**Whole-School Curriculum,**

**Assessment & Reporting Plan: Years 7–10**

**2021**

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| **ENGLISH : YEAR 7** | **TERM 1** |
| **Unit 1: Reading and interpreting literature about Australia and Australians**  Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create a short story to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.  **Unit 2: Examining representations of Australia and Australians in literature**  Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text |
| **TERM 2** |
| **Unit 3: Exploring perspectives in poetry and songs**  Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive analysis of a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue. |
| **TERM 3** |
| **Unit 4: Analysing persuasion in media texts**  Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.  **Unit 5: Persuading through motivational speaking**  Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students will deliver a recording of a persuasive motivational speech to promote a point of view about an environmental issue. |
| **TERM 4** |
| **Unit 6: Reading and creating life writing: biographies**  Students read biographies to identify the text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension. Students gather information to create a written biography about a person who has displayed courage. |

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| **ENGLISH : YEAR 8** | **TERM 1** |
| **Unit 1: Imaginative response to a novel**  Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.  **Unit 2: Representing human experience**  Students read, view and listen to a variety of texts that create representations of Aboriginal and Torres Strait Islander peoples, histories and cultures. They analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal and Torres Strait Islander peoples, histories and cultures; analyse the features that create representations and position the audience; and deliver an oral presentation to express their opinion about the text. |
| **TERM 2** |
| **Unit 3: Understanding how texts communicate ideas about values**  Students view a selection of film clips about Aboriginal peoples and Torres Strait Islander peoples to understand how texts communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about values. Students then compare and evaluate the effectiveness of two film clips and, using interaction skills, present their opinion in a persuasive oral response to engage and influence an audience of peers. |
| **TERM 3** |
| **Unit 4: Understanding how meaning is created in a television drama text**  Students examine a television drama series to understand how meaning is created. They read and view a selection of script excerpts and film clips to interpret stated and implied meanings. They identify and explain text structures and language features that convey character, plot and issues. They also analyse the impact of modes and media on an audience, understand how tone is created in texts and examine how speech conventions influence the identities of communities.  **Unit 5: Creating short stories**  Students read and comprehend a variety of short stories to understand the features that engage an audience. They will identify and explain authors’ language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students will also have opportunities to practise short story writing to experiment with visual and language choices that engage an audience. In the assessment task, students will write and illustrate a short story. |
| **TERM 4** |
| **Unit 6: Analysing digital texts**  Students reflect on ways digital technology has influenced language use and communication. They read and analyse a variety of homepages and applications as examples of digital texts to identify and explain features that engage an audience. In the assessment task, students use knowledge and understanding to construct an educational app for teenagers and justify the choices they have made with regard to the effectiveness of the app. |

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| **ENGLISH : YEAR 9** | **TERM 1** |
| **Unit 1: Interpreting texts and creating fiction**  Students listen to, read and view a variety of human nature texts to produce close readings of these texts. In particular, students will examine how authors of texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of fiction.  Students use their knowledge of literary texts to create a human nature fiction short story, using a stimulus item to generate an idea.  **Unit 2: Exploring different perspectives**  Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in texts.  Students analyse and evaluate how text structures and language features of personal memoirs, such as humour and figurative language, are designed to engage an audience and to evoke an emotional response to significant human experiences. Students construct a persuasive speech articulating their perspective on the multicultural nature of Australia. |
| **TERM 2** |
| **Unit 3: Examining representations of within Shakespearean texts**  Students listen to, read and view a range of extracts from Shakespearean texts. They explore the way characters, plot and setting are utilised by directors in a range of different ways from the same script, to enhance or alter meaning for the audience.  Students construct a director’s briefing, outlining their interpretation of and vision for the performance of a Shakespearean text, by exploring one key scene or act from a chosen play. |
| **TERM 3** |
| **Unit 4: Examining perspectives on issues**  Students listen to, read and view literary texts to examine how authors present different perspectives on issues. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective. Students create a feature article to create a perspective on a chosen social issue. The reader is positioned to accept the opinion of the author via the use of a range of persuasive language techniques. Students compare their own work to that of a peer, analysing how interpretations of an issue can vary  **Unit 5: Evaluating language features in a text**  Students read extracts from a novel to understand how authors use text structures and language features to construct representations of characters, ideas and issues. They read, listen to and view texts that build their understanding of the ways particular text structures and language features are used for specific purposes and effects. Students construct a film review exploring the use of particular language and visual features to position the audience and influence their opinion. |
| **TERM 4** |
| **Unit 6: Exploring ethical issues and manipulating language for effect**  Students read a drama text to comprehend ideas about human experiences in response to ethical dilemmas, such as justice, equity and prejudice. They explore how the social, cultural and historical contexts of a text influence its construction, analysing and evaluating representations in a drama text. They create an interview script that interprets and integrates ideas from the focus text, to construct representations of characters and a point of view about an ethical issue raised in the text. Students listen to, read and view a variety of literary and non-literary texts to understand the ways that text structures and language features are manipulated to construct meaning and position audiences to accept particular perspectives about social and ethical issues. Students write a monologue as a character from the studied novel, outlining their perspective on a social, moral or ethical issue within the text |

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| **ENGLISH : YEAR 10** | **TERM 1** |
| **Unit 1: Responding to a Shakespearean drama**  Students closely study a Shakespearean drama text, exploring a range of themes, characters and concepts. Students demonstrate their knowledge and understanding of the text by participating in a one-on-one debate in response to a chosen topic  **Unit 2: Poetry through Song**  Students examine how poetry in song lyrics can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. They create and deliver a multimodal presentation in which they analyse how a chosen artist uses a range of poetic devices to present a particular perspective on a social, moral or ethical issue. |
| **TERM 2** |
| **Unit 3: The Short Story**  Students read a range of short stories related to a particular theme, and analyse the narrative structure, narrative viewpoint, characterisation and language devices used in these short stories. Students then plan, draft and finalise their own short stories in response to thematic stimulus |
| **TERM 3** |
| **Unit 4: Responding to Literary Texts (Novel Study)**  Students read, analyse and evaluate a novel that explores issues relevant to society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students examine elements of creative writing and the stylistic features of authors. They create an analytical essay exploring the representation of a concept across two texts. |
| **TERM 4** |
| **Unit 5: Satire**  Students read, view and analyse the techniques used in satirical texts. Students write a persuasive blog on the importance of satire in which they analyse and interpret techniques of satire which influence audience interpretation and response. |

