
4	Topic Test Coach <b>10%</b>	Students will demonstrate conceptual knowledge in what makes an <b>Effective Coach.</b> 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	R-1 Inquiring	100%	Ability to explore and <b>inquire</b> about how effective coaches can affect the performance of a footballer.	Student has demonstrated an ability to conduct research and inquire about the different types of coaches and the qualities that make an effective coach successful.	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>
5	Skills Test <b>10%</b>	Students work with peers to create a skills test which tests skills and techniques they have learnt in a structured setting. These include: Skill 1: Passing, Skill 2: Juggling; Skill 3: Shooting, and Skill 4: Dribbling. 1.1, 1.2, 4.1, 4.2, 4.3, 4.3, 4.4	C-1 Communicating	20%	Ability to perform and <b>communicate</b> with their peers to design a test.	Student has demonstrated their knowledge and understanding by working with others to design a test.	<b>Term 4 Week 5</b>	<b>Term 4 Week 7</b>
			C-2 Collaborating	80%	Ability to <b>collaborate</b> with their peers to create a test that reflects the skills learnt in class.	Student has demonstrated their collaborative ability, by practically working with others, to evaluate their understanding of the skills learnt in class through their creation of the skills test.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								<b>Term 4 Week 7</b>



# Driving Question: Why is timber still so popular and successful in design and products today?

## Elective 10: Timber 1 (20 weeks)

This project allows you to develop an understanding of how to work with timber. You will be given the opportunity to take your ideas, and learn how to conceptualise these into actual projects. You will apply your knowledge of structures and properties of timber and joints to help you make your products. You will apply the design process to personalise and modify your project to meet specific individual demands, tastes and needs. You will be required to complete a folio which will assist you to develop project management skills, document methods of construction, Work Health & Safety (WH&S) and an evaluation of your skills and project. This project will lead you into the Industrial Technology Timber 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	Bench Hook and CAD Drawing <b>20%</b>	Students will make a bench hook and create a technical drawing to accompany their bench hook.  Industrial Technology: 5.1.1, 5.1.2, 5.2.2	P-1 Making	50%	Ability to <b>construct</b> a wooden product using given materials.	Student has made a bench hook with detailed drawings and descriptions of how it is made using the material provided without any waste.	Term 4 Week 9	Term 1 Week 2
			P-3 Creating with ICT	50%	Ability to use <b>software</b> to design a prototype.	Student has used the software to sketch a 3D model of their final product.		
2	Toolbox and Folio <b>40%</b>	Students will make a tool box using the plans provided. The tool box will be designed to carry items of their choice. Students will also learn about finishes and how	P-1 Making	60%	Ability to <b>construct</b> a wooden product using given materials.	Student has made a tool box using a sample plan provided. Student has accurately cut, constructed the joints of their tool box, assembled, sanded and finished their tool box.	Term 1 Week 8	Term 1 Week 10

		<p>timber is produced (from cutting it down to working with it).</p> <p>Industrial Technology: 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.4.1, 5.5.1</p>	R-3 Investigating with ICT	30%	Ability to <b>research</b> different types of software needed to design a prototype.	Student has recorded processed, used tools effectively, researched and evaluated their tool box and have submitted a costing summary for their tool box.		
			I-2 Representing Ideas	10%	Ability to <b>represent</b> their <b>ideas</b> to an audience by showing and discussing their product.	Student has represented their ideas through visuals images and have written in their portfolio. They have verbally communicated how their product was created.		
3	Pot Plant Holder and Exhibition <b>40%</b>	<p>Students will make a working pot plant holder.</p> <p>Industrial Technology: 5.1.1, 5.1.2, 5.2.2, 5.4.2, 5.5.1, 5.7.1</p>	P-1 Making	60%	Ability to use a wood lathe, hand tools and equipment to <b>make</b> a working pot plant holder.	Student has worked safely with a wood lathe and used the correct components to turn wood to create a pot plant holder. Student has selected the right tools throughout the project to produce aesthetically pleasing patterns for their stand and base. Student has exhibited this product in the classroom.	Term 2 Week 5	Term 2 Week 7
			I-3 Putting Ideas into Action	40%	Ability to research different pot plant holder designs and <b>put ideas into action</b> to come up with their own pot plant holder design.	Student has produced a portfolio that explores the positive and negative elements of 8-10 existing ideas for their pot plant holder. From this research student has selected one design to develop. Student has documented the developmental stages in their portfolio. Student has exhibited this product in the classroom.		
<b>PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED</b>								Term 2 Week 7



# Driving Question: How can I make it happen?

## Elective 11: Ultimate Manager (20 weeks)

In this project, you will learn about the importance of sport, fitness, coaching and first aid in the role of planning, organising and running a sporting event for your peers. You will call upon your own planning and communication skills to work with the school and wider community in organising a sporting event for your peers and local primary school, including a lunchtime tournament.

