

YEAR 10 PEF – SCOPE & SEQUENCE (2016)

	UNIT	AusVELS KEY CONTENT & KEY SKILLS	COMMON ASSESSMENT TASKS	TEACHING STAFF
<p>Term 1</p> <p>Weeks 1-4</p>	<p>Work Experience</p> <p>Students will finalise their Work Experience Arrangements for 9-13 May 2016.</p> <ul style="list-style-type: none"> • Safe@work General & Industry Modules • Pink W. Experience Notification Form • White Arrangement Forms – Legal Forms <p>Students will revisit the Work Experience expectations as covered in Year 9 Term 4.</p>	<p><u>Work Studies</u></p> <ul style="list-style-type: none"> • Developing knowledge and understanding of, and experience in, the world of work • Reality that the world of work is changing • Work skills and attributes needed for 21st century workplaces • Understanding of self and a realistic appreciation of their individual interests, values, preferences and strengths <p><u>Industry and Enterprise:</u></p> <ul style="list-style-type: none"> • Identify personal and social competencies • Research and report on a range of personal career goals <p>Collate and organize statistical data related to employment</p>	<p>CAT – Work Experience Preparation</p> <p>Students need to complete a check list demonstrating completion of their safe@work General and Industry modules, having gained a placement for Work Experience and to write a detailed reflection on the various stages of the process.</p>	<p>Gillian Andrews – 10A, 10B, 10C and 10F</p> <p>Scott Hobson – 10G</p> <p>Trishna Sohal – 10D, 10E and 10F</p>
<p>Weeks 5-9</p>	<p>Legal Studies – Young People and the Law</p> <p>This unit is being taught to provide our students with knowledge and a basic understanding of Australia’s legal system</p> <p>Areas covered will be</p> <ul style="list-style-type: none"> • How are laws made and enforced in Australia? • Who’s who in the legal system? • How are young people impacted by the law? <p>Vocabulary that students will become familiar with will include : Constitution, Legislation, Burden of proof, Law, Legal system, Presumption of innocence, Court, Tribunal, Defendant / Judge / Jury / Prosecutor / etc. Criminal Law, Civil Law</p>	<p>Key Content and Key Skills (AusVELS):</p> <ul style="list-style-type: none"> • Analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. • Explain how Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples • Describe the key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution • Discuss the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal • Explain how Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation • Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law 	<p>Hurdle Tasks 1 & 2–</p> <p>1.Students work through scenarios and identify the correct branch of the law and type of law that have been breached.</p> <p>2.Students identify the Who’s Who in the Court System, reinforcing their vocabulary understanding.</p>	
<p>TERM 2</p> <p>Week 1-4</p>	<p>Work Experience</p> <p>Students participate in a range of activities to ensure they are prepared for their work placement 9-13 May 2016.</p> <p>Through brainstorming ideas, students practice and share strategies useful when facing conflict or other situations in the workplace.</p>	<p><u>Work Studies</u></p> <ul style="list-style-type: none"> • Developing knowledge and understanding of, and experience in, the world of work • Work skills and attributes needed for 21st century workplaces 		

<p>9 – 13 May</p>	<p>Students attend Work Experience</p>	<p><u>Work Studies (Australian Curriculum):</u></p> <ul style="list-style-type: none"> • Collaborate with industry/business and/or community, individuals or groups • Complete a work-related individual or group project plan in collaboration with industry/business and/or community partners, individuals or groups • Use a range of tools, methods and skills for accessing work relevant to 21st century recruitment and selection processes 	<p><i>CAT – Work Experience Journal and Work Experience Self Evaluation</i></p> <p>Students complete a journal about their workplace conditions, OH&S, activities, etc.</p> <p>Students assess the skills and competencies they demonstrated during their work experience session</p>
<p>Weeks 6-11</p>	<p>Legal Studies – Young People and the Law</p>	<p>Key Content and Key Skills (AusVELS):</p> <ul style="list-style-type: none"> • Analyse the role of the High Court and explain how Australia’s international legal obligations influence law and government policy. They explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system. • Explain how Australia’s international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples • Describe the key features of Australia’s court system, including jurisdictions and how courts apply and interpret the law, resolve disputes and make law through judgments, and describe the role of the High Court in interpreting the Constitution • Discuss the key principles of Australia’s justice system, including equality before the law, independent judiciary, and right of appeal • Explain how Australia’s legal system aims to provide justice, including through the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation • Compare how laws are made in Australia, including through parliaments (statutory law) and courts (common law), and explain different types of laws, including executive law (delegated law), criminal law, civil law and the place of Aboriginal and Torres Strait Islander customary law 	<p><i>CAT - Legal Studies Unit</i></p> <p><i>Assessment will be an exam consisting of scenarios that students need to analyse and classify in the correct Branch of the Law etc. and short answer questions – open book.</i></p>

YEAR 10 PEF – SCOPE & SEQUENCE (2015)

	UNIT	AusVELS KEY CONTENT & KEY SKILLS	COMMON ASSESSMENT TASKS	TEACHING STAFF
TERM 3	<p>Twenty Dollar Boss – Economics and Business</p> <p><i>The \$20 Boss Program provides students with capital to create and start up their own business. Students are provided with resources required for an immersive learning experience that builds financial literacy and enterprise skills. Students will</i></p> <ul style="list-style-type: none"> Plan, budget and market their business idea Develop a product or service that someone might buy <p>STILL BEING DEVELOPED</p>	<ul style="list-style-type: none"> Students explain why businesses seek to create competitive advantage and evaluate the strategies that may be used When researching, students develop questions and simple hypotheses to frame an investigation of an economic or business issue. Students apply economics and business knowledge, skills and concepts to familiar and hypothetical problems. Students develop and present evidence based conclusions and reasoned arguments using appropriate texts, subject specific language and concepts. They analyse the effects of economic and business decisions and the potential consequences of alternative actions. 	<p><i>CAT Students participate in a 'real world' challenge</i></p>	<p>Gillian Andrews – 10A, 10B, 10C and 10F</p> <p>Scott Hobson – 10G</p> <p>Trishna Sohal – 10D, 10E and 10F</p>
TERM 4	<p>Road Safety</p> <p>Students engage in a 'safe drivers' road safety program, focusing on:</p> <ul style="list-style-type: none"> Road safety rules Drink Driving/ Driving under the influence Distractions lead to disaster Responsibilities (legal, etc.) 	<p><u>Health and Physical Education:</u></p> <ul style="list-style-type: none"> Community concerns and key initiatives: Road Safety Identify and explain the rights and responsibilities associated with developing greater independence (driving) Compare and evaluate perceptions of challenge, risk and safety Identify the health services and products provided by government and non-government bodies <p>Analyse how services can be used to support the needs of young people</p>	<p><i>Hurdle Task 1 – Road Safety Handbook</i></p> <p>Ongoing completion of comprehension/understanding tasks relating to road rules, drink/drug driving, etc.</p> <p><i>CAT 1 – Road Safety Commercial</i></p> <p>Students create a road safety commercial (including script, storyboard, filming, editing and explanation)</p>	