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| **MATHEMATICS : YEAR 7** | **SEMESTER 1** |
| **Unit 1: Students develop understandings of:**   * Real numbers — compare fractions using equivalence, locate and represent fractions on a number line, solve problems involving addition and subtraction of fractions, express one quantity as a fraction of another * Real numbers — round, multiply and divide decimals in a money context, multiply and divide fractions, add and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios, multiplying decimals using written strategies, converting between fractions, decimals and percentage and expressing one quantity as a fraction or percentage of another * Data representation and interpretation — construct stem-and-leaf plots and dot plots; calculate mean, median, mode and range; compare a range of data displays; describe and interpret data displays using mean, median and range; identify and examine issues involving numerical data collected from primary and secondary sources   **Unit 2: Students develop understandings of:**   * Real numbers — add and subtract fractions with unrelated denominators, explore the relationship between fractions, decimals and percentages, express one quantity as a percentage of another, interpret, represent and simplify ratios * Number and place value — investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation, compare and order integers on a number line and by using symbols * Number and place value — compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation. |
| **SEMESTER 2** |
| **Unit 3: Students develop understandings of:**   * Geometric reasoning — revise triangles, quadrilaterals and types of angles; classify triangles and quadrilaterals by comparing sides and angles; make generalisations about the sum of angles in triangles and in quadrilaterals * Using units of measurement — develop a formula to find the area of a rectangle, calculate the area of rectangles and compound shapes, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume * Shape — construct three-dimensional objects, draw three-dimensional objects from different viewpoints * Money and financial mathematics — calculate and compare unit prices, investigate and calculate best buys with and without digital technology * Patterns and algebra — create and evaluate formulas to model relationships between two variables.   **Unit 4: Students develop understandings of:**   * Location and transformation — describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identify a combination of transformations on the Cartesian plane, and identify line and rotational symmetry * Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships * Linear and non-linear relationships — plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data * Chance — identify sample spaces for single-step events, conduct one-step chance experiments, record observed frequencies in a table, calculate probabilities from experimental data, compare experimental and theoretical probabilities |

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| **MATHEMATICS : YEAR 8** | **SEMESTER 1** |
| **Unit 1: Students have opportunities to develop understandings of:**   * Number and place value — apply the four operations to rational numbers and integers and solve problems * Real numbers — make connections between percentages, fractions and decimals, calculate a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solve in a range of contexts including financial situations, identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to pi * Chance — describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems   **Unit 2: Students have opportunities to develop understandings of:**   * Number and place value — express numbers in index notation, establish the index laws with whole number bases and positive integral indices * Patterns and algebra — expand and factorise algebraic expressions * Using units of measurement — convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites, trapeziums and circles, calculate the perimeter and area of rhombuses, kites, trapeziums and circles, problem solve and reason involving perimeter, circumference and area. |
| **SEMESTER 2** |
| **Unit 3: Students have opportunities to develop understandings of:**   * Linear and non-linear relationships — model situations involving proportional relationships; solve a range of problems involving rates and ratios; interpret, model and formulate patterns and relationships; represent patterns and relationships as rules, functions, tables and graphs; and solve linear equations using graphical techniques * Using units of measurement — solve problems involving time duration, for 12- and 24- time formats, within a single time zone * Data representation and interpretation — collect, organise and display data; interpret data displayed in tables and graphs; connect samples and populations; explore the effect of sample size; calculate measures of centre; identify outliers and their effect on measures of centre; identify sources of bias and apply this knowledge to make hypotheses and support conclusions.   **Unit 4: Students have opportunities to develop understandings of:**   * Linear and non-linear relationships — apply number laws to algebraic expressions and equations; expand and factorise algebraic expressions; solve simple linear equations algebraically and graphically; connect patterns, linear functions, tables of values, graphs and worded statements; plot coordinates on the Cartesian plane and solve realistic problems * Using units of measurement — develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement * Geometric reasoning — revise angle properties (co-interior, corresponding, alternate and vertically opposite); explore congruence; establish and apply the congruence tests (SAS, AAS, SSS, RHS); extend congruence of triangles to identify the properties of quadrilaterals and solve problems using the properties of congruent figures, reasoning and generalisations; apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals. |

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| **MATHEMATICS : YEAR 9** | **SEMESTER 1** |
| **Unit 1: Students have opportunities to develop understandings of:**   * Real numbers — solve rates problems, simplify rates, identify additive and multiplicative patterns in direct proportion, represent rates graphically and algebraically * Linear and non-linear relationships — calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras’ theorem, calculate the midpoint of a line segment * Using units of measurement — calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders solve problems involving the surface area and volume of right prisms and cylinders, and apply reasoning around volume to choose an appropriate rainwater tank for their household   **Unit 2: Students have opportunities to develop understandings of:**   * Patterns and algebra — review distributive law , collect like terms, expand, simplify and factorise algebraic expressions, expand binomial expressions, sketch nonlinear relations, and find x- and y- intercepts of parabolic functions * Geometric reasoning – use similarity to investigate the constancy of tan, cos and sin for a given angle in a right-angled triangle. * Pythagoras and trigonometry — apply Pythagoras’ Theorem to check if a triangle is acute, right-angled or obtuse; determine unknown side lengths of right-angled triangles; solve problems involving right-angled triangles; apply naming conventions for sides of right-angled triangles; use similarity to investigate the constancy of the sin, cos and tan ratios; investigate patterns in trigonometric ratios; calculate trigonometric ratios using known angle or side length values; calculate unknown side lengths in right-angled triangles; solve problems using trigonometry; and calculate unknown angles in right-angled triangles. |
| **SEMESTER 2** |
| **Unit 3: Students have opportunities to develop understandings of:**   * Real numbers — understand and use index notation; convert index notation to expanded notation and vice versa; investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices, integer indices and simplify expressions using the index laws; convert numbers from scientific notation to standard decimal form and vice versa; use index laws to solve problems involving scientific notation * Data representation and interpretation — consolidate types of statistical variables; collect primary and secondary data to investigate statistical questions; calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources; construct and compare histograms and back-to-back stem-and-leaf plots; and use statistical knowledge to draw conclusions.   **Unit 4: Students have opportunities to develop understandings of:**   * Linear and non-linear relationships — model relationships between variables and link algebraic, graphical and tabular representations of those relationships * Using units of measurement — investigate very large and very small timescales, express timescales using metric prefixes and scientific notation * Money and financial mathematics — use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest * Chance — determine outcomes of two-step chance experiments using tree diagrams and arrays with or without replacement, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving ‘and’ and ‘or’ criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports. |

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| **MATHEMATICS : YEAR 10** | **SEMESTER 1** |
| **Unit 1: Students develop understandings of:**   * Pythagoras and trigonometry — revise Pythagoras’ Theorem and solve contextualised problems; apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions; solve right-angled contextualised problems involving angles of elevation and depression * Chance — describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence. Use the language of ‘if ....then, ‘given’, ‘of’, ‘knowing that’ to investigate conditional statements   **Extension Mathematics students may also be taught to:**   * Pythagoras and trigonometry —perform operations with surds, apply Pythagoras’ theorem and trigonometry to three dimensional problems, establish and apply the sine and cosine rules and solve related problems, define and graph trigonometric functions and solve simple trigonometric equations * Chance — evaluate media statements and statistical reports.   **Unit 2: Students develop understandings of:**   * Patterns and algebra — apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, formulate and solve problems involving algebraic fractions, expand and factorise monic quadratics * Linear and non-linear relationships — explore connections between algebraic and graphical representations; make generalisations in relation to parallel and perpendicular lines; identify the solution to two intersecting linear equations; apply graphical and substitution methods to find solutions and solve contextualised problems; formulate and solve real-life problems involving monic quadratic expressions and equations; adapt graphing techniques to solve problems involving monic quadratics; make connections between functions and their graphical representations   **Extension Mathematics students may also be taught to:**   * Patterns and algebra — choose appropriate methods to factorise monic and non-monic quadratic expressions * Linear and non-linear relationships — apply the elimination method to find solutions and solve contextualised problems, formulate and solve real-life problems involving monic and non-monic quadratic equations, transform relations and functions and simplify expressions involving irrational numbers. |

