



WONGAN HILLS
DISTRICT HIGH SCHOOL

TERM OUTLINES

YEAR 10

Term 1

(Optional content in bold. Optional content that is also underlined would only be useful for students planning on taking methods or specialist in year 11 and 12)

Week	Year 9	Year 10
1	Construct sample spaces to show outcomes for two-stage chance experiments both with and without replacement. Assign probabilities to outcomes and make informal connections to independent and dependent events	Choose and construct appropriate sample spaces to show outcomes for two- and three-stage chance experiments both with and without replacement. Assign probabilities to events involving conditional statements, such as 'if ... then', 'given', 'of', 'knowing that' Use weighted tree diagrams and/or formulas to assign probabilities to two- and three-stage chance events including situations involving conditional probability
2	Identify independent and dependent two-stage chance events using $P(A \text{ and } B) = P(A) \times P(B)$ and sample spaces, such as tree diagrams to determine the probability of independent events	Conduct repeated chance experiments and simulations to model conditional probability and produce datasets using digital tools. Discuss, compare and analyse variation and estimated probabilities for conditional events
3	Conduct repeated two-stage chance experiments and simulations, both with and without replacement, to produce datasets, including through the use of digital tools. Discuss, compare and interpret variation and estimated probabilities for compound events	Represent secondary data in two-way tables or Venn diagrams and assign probabilities to outcomes involving conditional statements
4	Investigation: Probability	Investigation: Probability
5	Use Pythagoras' theorem to determine the perimeter and area of shapes involving right-angled triangles, in both exact and decimal approximation form. Investigate and apply the converse of Pythagoras' to establish whether a triangle is right-angled Explore and apply Pythagoras' theorem and trigonometry to simple situations involving right-angled triangles in three-dimensional contexts projected to two-dimensions	Use Pythagoras' theorem and/or trigonometry to determine unknown sides and angles in right-angled triangles involving angles of elevation and depression Apply right-angled trigonometry to two dimensional situations involving navigational bearings
6	Use similarity to investigate and explain the constancy of the sine, cosine and tangent ratios for a given angle in right-angled triangles. Choose and use a trigonometric ratio to determine the length of an unknown side or the size of an unknown angle Explore the relationship between sine and cosine ratios and the unit circle, determine their approximate values for angles from 0° to 360°, and identify pairs of angles that share the same ratio value	Explore to establish and use the sine, cosine and area rule to determine unknown sides and angles for any triangle <u>Use the unit circle and dynamic geometry software to explore and represent trigonometric functions graphically</u> <u>Solve simple trigonometric equations graphically, algebraically or using the unit circle and verify solution/s by substitution</u>
7	Explore, explain and perform calculations that relate to earning income. Identify the elements of an income statement/payslip, including employer superannuation contributions and income tax as a deduction from gross income	Explore, explain and calculate income tax, including the use of tax tables Apply repeated simple interest to develop the compound interest formula and solve problems that relate to saving and borrowing
8	Develop and use the simple interest formula to solve problems relating to saving and borrowing Use authenticated websites to explore and compare different savings account options based on their characteristics (interest rates, fees, withdrawal policy) or compare price, quality, terms and conditions of goods and services, such as phone plans and digital subscriptions	Use authenticated websites to investigate how changes to the principal, rate of return, voluntary contributions and time can affect superannuation balances or compare characteristics of insurance, such as young driver car insurance or holiday insurance and recognise that the cost is higher when the risk is higher
9	Test: Pythagoras & Trigonometry & Finance	Test: Pythagoras & Trigonometry & Finance