Product Name & Weighting		Product Description & Syllabus Outcomes	CAPRI+ Capabilities	Criteria Weighting	Criteria Name	Criteria Description	Product Due Date	REVIEW Publish Date
1	Design Your Own Sporting / Amazing Race Event <b>30%</b>	Students plan a “new sporting or Amazing Race Style event” as part of a field trip or organised event.  PD5-1, PD5-2, PD5-4	I-3 Putting Ideas into Action	60%	Ability to put ideas into action by designing a sporting or orienteering event.	Student has demonstrated an ability to design a sporting / orienteering event by considering a Risk Assessment report for the event and orienteering.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
			C-2 Collaborating	40%	Ability to collaborate in groups to design and organise an event.	Student has demonstrated their ability to make informed decisions when designing an event and work effectively together to plan the event by considering aspects such as format, promotion and safety.		
2	Feeder School Coaching Plan and Participation Session <b>25%</b>	Students plan a coaching unit and implement it in order to encourage learning, enjoyment, growth and teamwork.  PD5-4, PD5-5	P-2 Practical Activities	70%	Ability to plan and implement a coaching unit for primary school students and enable individuals and teams to broaden, develop and motivate each other to achieve improvement in their	Student has actively participated in a measurement and evaluation of a variety of coaching protocols based on the ability of the Primary school students and have developed the coaching clinic according to student skills and ability.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>

					performance.			
			<b>C-1 Communicating</b>	30%	Ability to <b>communicate</b> with their local feeder schools to design and organise a coaching clinic.	Student has demonstrated effective communication skills by working as a team and has provided instructional learning to cater for all learning abilities.		
3	Referees / Coaching Beginners or Level 1 Course <b>15%</b>	Students complete a formal accreditation as a group with students reaching consensus on an accreditation that could be of general benefit to all. E.g. Level 0 / 1 Coaching, Refereeing Bronze Medallion or First Aid Certificate.  PD5-6, PD5-10	<b>R-2</b> Analysing and Reasoning	100%	Ability to <b>analyse</b> the benefits of having the correct qualifications in sport by completing an accredited course.	Student has successfully completed the accredited course and has been able to demonstrate their findings.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>
4	Physical Education Participation <b>15%</b>	Students evaluate themselves and peers on their contribution and attitude of regular physical activity by completing a feedback form.  PD5-4, PD5-5, PD5-6, PD5-11	<b>A-1</b> Reflecting	100%	Ability to develop the capacity to enhance personal health and wellbeing by reflecting and evaluating their own performance and contribution to physical activity throughout the project.	Student has developed a capacity to enhance their personal health and wellbeing, enjoy an active lifestyle, maximise movement potential and advocate <b>lifelong</b> health and physical activity. Student has successfully reflected on their own contribution to sport by completing a feedback reflection, commenting on their strengths and weaknesses throughout the project and identifying areas for improvement.	<b>Term 2 Week 5</b>	<b>Term 2 Week 7</b>



5	Exhibition 15%	Students work in together to plan, organise, implement and evaluate the school based student challenge.  PD5-1, PD5-2, PD5-3, PD5-4, PD5-5	P-1 Making	80%	Ability to work together to organise a school based sporting challenge.	Student has demonstrated their skills in organising a school based sporting challenge, putting their ideas into action.	Term 2 Week 5	Term 2 Week 7
			C-1 Communicating	20%	Ability to communicate to a wider audience the rules and expectations of the sporting challenge.	Student has demonstrated the capacity to communicate effectively the rules and expectations of the sporting challenge.	Term 2 Week 5	Term 2 Week 7
PROJECT COMPLETED AND REVIEW COMMENTS PUBLISHED								Term 2 Week 7