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| **MATHEMATICS : YEAR 10** | **SEMESTER 2** |
| **Unit 3: Students develop understandings of:**   * Using units of measurement — recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids * Geometric reasoning — recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties * Data representation and interpretation — develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, investigate and describe bivariate data where the independent variable is time.   **Extension Mathematics students may also be taught to:**   * Using units of measurement — solve problems involving the calculation of volume and surface area of pyramids, cones and spheres * Geometric reasoning — develop generalisations about angle relationships in a circle, apply knowledge of proof to circle-geometry theorem relationships, use the properties of circles to determine and justify unknown quantities relating to circle geometry * Data representation and interpretation — find and use an equation for the line of best fit to describe the relationship between two variables, calculate and use standard deviation to describe the spread of a data set, compare data sets using the mean and standard deviation.   **Unit 4: Students develop understandings of:**   * Money and financial mathematics — recall simple and compound interest formulas, calculate simple and compound interest, connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions and solve financial problems involving compound interest and loans * Linear and non-linear relationships — represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities on a number line and solve simultaneous equations graphically.   **Extension Mathematics students may also be taught to:**   * Real numbers — define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms * Linear and non-linear relationships — identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials. |

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| **SCIENCE : YEAR 7** | **TERM 1** |
| **Unit 1: : Water — Waste not, want not**  Students consider the importance of water and the water cycle. They distinguish between mixtures, including solutions, and pure substances. Students compare a range of separation techniques and assess which techniques can be used for specific purposes. They consider everyday applications of the separation techniques including those used by different cultures and relate use of different separation techniques to a variety of occupations. Students plan and conduct investigations into the separation of mixtures then use their data to evaluate the effectiveness of different techniques and draw conclusions. These understandings will be applied in Unit 2 through other applications to their community.  This unit precedes Unit 2: Water — Waste not, want not (continued).  **Unit 2: Water - Waste not, want not (continued)**  Students consider the importance of sustainable, clean water in the community. They explore Aboriginal peoples’ and Torres Strait Islander peoples’ values about water. They investigate the application of separation techniques in water treatment and recycling processes, and compare and contrast artificial treatment processes with the water cycle to understand how humans have impacted on and mimic natural processes. Students consider ways in which science understanding contributes to the development of water management processes to produce sustainable, clean water supplies both locally and in developing countries. They conduct a water audit for the home and school and suggest ways to manage water use. They also calculate their own water footprint.  This unit follows on from Unit 1: Water — Waste not, want not. |
| **TERM 2** |
| **Unit 3: Moving right along — Exploring motion**  Students develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion. Students explore the effects of gravitational force on motion and consider the difference between mass and weight. They analyse forces involved in simple machines to understand mechanical advantage. Students consider how people use understandings of force and motion in their occupations, and how science and technology have contributed to solving problems in the community through the development of simple machines.  Students identify questions or problems, and plan and conduct investigations related to forces and motion, selecting appropriate equipment, ensuring fair testing and following safety guidelines.  They summarise and use data to identify relationships and draw conclusions. Students evaluate the quality of the data, and reflect on experimental methods to identify improvements. They communicate using scientific terminology and representations including force diagrams.  This unit precedes Unit 4: Moving right along — Applications in real systems.  The assessment for this unit will be conducted in Unit 4: Moving right along — Applications in real systems.  **Unit 4: Moving right along — Applications in real systems**  Students build upon understandings of force and motion developed in Unit 3 and apply these to situations and problems in everyday life. They apply their understanding of fair testing to construct, test, and modify a balloon-powered vehicle and analyse the forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces within more complex systems. They investigate the application of scientific understanding of force and motion in transport systems and consider how scientific and technological developments have improved vehicular safety.  This unit follows on from Unit 3: Moving right along — Exploring motion. |

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| **SCIENCE : YEAR 7** | **TERM 3** |
| **Unit 5: Heavenly bodies**  Students understand the relative positions of Earth, the moon and the sun in space. Students describe the rotations and orbits of Earth and the moon relative to the sun. Students understand that science knowledge changes with new evidence and they identify how the positions of Earth, the moon and the sun cause different predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students explore and compare cultural beliefs related to phases of the moon, eclipses and solar phenomena. Students examine how science and technology have contributed to understanding solar storms and reducing their effects on Earth.  Further predictable phenomena will be studied in Unit 6: Sensational seasons.  **Unit 6: Sensational seasons**  Students explore the relationship between the tilt of Earth on its axis, its rotation and revolution around the sun and seasons. They understand that different environmental factors define the seasons for different cultures. Students also examine the relationship between the angle of Earth’s tilt and the intensity of the sunlight hitting Earth. They examine data about weather and climate from different sources. Students understand that the behaviour and appearance of plants and animals and the activity and practices of humans change in response to seasonal changes. They explore how science understanding influences the development of practices within agriculture.  This unit follows Unit 5: Heavenly bodies. |
| **TERM 4** |
| **Unit 7: Organising organisms**  Students classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems. Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.  Students apply their understandings from this unit in Unit 8: Affecting organisms.  **Unit 8: Affecting organisms**  Students investigate how a range of environmental changes and human activities can impact food webs in different ecosystems. Students explore native food webs and consider how these are understood and used by Aboriginal peoples and Torres Strait Islander peoples. They examine how a range of human activities can impact on marine environments and explore the work of scientists and other occupations working in Antarctica. |