Wongan Hills District High School

Year 10 HASS

Semester 1, 2025

WEEK	TEACHING POINTS	ASSESSMENT
HISTORY		
1 - 2	<ul style="list-style-type: none"> Historical Concepts Timelines The inter-war years between World War I and World War II. 	
INVESTIGATING WORLD WAR II		
3 - 6	<ul style="list-style-type: none"> The causes of World War II The experiences of service personnel from Australia during World War II, including at least one of the following: prisoners of war, the North Africa Campaign, Kokoda, the fall of Singapore The impact of World War II on the home front, including the bombing of Darwin, the changing roles of women, the use of wartime government controls Significant events of World War II, including the Holocaust and use of the atomic bomb 	<p>ASSESSMENT: Bombing of Darwin newspaper article (Week 5)</p> <p>ASSESSMENT: Timeline of significant events (Week 6)</p>
INVESTIGATING RIGHTS AND FREEDOMS		
7 - 9 Term 1 1 -3 Term 2	<ul style="list-style-type: none"> The origins and significance of the Universal Declaration of Human Rights, including Australia's involvement in the development of the declaration The background to Aboriginal and Torres Strait Islander peoples' campaigns for rights and freedoms before 1965 The significant events in the movement for the civil rights of Aboriginal and Torres Strait Islander peoples and the extent to which they contributed to change The continuing efforts to create change in the rights and freedoms in Australia for Aboriginal and Torres Strait Islander peoples, and one other group 	<p>ASSESSMENT: "Museum Display" using Primary Sources (Week 3)</p>

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CIVICS AND CITIZENSHIP		
PROTECTING DEMOCRACY		
4 - 7	<ul style="list-style-type: none"> • The key features and values of Australia’s system of government compared with another system of government in the Asia–Pacific region • The threats to Australia’s democracy and other democracies • The safeguards that protect Australia’s democratic system and society, including shared values and the right to dissent within the bounds of the law • The role of the High Court, including interpreting the Constitution 	ASSESSMENT: Democracy on Trial Role Play Script (Week 6)
AUSTRALIA AS A GLOBAL CITIZEN		
8 - 10	<ul style="list-style-type: none"> • Australia’s roles and responsibilities at a global level • The international agreements the Australian Government has ratified and how they shape policies and laws, including their response to the United Nations Declaration on the Rights of Indigenous Peoples 	ASSESSMENT: Infographic of Australia’s roles and responsibilities at a global level. (Week 9)
11	BIVOUAC	

Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities.



Wk	Content/Teaching Points	Assessment
FOOD SPECIALISATIONS		
1	<ul style="list-style-type: none"> • Class expectations <ul style="list-style-type: none"> ○ Kitchen safety and food temperatures ○ <i>Lemon Delicious in a Mug</i> 	<p style="text-align: center;">ASSESSMENT: Magnificent Meal: Students will design 3 nutritious 2 course menus and select one to create.</p>
2	<ul style="list-style-type: none"> • Healthy Eating <ul style="list-style-type: none"> ○ <i>Chicken and Hoisin Skewers</i> 	
3	<ul style="list-style-type: none"> • Reading nutrition labels <ul style="list-style-type: none"> ○ 	
4	<ul style="list-style-type: none"> • Reading nutrition labels continued <ul style="list-style-type: none"> ○ <i>Salad Cup</i> 	
5	<ul style="list-style-type: none"> • Investigating collaboration and management skills <ul style="list-style-type: none"> ○ <i>Frittata</i> 	
6	<ul style="list-style-type: none"> • Design challenge 	
7	<ul style="list-style-type: none"> • Food presentation <ul style="list-style-type: none"> ○ Production guidelines ○ Food ordering ○ <i>Meatballs</i> 	
8	<ul style="list-style-type: none"> • Production of selected Magnificent Meal 	
9	<ul style="list-style-type: none"> • Easter Cooking 	
Term 2	TEXTILES	
1	<ul style="list-style-type: none"> • Completion and submission of Magnificent Meal task 	<p style="text-align: center;">ASSESSMENT: Design process, evaluating, revision, etc</p>
2	<p>PROJECT SELECTION Task – Designing for a Sustainable Future. Students will investigate the concept of a sustainable fashion/textile industry by creating an original textile product.</p>	



3	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Investigate • Design/Plan 		
4	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Design/Plan • Production 		
5	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
6	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
7	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
8	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production 		
9	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Production • Evaluation/Feedback 		
10	DESIGNING FOR A SUSTAINABLE FUTURE <ul style="list-style-type: none"> • Evaluating 		ASSESSMENT: Self-Management Mark (Textile Production Skills and working safely)
11	BIVOUAC		