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| **SCIENCE : YEAR 8** | **TERM 1** |
| **Unit 1: Particles matter**  Students are introduced to the particle model of matter and use it to explain properties. They investigate the physical and chemical properties of materials and identify signs of chemical change. Students relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. They examine traditional uses of natural material by Aboriginal peoples and Torres Strait Islander peoples. Students plan and conduct investigations of the properties of materials identifying risk and applying safety guidelines. They use data to identify relationships, draw conclusions, evaluate the quality of data collected and suggest improvements to experimental methods.  This unit needs to precede Unit 2: Chemistry of common substances.  The assessment for this unit will be conducted in Unit 2: Chemistry of common substances.  **Unit 2: Chemistry of common substances**  Students extend their application of the particle model of matter to represent and explain differences between elements, compounds and mixtures, and differences between physical and chemical change. They are introduced to the periodic table of elements, including symbolic representation of elements. Students continue to investigate the physical and chemical properties of materials and explain how these relate to material use. They plan and conduct fair tests, ensuring safety guidelines are followed. Students record observations and collect, summarise and analyse data. They evaluate the quality of the data collected during fair tests and suggest ways the quality of the data could be improved. Students use their data to draw evidence-based conclusions about the suitability of a material for a specific use and make recommendations of the most appropriate material for an identified purpose.  This unit needs to follow Unit 1: Particles matter. |
| **TERM 2** |
| **Unit 3: Rocks never die**  Students explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in the formation and breakdown of igneous, sedimentary and metamorphic rocks as part of the rock cycle. Students investigate the properties of minerals and analyse data to identify patterns and relationships between mineral composition, location and the type of rock formed. They identify rock specimens and model processes of rock formation. They use a variety of representations, including geologic cross-sections, to analyse relationships between and draw conclusions about rock types, rock cycle processes and the geological history of an area.  This unit needs to precede Unit 4: Rock my world. The assessment for this unit will be conducted in Unit 4: Rock my world.  **Unit 4: Rock my world**  Students apply their understanding of rocks and minerals to describe the properties of soil formed from the weathering of rocks, and the impact of soil degradation on the environment and agriculture. They research an issue that has led to soil degradation and consider how collaboration across different fields of science and technological advancements are helping to address this issue. Students learn how mineral-based resources are sourced, extracted, processed and used, including how Aboriginal peoples and Torres Strait Islander peoples quarry and use rocks and minerals. They summarise information from secondary sources to draw conclusions about how knowledge from different fields of science is used in locating, extracting and processing a particular mineral-based resource, and how science and technology contribute to the development and advancement of sustainable mining processes. Students use representations and scientific understanding to analyse relationships and draw conclusions about rock and mineral-based resources.  This unit needs to follow Unit 3: Rocks never die. |

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| **SCIENCE : YEAR 8** | **TERM 3** |
| **Unit 5: Energy in my life**  Students classify energy forms. They investigate different forms of potential energy, making predictions, conducting fair tests and ensuring safety guidelines are followed. Students process and analyse experimental data and evaluate experimental methods used in investigations. They use models and representations to examine kinetic energy and its relationship with potential energy and heat energy. Students communicate how energy is transferred and transformed through systems and use diagrams to represent energy flow.  They recognise that energy can be transformed into usable and unusable forms, and consider how this can affect the efficiency of a system. Students discuss the use and influence of science on the use of energy resources and consider how the efficiency of the production of energy could influence the use of these resources by society.  This unit needs to precede Unit 6: What’s up? The assessment for this unit will be conducted in Unit 6: What’s up?  **Unit 6: What’s up?**  Students identify the different forms of energy that they observe in order to explain and represent how energy transfers and transformations cause change in simple systems. They plan and conduct investigations into factors affecting energy transfers and transformations. They identify variables, and construct representations of patterns and trends in their data in order to draw conclusions. They evaluate the effectiveness of their investigations.  Students also examine Australia's use of renewable and non-renewable energy resources. They consider the impact of photovoltaic technology becoming available to Australia's First Peoples living in remote Australian communities. Students evaluate the impacts of transitioning to renewable resources compared with the continued use of fossil fuels, and examine how science and technology are contributing to making the transition socially, economically and environmentally sustainable.  This unit needs to follow Unit 5: Energy in my life. |
| **TERM 4** |
| **Unit 7: Building blocks of life**  Students identify cells as the basic units of living things. They use microscopes and images to distinguish between multicellular and unicellular organisms and identify specialised cellular structures. Students understand how to prepare wet mount slides and correctly construct biological drawings from microscopic observations. They compare similarities and differences between plant and animal cell structure. Students examine the relationship between the structure and function of specialised plant and animal cells, including reproductive cells, and understand the advantages of cell specialisation. They analyse the development of cell theory as a result of historical scientific work and use the findings to validate the tenets of the theory. Students identify and construct scientifically investigable questions and problems related to the relationship between cell structure and function.  This unit needs to precede Unit 8: Survival.  **Unit 8: Survival**  Students analyse the relationships between structure and function of organs in the major systems of the human body, including the reproductive system. They examine and compare organs and systems in other animals and plants. Students research the structure of a system and its component organs and describe how the structure supports the functions of the system within the body. They examine different reproductive strategies and discuss how these contribute to the survival of multicellular organisms, and analyse data and trends in reproductive cycles. Students investigate the relationship between structure and function in the systems of vascular plants. They explore the concepts of ethical guidelines to consider the impact of animal welfare frameworks when planning investigations in science education.  This unit needs to follow Unit 7: Building blocks of life. |

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| **SCIENCE : YEAR 9** | **TERM 1** |
| **Unit 1: Energy on the move**  Students examine, inquire and explain ways in which energy can be transferred through different mediums including using the particle model. Students have opportunities to design investigation questions and collect quantitative and qualitative data and information on the flow of heat and electrical energy. They use these findings, scientific knowledge and prior understanding to form conclusions. Students evaluate explanations and claims using scientific knowledge. They assess energy efficiencies in house design and use of electrical appliances for heating and cooling to make informed decisions about the influence of science and technology on energy use.  This unit precedes Unit 2: Making waves.  The assessment of some concepts in this unit is in Unit 2: Making waves.  **Unit 2: Making waves**  Students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data. Students explore the structure and use of musical instruments by Australia’s First Peoples.  This unit follows Unit 1: Energy on the move. |
| **TERM 2** |
| **Unit 7: Chemical patterns**  Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They understand that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students continue to develop their scientific inquiry skills by engaging in a range of investigations including measuring the pH of soils, replicating ocean acidification and examining the chemical reactions used in instant cold packs. They apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives.  This unit precedes Unit 8: Heat and eat.  The assessment for this unit will be conducted in Unit 8: Heat and eat.  **Unit 8: Heat and eat**  Students explore a range of chemical reactions and their application in everyday life. They examine a series of chemical reactions used in food production including fermentation, detoxification, gelation and denaturation. They also explore the reliability of acid/base indicators made from natural plant pigments. Students design and conduct investigations that demonstrate how chemical reactions involving energy transfer can be applied in food preparation. They assess risk, control variables, gather and analyse primary data, identify anomalies, evaluate methods and make recommendations to improve the quality of evidence.  This unit follows Unit 7: Chemical patterns. |

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| **SCIENCE : YEAR 9** | **TERM 3** |
| **Unit 5: My life in balance**  Students identify human body systems and the ways in which they work together in balance to support life. They outline how the functions of the systems are coordinated to provide the essential requirements for life. Students analyse and predict the effects of the environment on body systems, and discuss how the body responds to changes in the environment and to diseases. They research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. Students consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. Students evaluate from a scientific perspective and use appropriate language and representations when communicating their ideas and findings.  **Unit 6: Responding to change**  Students explore the concepts of change within an ecosystem. They understand that all life is connected through ecosystems. They analyse how biological systems function and maintain balance. They explore how different ecosystems respond to external changes and examine the impacts on populations, the interrelationships occurring within and the flow of matter and energy through an ecosystem. Students formulate questions and conduct research to investigate how an ecosystem responded to an extreme event. |
| **TERM 4** |
| **Unit 3: It’s elementary**  Students explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. They investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. Students critically evaluate the sources of their researched information.  **Unit 4: Changing Earth**  Students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic plate boundaries and the tectonic events that occur at these boundaries. They explore technological developments that have aided scientists in the study of tectonic plate movement and consider how these assist societies living in tectonic event areas. Students research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings. |

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| **SCIENCE : YEAR 10** | **TERM 1** |
| **Unit 1: Life blueprints**  Students explore genetics and heredity. They examine the relationship between DNA, genes, alleles and the heritable traits of an organism. Students describe and compare the two main forms of cell division in eukaryotes and explain how genetic material is transferred from parent to offspring during cell division. They examine how meiosis and mutation contribute to genetic variety between organisms. Students analyse different patterns of inheritance for autosomal and sex-linked crosses and use Punnett squares to predict genotypes and phenotypes of offspring from different genetic crosses. They consider how genetic diseases are inherited and analyse a multi-generational pedigree to describe patterns of inheritance. Students explore how genetic research is applied to areas such as genetic modification and genetic testing and consider the impacts of these on society and individuals, including ethical considerations.  This unit precedes Unit 2: Life evolves.  **Unit 2: Life evolves**  Students build on their knowledge of genetics and inheritance gained in Unit 1. They develop an understanding of how the diversification of life from a single ancestral species is explained by Darwin’s theory of evolution by natural selection. Students research the development of the theory of evolution and how ideas have been refined over time by a range of scientists as new evidence becomes available. They consider how technological advancements have contributed to the advancement of evolutionary theory and model and understand the mechanisms that explain the ways in which evolution can occur. Students critically analyse the validity of evolutionary evidence found in secondary sources and communicate their understanding of the theories and processes of evolution using scientific language, conventions and representations.  This unit follows Unit 1: Life blueprints. |
| **TERM 2** |
| **Unit 3: Chemistry isn’t magic**  Students collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the periodic table. They use scientific knowledge of an atom’s electron arrangement to predict the formation of ions. Students make predictions and draw conclusions from experimental data about the products of chemical reactions and represent reactions in balanced chemical equations. Students examine how scientific understanding of the atomic model has been refined over time.  Understanding developed in this unit will be applied and assessed in this unit and in Unit 4: Chemical reactions matter.  **Unit 4: Chemical reactions matter**  Students explore the factors that affect reaction rates through observation and experimentation. Students plan, conduct, evaluate and report on an investigation into reaction rate of a chemical process. They examine different types of reactions and consider the usefulness of the products. Students consider how the development of useful products and chemical processes, particularly polymers and pharmaceuticals, have been driven by societal needs, and the impact this has had on society and the environment. They explore how traditional knowledge has led to the development of new pharmaceuticals and issues related to intellectual ownership of the knowledge of these products. |

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| **SCIENCE : YEAR 10** | **TERM 3** |
| **Unit 5: Moving along**  Students explore and apply Newton’s three laws of motion to predict, describe and calculate the effect of forces on the motion of objects. They develop questions and hypotheses, assess risks, and consider accuracy when using a range of methods, including the use of digital technologies, to collect reliable data. Students analyse data and draw conclusions using their knowledge of Newton’s laws of motion. They explain sources of uncertainty and describe ways to improve experimental methods to improve data quality.  This unit needs to precede Unit 6: Energy of motion.  **Unit 6: : Energy of motion**  Students investigate the impact of forces and energy on the motion of objects. They use the laws of motion and the Law of Conservation of Energy to predict, describe and explain the consequences of the rapid changes in the forces and energy acting during collisions. They evaluate vehicle safety features using their knowledge of force and motion. Students use their understandings to design an energy-absorbing feature and explain the changes in motion using physics concepts and experimental results.  This unit needs to follow Unit 5: Moving along. |
| **TERM 4** |
| **Unit 7: Global systems**  Students explore how Earth is composed of four interacting and dynamic ‘spheres’, within which the global systems and cycles operate. These are the lithosphere, hydrosphere, atmosphere and biosphere. Students consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced flow between these systems. They design and conduct reliable and fair fieldwork investigations to collect, analyse and evaluate data related to carbon emissions produced by human activity and consider the role of the biosphere in carbon storage. Students explore approaches used to minimise carbon emissions and methods of sequestering carbon. They also consider how ethical decision making in relation to global systems could improve the state of the planet.  **Unit 8: The universe**  Students understand that the universe is made up of a variety of features, including galaxies, stars and solar systems, and that the Big Bang theory can be used to explain the origin of the universe. They outline the Big Bang theory and review evidence supporting the theory. Students identify the limitations of the Big Bang theory and recognise that theories are revised and scientific ideas change over time, as new evidence is gathered. They examine different types of star life cycles and investigate the contributions that technology has made to increased knowledge of stars over time. Students understand that light from stars provides information about composition and relative motions of galaxies. They examine information related to theories about the origin and fate of the universe. Students summarise how understandings of the universe have changed through new discoveries due to improved technologies. They develop an understanding of Aboriginal peoples’ and Torres Strait Islander peoples’ use of astronomical knowledge and link selected spinoffs from space research to everyday applications. Students examine recent developments in astronomy and identify new career opportunities. |