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Chemical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<u>Periodic Table</u> - Describe how the PT is structured - Name key groups (1, 2, 3-11, 17, and 18) - Use the periodic table to identify atomic and mass numbers Distinguish between metals and non-metals by how they gain or lose electrons (octet rule) <u>Metallic and Ionic Bonding</u> Describe metallic and ionic substances as related to their bonding <u>Covalent Bonding</u> Describe the nature of the covalent bond.	Test 1
4 – 6	<u>Chemical Equations</u> - Consider oxidation vs reduction reactions - Define oxidation and reduction Apply to real-world examples - Write ionic/covalent formulae - Write chemical equations from written information Balance equations	Test 2
7 - 10	Investigation	Investigation

Homework:

There is no set homework for the Year 10 students this term, however, it is recommended that students pursuing an ATAR pathway consolidate their learning at home.

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Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level are met.



Physical Sciences

Wk	Content/Teaching Points	Assessment
1 – 4	<p><u>Motion</u></p> <ul style="list-style-type: none"> Calculate distance, displacement, speed and velocity from word problems. Interpret distance-time graphs and use these graphs to extract speed and/or velocity Interpret speed-time graphs and use these graphs to extract distance and/or displacement. Measure speed in different ways e.g. measuring distance and time or using a ticker tape machine. <p><u>Acceleration and Gravity</u></p> <ul style="list-style-type: none"> Introduce the concept of acceleration and the S.I. units m/s^2 Calculate acceleration with the formula $a = (v - u)/t$ and rearrange the formula to solve for final velocity. Introduce the idea of deceleration as negative acceleration. Calculate the velocity of a falling object using $a = g = 9.8 m/s^2$ Measure the acceleration due to gravity using a ticker tape machine or have students design their own experiments. Use negative acceleration to calculate the final velocity of objects thrown upwards, into the air 	Test 1
5-8	<p><u>Newton's First Law</u></p> <ul style="list-style-type: none"> Revise the concept of a force and different types of forces. Explain Newton's First Law of Motion i.e. an object will remain in its current state of motion unless an unbalanced force acts on it. Identify situations where: <ul style="list-style-type: none"> Forces are balanced and the object is stationary Forces are balanced and the object is moving Forces are unbalanced and the object is changing speed, direction or shape. <p>In each case identify the forces acting on the object that are balanced or unbalanced.</p> <p><u>Newton's Second Law</u></p> <ul style="list-style-type: none"> Explain Newton's Second Law using the formula $F = ma$ Calculate F, m and a from word problems Introduce the concept of weight as a force and contrast with mass Measure the weight of objects in Newtons using a Newton balance Calculate the weight and mass of objects in different gravitational fields e.g. on the moon or a different planet. <p><u>Newton's Third Law</u></p> <ul style="list-style-type: none"> Explain Newton's Third Law i.e. for every action there is an equal and opposite reaction. Identify examples of action and reaction pairs Study friction as a reaction force examining why we need friction and also why we often try to minimise friction. <p>Study thrust as a reaction force e.g. in space rockets.</p>	Test 2
9-10	<p><u>Energy Transfer and Transformation</u></p> <ul style="list-style-type: none"> Revise different types of energy Identify examples of energy transformation and transfer. Introduce the law of conservation of energy. <p>Draw energy flow diagrams to show the total energy before and after a transformation or transfer.</p> <p><u>Transformation of Kinetic and Potential Energy</u></p> <ul style="list-style-type: none"> Revise the definitions of kinetic energy ($KE = \frac{1}{2}mv^2$) and gravitational potential energy ($PE = mgh$). Solve problems relating to the transfer between KE and PE in the following situations: <ul style="list-style-type: none"> Throwing or dropping a ball directly up or down Projectiles (neglecting air resistance) <p>A pendulum without air resistance</p>	Assignment