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| **GEOGRAPHY : YEAR 7** | **SEMESTER ROTATION** |
| **Unit 1: Water in the world**  Inquiry questions:  • How do people’s reliance on places and environments influence their perception of them?  • What effect does the uneven distribution of resources and services have on the lives of people?  • What approaches can be used to improve the availability of resources and access to services?  In this unit, students:  • draw on studies at the national scale, including the geographical contexts of Australia and/ or countries in the Asia region and North Africa  • discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus  • classify environmental resources and recognise how use of resources changes over time  • make observations and select and record geographical information from secondary sources on the forms water takes and how it is used  • select and record relevant geographical information from secondary sources to describe the ways water connects places and affects them  • represent geographical data in a range of graphic forms to examine and compare the quantity and variability of rainfall and other water resources  • represent the location of places affected by water scarcity and distribution of rainfall in large-scale and small-scale maps that conform to cartographic conventions  • interpret distributions, patterns, trends and relationships in the quantity and variability of Australia’s water resources and water scarcity and compare with other countries  • evaluate sources for their reliability and usefulness in explaining how people value water in environmental, cultural, spiritual and aesthetic ways, including Aboriginal peoples and Torres Islander peoples and people in Asia  • apply geographical concepts to draw conclusions based on the analysis of the data and information collected to explain the causes, impacts and responses to hydrological hazards  • form conclusions about the nature of water scarcity and ways of overcoming it and the ways water is valued and perceived, present in an argument, using geographical terms  • propose strategies to increase community awareness of the importance of a sustainable supply of water. |
| **UNIT 2: Place and liveability**  Inquiry questions:  • How do people’s reliance on places and environments influence their perception of them?  • What effect does the uneven distribution of resources and services have on the lives of people?  • What approaches can be used to improve the availability of resources and access to services?  In this unit, students:  • draw on studies of world region, including the geographical contexts of Australia and Europe  • discuss unit inquiry questions and geographical methodologies  • make observations and develop geographically significant questions in response to a geographical challenge, for example, investigating the level of services in a community  • examine measures of liveability and consider perceptions on the liveability of places at national scale  • collect, select and record relevant geographical data and information from primary and secondary sources to determine the influence of environmental quality and accessibility to services on the liveability of places  • select and record relevant geographical data and information from primary and secondary sources to identify the influence of social connectedness and community identity on the liveability of places  • evaluate sources for their reliability and usefulness  • interpret geographical information to draw conclusions about which factors affect liveability of places  • present findings using relevant geographical terminology and graphic representations in a range of communication forms on how to improve the liveability and sustainability of places drawing on examples from Australia and Europe  • propose strategies to improve the liveability and sustainability of places using environmental, economic and social criteria  • describe the expected effects of their proposal  • reflect on the inquiry process and their learning |
| **GEOGRAPHY : YEAR 8** | **SEMESTER ROTATION** |
| **Unit 1: Landforms and landscapes**  Inquiry question:  • How do environmental and human processes affect the characteristics of places and environments?  • What are the consequences of changes to places and environments and how can these changes be managed?  In this unit, students:  • use studies of world regions for the geographical contexts of Australia, Asia and throughout the world  • discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus  • select, record and organise relevant geographical data and information from primary and secondary sources to identify different types of landforms, the geomorphic processes that shape individual landforms, and hazards associated with landscapes  • select and record relevant geographical data and information from primary and secondary sources to identify the meaning placed on landforms and landscapes by diverse cultures, the human causes and effects of landscape degradation and the ways of protecting significant landforms  • evaluate sources for their reliability and usefulness  • represent data in a range of appropriate forms  • represent the spatial distribution of different types of landforms and their distinctive features by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate  • analyse geographical data and other information using qualitative and quantitative methods and digital and spatial technologies as appropriate to identify how environmental and human processes affect the characteristics of places and environments  • apply geographical concepts to draw conclusions about the management of landscapes  • present arguments and ideas using geographical terminology in a range of appropriate communication forms  **SEMESTER ROTATION**  **Unit 2: Changing nations**  Inquiry questions:  • How do the interconnections between places, people and environments affect the lives of people?  • What are the consequences of changes to places and environments and how can these changes be managed?  In this unit, students:  • use studies drawn from national scale in the geographical contexts of Australia, China and United States of America (USA)  • discuss unit inquiry questions and geographical methodologies  • develop geographical questions to guide an inquiry on a geographical challenge, such as, changes to the distributions of populations within a country  • collect, select, record and organise relevant geographical data and information from primary and secondary sources to identify causes and consequences of urbanisation, drawing on a study of Indonesia or another country in Asia  • collect, select and record relevant geographical data and information from primary and secondary sources to identify causes, consequences and differences in the urban concentration and urban settlement patterns in Australia and the USA  • evaluate sources for their reliability and usefulness  • analyse population data and information for indicators of economics and social change using qualitative and quantitative methods to determine reasons for and effects of internal migration drawing on studies of China and Australia, and international migration in Australia  • apply geographical concepts to draw conclusions on management and planning of Australia’s urban future  • present information using geographical terms and media  • propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal |

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| **GEOGRAPHY : YEAR 9** | **SEMESTER ROTATION** |
| **Unit 1: Biomes and food security**  Inquiry question/s:  • What are the causes and consequences of change in places and environments and how can this change be managed?  • What are the future implications of changes to places and environments?  • Why are interconnections and interdependencies important for the future of places and environments?  In this unit, students:  • draw on studies at the national and global scales, including the geographical context of Australia to investigate the role of biotic environment and its role in food and fibre production  • discuss unit inquiry questions and useful sources  • select and record relevant geographical information from a range of appropriate primary and secondary sources to examine the biomes of the world, and alteration and significance as a source of food and fibre  • select and record relevant geographical information from a range of appropriate secondary sources to examine the environmental challenges and constraints on expanding food production in the future  • represent the spatial distribution of biomes by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate  • evaluate multi-variable data and other geographical information using qualitative and quantitative methods to make generalisations and inferences, propose explanations for patterns, trends, relationships and predict outcomes  • apply geographical concepts to synthesise information from various sources to determine environmental challenges  • draw conclusions based on the analysis of data information taking into account alternative points of view on constraints on expanding food production in the future  • present information using geographical terms  **SEMESTER ROTATION**  **Unit 2: Geographies of interconnections**  Inquiry questions:  • What are the causes and consequences of change in places and environments and how can this change be managed?  • What are the future implications of changes to places and environments?  • Why are interconnections and interdependencies important for the future of places and environments?  In this unit, students:  • draw on studies of world regions including the geographical contexts of Australia and Asia to investigate how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways  • develop geographically significant questions and plan an inquiry for a geographical challenge that follows geographical methods and applies geographical concepts  • collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources to identify the connections between people, places and environments  • represent the spatial distribution of interconnections between people and places and the products they buy by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate  • apply geographical concepts to synthesise information from various sources to identify the effects of global production on people and places  • draw conclusions based on the analysis of data information taking into account alternative points of view on the ways transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally  • present information using geographical terminology in appropriate forms, selected for their effectiveness and suitability for audience and purpose  • reflect on and evaluate findings of the inquiry to propose individual and collective action in response to a geographical challenge, taking account of environmental, economic and social considerations, and predict the outcomes and consequences of that action. |

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| **GEOGRAPHY : YEAR 10** | **SEMESTER ROTATION** |
| **Unit 1: Geographies of human wellbeing**  Key inquiry questions:  • How can the spatial variation between places and changes in environments be explained?  • What management options exist for sustaining human and natural systems into the future?  • How do world views influence decisions on how to manage environmental and social change?  In this unit, students:  • draw on studies at a range of scales, including the geographical contexts in Australia, Africa and a country in the Asia region  • discuss unit inquiry questions and useful sources, and develop geographically significant questions relevant to unit focus  • select, record and organise relevant geographical data and information, from a range of appropriate sources to identify causes of global differences in the measures of human well-being between countries  • evaluate multi-variable data and other geographical information using qualitative and quantitative methods and digital and spatial technologies as appropriate to predict outcomes about changes  • represent multi-variable data in a range of appropriate forms, for example, spatial differences in well-being within and between countries in arrange of appropriate forms  • represent the spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate  • apply geographical concepts to synthesise information from various sources to explore programs designed to reduce the gap between differences in well-being within and between countries  • draw conclusions based on the analysis of data information taking into account alternative points of view on differences in well-being within and between countries, and evaluate programs designed to reduce the gap between differences in well-being within and between countries  • present arguments and explanations using geographical terms  **SEMESTER ROTATION**  **Unit 2: Environmental change and management**  Key inquiry questions:  • How can the spatial variation between places and changes in environments be explained?  • What management options exist for sustaining human and natural systems into the future?  • How do world views influence decisions on how to manage environmental and social change?  In this unit, students:  • draw on studies at a range of scales, including the geographical contexts of Australia and one other country  • develop geographically significant questions and plan an inquiry for a for a selected environment and the challenges it faces that follows geographical methods and applies geographical concepts  • select and record relevant data and geographical information, using ethical protocols, from a range of appropriate primary and secondary sources to investigate how environmental functions support life and the major challenges to sustainability  • apply geographical concepts to synthesise information from various sources to identify environmental worldviews that influence how people perceive and respond to an environmental issue, including those of Aboriginal peoples and Torres Strait Islander peoples  • collect, select, record and organise relevant data and geographical information, using ethical protocols, from a range of primary and secondary sources for selected environment evaluate sources for their reliability, bias and usefulness  • evaluate sources for their reliability, bias, usefulness and taking into account alternative points of view  • present findings in a range of appropriate communication forms selected for their effectiveness and to suit audience and purpose, using relevant geographical terminology and digital technologies as appropriate  • reflect on and evaluate the findings of the inquiry to propose individual and collective action in response to a contemporary geographical challenge, taking account of environmental, economic and social considerations; and explain the predicted outcomes and consequences of their proposal. |

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| **HISTORY : YEAR 7** | **SEMESTER ROTATION** |
| **Unit 1: Investigating the ancient past**  Inquiry question:  • How do we know about the ancient past?  In this unit, students:  • identify the tools, techniques and methods used by historians and archaeologists to investigate history  • explore the range of sources that can be used in an historical investigation and the usefulness of these sources  • investigate a historical mystery from ancient Australia that has challenged historians or archaeologists  • appreciate the importance of and controversies surrounding conserving the remains of the past.  **SEMESTER ROTATION**  **Unit 2: The Mediterranean world — Greece**  Inquiry questions:  • Why and where did the earliest societies develop?  • What emerged as the defining characteristics of ancient societies?  In this unit, students:  • analyse the physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed there  • analyse the roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion  • investigate significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs  • examine the contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Battle of Marathon)  • explore the role of a significant individual in ancient Greek history such as Pericles  **SEMESTER ROTATION**  **Unit 3: The Asian world — China**  Inquiry questions:  • Why and where did the earliest societies develop?  • What emerged as the defining characteristics of ancient societies?  • What have been legacies of ancient societies?  In this unit, students:  • explore the physical features of China and how they influenced the civilisation that developed there  • investigate significant beliefs, values and practices of Chinese society  • identify and understand the roles of key groups in ancient Chinese society  • investigate the role of a significant individual and how they have been perceived by contemporaries and later historians  • examine the extent of contacts and conflicts within and/or with other societies and the resulting developments. |

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| **HISTORY : YEAR 8** | **SEMESTER ROTATION** |
| **Unit 1: The Asia–Pacific world — Japan under the Shoguns (c.794 – 1867)**  Inquiry questions:  • What key beliefs and values emerged and how did they influence societies?  • Which significant people, groups and ideas from this period have influenced the world today?  In this unit, students:  • investigate the way of life in Shogunate Japan, including social, cultural, economic and political features  • examine the role of the Tokugawa Shogunate in reimposing a feudal system and exerting increasing control  • explore the use of environmental resources in Shogunate Japan, particularly the forestry and land use policies of the Tokugawa Shogunate  • investigate various theories related to the impact of the West on feudal Japan and the ultimate decline of Japan under the Shoguns.Inquiry questions:  • How did societies change from the end of the ancient period to the beginning of the modern age?  • What key beliefs and values emerged and how did they influence societies?  **SEMESTER ROTATION**  **Unit 2: Expanding contacts — The Spanish conquest of the Americas (c.1492 – c.1572)**  In this unit, students:  • examine pre-Columbian life in the Americas, including social organisation, values and beliefs  • investigate the reasons behind European exploration and expansion  • investigate the nature of the contact and conflict between the Spanish conquistadors and the Aztecs and the subsequent effects on both groups of people in the short and longer term.  **SEMESTER ROTATION**  **Unit 3: The Western and Islamic world — Medieval Europe (c.590 – c.1500)**  In this unit, students:  • explore the way of life in medieval Europe focusing on key social, cultural, economic and political features  • investigate how an individual’s life experience depended on their place in medieval society by studying the roles and relationships of different groups  • explore continuity and change in crime and punishment in medieval Europe  • examine the important role of the Catholic Church and its dominance in medieval society  • investigate significant developments such as the Crusades and individuals  Inquiry questions:  • What were the causes and effects of contact between societies in this period?  • Which significant people, groups and ideas from this period have influenced the world today? |

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| **HISTORY : YEAR 9** | **SEMESTER ROTATION** |
| **Unit 1: Making a better world? — The Industrial Revolution (1750–1914)**  Inquiry question:  • How did new ideas and technological developments contribute to change in this period?  In this unit, students:  • examine the nature of the changes brought by the Industrial Revolution such as the technological innovations and changes to living and working conditions  • investigate the economic, political, social and environmental factors that lead to the industrialisation of Britain and Australia  • evaluate the economic, political, social and environmental impacts of the Industrial Revolution, over the short and long term  • determine the significance of the Industrial Revolution in making the world a better place.  **SEMESTER ROTATION**  **Unit 2: Australia and Asia — Making a nation (1790–1914)**  Inquiry questions:  • What were the changing features of the movements of people from 1750 to 1918?  • What was the origin, development, significance and long-term impact of imperialism in this period?  In this unit, students:  • explore reasons for the expansion of British settlement into Australia  • examine the expansion of European settlement and different responses, including conflicts between settlers and Aboriginal peoples and Torres Strait Islander peoples  • investigate the experiences of non-Europeans (including South Sea Islanders) in Australia prior to 1900  • identify and classify the main features of Australian society that influenced living and working conditions around 1900  • investigate the key events and ideas that led to the development of Australian self-government and democracy, particularly Federation in 1901  • investigate the ways that living and working conditions were affected by the introduction of social legislation between 1901 and 1914  • identify patterns of continuity and change referring to key events and ideas in the development of the Australian nation.  **SEMESTER ROTATION**  **Unit 3: World War I (1914–1918)**  Inquiry question:  • What was the significance of World War I?  In this unit, students:  • develop an understanding of nationalism and investigate the political causes of the war and the reasons for Australia’s involvement  • compare the experiences of Australian soldiers on the battlefields of Gallipoli and on the Western Front  • understand how changing technology changed the nature of warfare during World War I  • appreciate the role of Aboriginal and Torres Strait Islander soldiers in World War I  • identify where Australian forces fought and assess the significance of selected battles and campaigns  • explore the impact of the war on the home front, particularly in terms of the changing role of women and the conscription debate  • develop a discussion about the significance and validity of the Anzac legend  • explore how Australians commemorate World War I. |

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| **HISTORY : YEAR 10** | **SEMESTER ROTATION** |
| **Unit 1: World War II (1939–45)**  Inquiry question:  • How did the nature of global conflict change during the twentieth century?  • What were the consequences of World War II? How did these consequences shape the modern world?  In this unit, students:  • explore the inter-war years between World War I and World War II, including the Treaty of Versailles and the Great Depression  • use evidence to explore the course of events during World War II  • use a range of primary and secondary sources to explore the Australian experience during World War II, including home front experiences, international relationships, the fall of Singapore, POWs, Indigenous involvement and the significance of the Kokoda campaign  • use sources to explore significant events such as the Holocaust and the use of the atomic bomb during World War II  • review the legacy of World War II with a particular focus on Australia’s significant role in United Nations peacekeeping.  **SEMESTER ROTATION**  **Unit 2: Rights and freedoms (1945 to the present)**  Inquiry question:  • How was Australian society affected by other significant global events and changes in this period?  In this unit, students:  • explore the origin and significance of human rights as well as the background to the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms before 1965  • investigate the causes, effects and significance of the Stolen Generations  • investigate continuity and change in the civil rights for Aboriginal peoples and Torres Strait Islander peoples over time  • investigate methods used by civil rights activists to achieve change for Aboriginal peoples and Torres Strait Islander peoples  • examine the significance of the United Nations Declaration of the Rights of Indigenous Peoples to Aboriginal peoples and Torres Strait Islander peoples.  **SEMESTER ROTATION**  **Unit 3: The globalising world — Popular Culture**  Inquiry question:  • How was Australian society affected by other significant global events and changes in this period?  In this unit, students:  • identify patterns and trends in popular culture  • investigate internal and external factors which have been responsible for the change in Australia’s popular culture  • assess the impact of popular culture on Australian society and the world. |