Homework:

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Term 2

Week	Curriculum	Assessments
1 – 2	<p>Explore & interpret representations of national & international time zones using 12- & 24-hour time, & determine duration of events across multiple time zones</p> <p>Modelling:</p> <p>In real-world situations involving perimeter and area of quadrilaterals and circles, properties of quadrilaterals, transformations of figures, Pythagoras' theorem, congruency, cross-sections, volume or capacity of prisms and/or international time zones</p> <ol style="list-style-type: none"> I. analyse the situation, decide if an exact or approximate solution is required and determine assumptions and constraints II. represent the situation mathematically in order to reach a solution III. interpret and communicate findings in terms of the context and any assumptions or constraints 	Test Geometric Reasoning and Shape
3 – 7	<p>Construct sample spaces, such as lists, simple tree diagrams, tables or arrays to show all possible outcomes for two events. Assign probabilities to outcomes & events including those involving 'and', 'not', 'at least', exclusive 'or' & inclusive 'or'</p> <p>Recognise that complementary events have a combined probability of one & use this relationship to calculate probabilities</p> <p>Conduct repeated chance experiments & simulations for two events to produce datasets, including through the use of digital tools, for a large number of trials. Discuss, explain & compare variation & estimated probabilities for simple & compound events</p> <p>Use secondary data represented in two-way tables & Venn diagrams to describe events, including those that are mutually exclusive. Estimate related probabilities & make predictions as appropriate</p> <p>Modelling:</p> <p>In real-world situations that involve two-stage chance experiments or simulations, complementary events, data collection methods, same-sized random sampling and/or analysis of graphs, tables & data</p> <ol style="list-style-type: none"> I. analyse the situation, pose questions as required, determine assumptions & constraints II. determine appropriate production of a valid & reliable dataset, statistical measures, data representations & analyses, including examination of distributions, to effectively investigate the situation III. interpret, draw inferences & communicate findings in terms of the context, assumptions, constraints, chance variation & knowledge or insights gained 	Investigation: Probability
8 – 11	<p>Develop & apply the index laws for numbers in index form with positive-integer & zero indices</p> <p>Cont. term 3 weeks 1 – 3</p> <p>Extend & apply knowledge of additive & multiplicative partitioning, order of operations & the associative & commutative laws of numbers, to create or simplify algebraic expressions involving the four operations</p> <p>Extend & apply knowledge of the distributive law with numbers to algebraically exp& & factorise expressions with a common numerical factor</p> <p>Solve linear equations involving up to three operations, including those with negative coefficients or requiring collection of like terms, & verify the solution by substitution</p>	



Year 9/10 HEALTH

Semester 1 2026

	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1 – 4	Alcohol & Drug Education Health in media	<p>Students will the revise impact of alcohol on developing brains. They will be exposed to challenging situations and risks for young people related to alcohol use e.g., out of control parties, drink spiking, damage to reputation. The students will also identify external influences such as peers and social norms and expectations as well as the difficulties managing external influences related to one or more challenging situations (as above). Finally, be equipped with the strategies for avoiding and reducing harm related to one or more challenging situations.</p> <p>Students will look at examples of media sources and messages designed to influence health in both positive and negative. The students will investigate the intent and impact of alcohol advertising on young people as well as strategies to increase the exposure to and appeal of alcohol to young people.</p>	Assessment 1: Drug & Alcohol Posters
5	Drug & Alcohol Education	<ul style="list-style-type: none"> - Virtual Reality based around alcohol & other drugs - The human brain, it's functions and alcohol and other drug use 	
7-9	What influences others and me?	<p>Factors that shape identities and adolescent health behaviours, such as the impact of:</p> <ul style="list-style-type: none"> - Cultural beliefs and practices - Family - Societal norms - stereotypes and expectations - The media <p>Body image</p> <p>Students will learn how the impact of societal and cultural influences on personal identity and health behaviour such as:</p> <ul style="list-style-type: none"> - How diversity and gender are represented in the media <p>Differing cultural beliefs and practices surrounding transition to adulthood</p>	Assessment 2: Case Studies: questionnaire and research task



	TOPIC	CONTENT	ASSESSMENT & HOMEWORK
1 – 2	Health in media	<p>Students will look at negative consequences of explicit sexual imagery/sexualisation for girls/boys and society (body dissatisfaction, poor body image, impact on self-esteem, contribution to violence and abuse).</p> <p>Analysis of images and messages in the media related to:</p> <ul style="list-style-type: none"> - alcohol - other drugs - body image - fast food - road safety - relationships 	
3	Communicating and interacting for health & wellbeing	<p>Health and illness in Aus.</p> <p>Life and death in Australia</p> <ul style="list-style-type: none"> - Comparing life expectancies - External causes - Cardiovascular disease - Cancer 	Assessment 3: Research Task – Diseases in Australia
4-5	Communicating and interacting for health & wellbeing	<p>Personal and community actions that affect health</p> <ul style="list-style-type: none"> - Obesity - Health initiatives in the media - Diabetes <p>National Drug campaign</p> <p>Promoting Health</p> <ul style="list-style-type: none"> - Cultural health practices around the world - National Health priority areas - Medicare 	



6-9	Communicating and interacting for health and wellbeing	Define <ul style="list-style-type: none">- Empathy- Esteem- Respect- Ethics- UN Rights and responsibilities Positive, respectful relationships Building respectful relationships	Assessment 4: Health initiatives: poster/powerpoints
9-11	Communicating and interacting for health and wellbeing	<ul style="list-style-type: none">- Balance of power- Take a Stand- Help and support- Gender roles- Attitudes, prejudices and stereotypes- Acknowledging others' rights- Making ethical decisions	

Assessments completed in Semester one will be combined with assessments from Semester 2 to determine a grade for the school year.

Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning.



TERM ONE		
Wk	Content/Teaching Points	Formal Assessment
1	<ul style="list-style-type: none"> Classroom routines and expectations. Standardised assessments. 	
2 – 5	<p>Short stories/short answer response:</p> <ul style="list-style-type: none"> Genres. Developing contextual knowledge. Text structure. Direct and Indirect characterisation. Narrative conventions: plot profile, characters, setting, tone vs mood, themes, style, dialogue, syntax Figurative language. Genre conventions. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	1. Students compare and contrast two short stories.
5-9	<p>Documentary study:</p> <ul style="list-style-type: none"> Types of documentaries. SWAT Codes (Symbolic, Written, Audio & Technical). Bias and point of view. Conventions of a documentary. Context and purpose. Rhetoric language. Viewer response. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	1. Students write an analytical short answer response.
10	Constructing a short answer response using TEEEEEEEL	
TERM TWO		
1 - 6	<p>Persuasive talks:</p> <ul style="list-style-type: none"> Purpose, target audience, and central message. Persuasive techniques. Examining and analysing evidence. Analyse structure and pacing. Evaluate delivery and multimodal elements. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	1. Students will create a mini-TED talk.



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7 - 9	<p>Fake news:</p> <ul style="list-style-type: none"> • Distinguish misinformation/disinformation/satire/clickbait. • Analyse purpose, audience and impact. • Identify manipulative language and persuasive techniques. • Evaluate claims, evidence quality and source credibility. • Use lateral reading. • Bias. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p>1. Students create and evaluate a fake news segment.</p>
10	<p>Cadets Camp</p>	
<p><i>Please note that the information above is a guide only. The course content and assessment dates may change slightly over the term depending on student needs and abilities. Students will be graded based on all independent tasks which are not limited to the formal assessment task. Although the key concepts across the year levels are similar, there will be a differentiated approach to ensure the curriculum needs of each year level, as well as ability levels amongst students, are met.</i></p> <p>Homework: Students may have independent homework tasks that support their learning. These tasks could be one of the following:</p> <ol style="list-style-type: none"> 1. Reading reflection - To reinforce your child's reading and comprehension skills, they will be working towards reflecting on texts read in class or at home. Reflection activities should not take more than ten minutes. 2. Learning preparation. - At times, your child will be asked to investigate a text or resource outside of class. This may require them to use a computer for research or read a text from the class. It may also include writing, especially if there is drafting to be done for publishing some writing. None of these activities should take more than 30 minutes. 		



TERM ONE		
Wk	Content/Teaching Points	Formal Assessment
1	<ul style="list-style-type: none"> Classroom routines and expectations. Standardised assessments. 	
2 – 5	<p>Short stories/short answer response:</p> <ul style="list-style-type: none"> Genre – focus on one genre e.g. allegory, horror, science fiction, fantasy Developing contextual knowledge. Text structure. Direct and Indirect characterisation. Narrative conventions: plot profile, characters, setting, tone vs mood, themes, style, dialogue, syntax Figurative language where used - emotive language, descriptive language/imagery, metaphors, personification, symbolism, hyperbole, similes. Genre conventions e.g. clues in mysteries, world-building in fantasy, suspense in horror, foreshadowing. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p>1. Students will write a short answer response to guided questions about a familiar short story, or write a comparative short-answer response that explains key similarities and differences between two familiar short stories using specific evidence from each text.</p>
5-9	<p>Documentary study:</p> <ul style="list-style-type: none"> Types of documentaries: participatory, reflexive, performative, observational, expository. SWAT Codes (Symbolic, Written, Audio & Technical). Bias and point of view. Conventions of a documentary e.g. selection of detail /editing, interviews, music, actual footage, re-enactments, facts and statistics, montage, diegetic and non-diegetic sound, voice over. Context and purpose (persuade, inform, entertain). Rhetoric language. Viewer response. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p>1. Students will write a short answer response to guided questions, or write a comparative short-answer response about a familiar documentary, analysing how documentary conventions are used to inform, persuade, and/or entertain audiences and shape their response to the issues explored.</p>
10	Constructing a short answer response using TEEL	



TERM TWO

2 - 6	<p>Persuasive talks:</p> <ul style="list-style-type: none"> Analyse the talk's purpose, target audience, and central message. Evaluate TED style persuasive techniques (storytelling, rhetorical devices, humour, emotive appeals, inclusive language). Judge the quality of evidence (credibility of sources, statistics, examples, expert authority, logic). Analyse structure and pacing. Evaluate delivery and multimodal elements (voice, body language, presence, slides/visuals, timing) and their impact. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p>1. Students will provide a short-answer response analysing a chosen TED/TEDx talk, explaining how purpose and audience shape the message and evaluating the speaker's persuasive techniques, evidence, structure, and delivery.</p>
7 - 9	<p>Fake news:</p> <ul style="list-style-type: none"> Distinguish misinformation/disinformation/satire/clickbait. Analyse purpose, audience and intended impact. Identify manipulative language and persuasive techniques. Evaluate claims, evidence quality and source credibility. Use lateral reading to verify (cross check and trace originals). Explain bias, selection/omission and how feeds/virality amplify it. <p>Daily development of vocabulary, grammar, spelling and language conventions/literary devices.</p>	<p>1. Students will evaluate a set of online texts for reliability by identifying misinformation type, purpose/audience, persuasive techniques, and evidence credibility, then present a justified conclusion through a short answer response, using specific examples.</p>
10	<p>Cadets Camp</p>	

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Homework:

Students may have independent homework tasks that support their learning. These tasks could be one of the following:

- 1. Reading reflection** - To reinforce your child's reading and comprehension skills, they will be working towards reflecting on texts read in class or at home. Reflection activities should not take more than ten minutes.



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- 2. Learning preparation.** - At times, your child will be asked to investigate a text or resource outside of class. This may require them to use a computer for research or read a text from the class. It may also include writing, especially if there is drafting to be done for publishing some writing. None of these activities should take more than 30 minutes.



Wk	Learning intentions	Success criteria
1-3 Induction, Safety Design and Investigation	<ul style="list-style-type: none"> Introduce students to workshop expectations, safety protocols and operational procedures. Develop a design brief that clearly outlines a stakeholder's needs and the purpose of a proposed solution. Explore and describe a range of materials, components and resources to support idea generation, noting limitations and constraints. Examine how economic, environmental and social sustainability influence the creation of designed solutions across products, services and environments. Discuss social, ethical and sustainability considerations using relevant examples. 	<ul style="list-style-type: none"> Students complete ongoing safety and compliance checks for both static machinery and handheld power tools. Students engage in multiple design activities and submit one selected task for assessment. Students produce an original design that meets set parameters and effectively communicates concepts and intentions. Students construct their design using sustainable processes and materials. Final products and design documentation are assessed at the end of the design and production cycle.
4-5 Design Continuum and Production	<ul style="list-style-type: none"> Develop detailed design solutions by comparing alternative ideas against set criteria, using appropriate terminology and examples. Demonstrate understanding of the characteristics and properties of materials, systems, tools, equipment and components. 	<ul style="list-style-type: none"> Students continue refining, producing and evaluating their design work. Students justify their choices when selecting and combining materials, systems, tools and equipment.
6-7 Design Continuum and Production	<ul style="list-style-type: none"> Explain how different technologies can be integrated to create effective design solutions. Select, apply and test technologies safely and appropriately, making modifications when required. Work independently and collaboratively to manage project timelines, costs, risks and safety considerations. Incorporate relevant digital technologies into the design and production process. 	<ul style="list-style-type: none"> Students continue to refine and adjust their work using a structured feedback cycle. Students evaluate and apply suitable finishing techniques where appropriate.
8-9 Production and Evaluation	<ul style="list-style-type: none"> Conduct a thorough evaluation of design processes and outcomes, using student-developed criteria and relevant examples. 	<ul style="list-style-type: none"> Completed products and design documentation are assessed. Projects requiring further development in Term 2 receive formative feedback and evaluation.

Assessments completed in Term 1 will be combined with assessments from Term 2 to determine a grade for the Semester.

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Wk	Learning intentions	Success criteria
10-12 Workshop refresher. Design and Investigation	<ul style="list-style-type: none"> Review workshop expectations and OSH procedures. Develop a design brief that outlines a stakeholder's needs and intended solution. Investigate and describe materials, components and resources to support idea development, identifying constraints. Explore sustainability considerations— economic, environmental and social— within design contexts. Discuss social, ethical and sustainability issues using relevant examples. 	<ul style="list-style-type: none"> Students either continue an existing project or begin a new major or minor project in consultation with the teacher. Students complete ongoing OSH and machinery compliance assessments. Students create original designs within set parameters and communicate their ideas clearly. Students produce their designs using sustainable materials and processes. Completed work is assessed at the end of the design and production process.
13-14 Design Continuum and Production	<ul style="list-style-type: none"> Produce detailed design solutions by comparing alternatives against criteria, using appropriate terminology and examples. Explain the characteristics and properties of materials, systems, tools, equipment and components. 	<ul style="list-style-type: none"> Students continue refining, producing and evaluating their design work. Students justify their decisions when selecting and combining materials, systems, components and tools.
15-16 Design Continuum and Production	<ul style="list-style-type: none"> Explain how technologies can be combined to create effective design solutions. Safely select, apply and test technologies, making modifications when needed. Manage projects independently and collaboratively, considering time, cost, risk and safety. Use relevant digital technologies throughout the design and production process. 	<ul style="list-style-type: none"> Students continue refining and adjusting their work using a feedback cycle. Students evaluate and apply appropriate finishing techniques.
17-18 Production and Evaluation	<ul style="list-style-type: none"> Provide a detailed evaluation of design processes and outcomes, using student-developed criteria and relevant examples. 	<ul style="list-style-type: none"> Completed products and design documentation are assessed.

Assessments completed in Term 1 will be combined with assessments from Term 2 to determine a grade for the Semester.

Please note that the information above is a guide only. The course content and assessment dates may change over the term. Work will also be differentiated to account for individual student needs and stages of learning.