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| **THE ARTS : YEAR 7** | **SEMESTER ROTATION** | | |
| **Unit 1: drama - (6 Weeks) : Folk and Fairy Tales**  Using fairy and folk tales from around the world, students will explore drama conventions, group work, and performance skills. They will have opportunities to develop their skills in the elements of drama as well as self-confidence and public speaking ability. Groups will develop their interpretation of a fairy tale and reflect on the outcomes after performance | **Unit 2: VISUAL ART – (6 Weeks) : Beyond Observation**  Drawing is the most fundamental means of communication for the visual artist. The ability to observe carefully and communicate those observations to both visual and non-visual people is a powerful tool. Visual representation of ideas can be the key to successful comprehension and implementation of plans and support oral and written communication. Observational drawing develops an ability to detect and represent the line, shape, colour and texture of objects. | **Unit 3: MUSIC – (6 weeks) : Introduction to Music**  Students in today’s world are constantly exposed to music in many diverse forms. However many students do not have the language or knowledge to make informed decisions when discussing music in all its many genres. This unit opens the door to new concepts and the elements of music to allow open students to form informed intelligent opinions. Students will also be engaged in hands on learning experiencing basic musical instruments. |

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| **THE ARTS : YEAR 8** | **SEMESTER ROTATION** | | |
| **DRAMA**  **UNIT 1: Scripted Performance**  Students are developing drama skills and have looked at two major criteria in year 7- Making and responding, In this unit, students will study the last criteria of presenting as they study and present traditional scripts. Students will need to select appropriate dramatic languages and manipulate text to form their presentation. | **MUSIC**  **UNIT 1: Introduction to Music**  Students in today’s world are constantly exposed to music in many diverse forms. However many students do not have the language or knowledge to make informed decisions when discussing music in all its many genres. This unit opens the door to new concepts and the elements of music to allow open students to form informed intelligent opinions. | **VISUAL ARTS**  **Unit 1: Personal Maps**  Students will develop 2D and 3D art skills in drawing and clay work and complete an analysis task. Students will firstly revisit the art and design principles.  Students will work on paper to design their personal map and then create their design in clay, decorating once fired. Analysis will explore the elements of art. |
| **DRAMA**  **UNIT 2: Playing with Puppets**  Students are developing drama skills and have looked at three major criteria in year 7 and 8- making and responding. In this unit, students will study the criteria of responding and creating as they study the history and technique of puppetry. Students will then create a performance in response to a stimulus, and present this performance. Students will need to select appropriate dramatic languages and manipulate text to form their presentation. | **MUSIC**  **UNIT 2: History of Music**  Students have now learnt the basics of music theory. To extend this knowledge, an in depth look at the eras of Western Music will occur as well as developing basic elements knowledge into theory and aural skills. During this term students will also continue developing music performance skills. | **VISUAL ARTS**  **Unit 2: Connection to Place**  Students will revisit the elements of art and principals of design. Students will apply their skill in a 2D and 3D art work with a focus on collage. During the unit they will have the opportunity to create a folio of works with different influences such as Indigenous art.  Students will also reflect on their art work and respond to the art work of other artists. |

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| **THE ARTS : YEAR 9** | **TERM 1** | | |
| **DRAMA**  **UNIT 1: Masks**  Mask work includes study of Ancient Greek Theatre, Commedia Dell’Arte and use of neutral masks. Students create dramatic works and research Ancient Greek Theatre as a responding task. | **MUSIC**  **UNIT 1: That’s not Music is it?**  Students in today’s world are constantly exposed to music in many diverse forms. However many students do not have the language or knowledge to make informed decisions when discussing music in all its many genres. This unit opens the door to new concepts and the elements of music to allow students to form informed intelligent opinions.  • Introduction to the elements of music  • Applying the elements of music | **VISUAL ARTS**  **Unit 1: Still Life**  Traditional and digital media techniques will be used create a folio of work based on the genre ‘Still Life’.  Focus on:  • ‘Still Life’ genre  • Elements of Art  • Contour drawing  • Tonal drawing   * Grids & Magnification |
| **TERM 2** | | |
| **DRAMA**  **UNIT 2: Get Presenting**  Students learn skills in voice and movement through workshops. After increasing their skills in performance they select a script to learn for performance to an audience. Students must learn lines correctly, work on blocking and provide appropriate props and costumes. | **MUSIC**  **UNIT 2: Your Music Your Style!**  Composition is a skill all musicians need to have knowledge of. Composition requires knowledge of the elements of music as well as allowing students to shape and create music and express ideas. Composition also reflects social norms that can be challenged through awareness of historical and cultural events. Students will continue to explore the elements of music. They will also study intervals, chords and scales. | **VISUAL ARTS**  **Unit 2: TEXT IN ART**  Students will be exposed to the various ways in which text has been used to create art throughout history. Artworks will be created using a variety of traditional media.  Focus on:  • ‘Text in Art’  • Elements of Art  • Drawing - focus on Line, Shape and Colour  • Acrylic/Watercolour – painting techniques  • Various forms of text used in art e.g.  -Graffiti  -Illuminated Letters  -Typography  -Pop art |

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| **THE ARTS : YEAR 9** | **TERM 3** | | |
| **DRAMA**  **UNIT 3: So you want to write a script?**  In this unit students will learn the fundamentals of script writing including sequencing and formatting. The booklet provides a series of activities to get students focused and to scaffold high quality work. Students then present scripts. | **MUSIC**  **UNIT 3: World Music**  This unit provides students with an introduction to the theory and practice of world music through lectures and participation in a world music ensemble. It aims to develop an awareness of the social contexts of musical performance and the functions, philosophies, techniques and organising principles of diverse musical traditions. Various case studies (e.g. West African drumming, Bollywood and Balinese gamelan) are used to examine specific musical practices and to generate broader questions about music. How do musicians learn? What does musical practice tell us about social organisation? How are instruments iconic? What is the musical event? These are some of the questions that are explored in the unit. | **VISUAL ARTS**  **Unit 3: ANIMALS IN ART**  Students will explore the various ways in which animals have been depicted in art. Artworks will be created in traditional media e.g. wire and/or cardboard.  Focus on:  • ‘Animals in Art’  • Elements of Art  • Proportion and scale  • 2-Dimensional sculpture  • 3-Dimensional sculpture (wire and cardboard)  • Analysis of an artwork |
| **TERM 4** | | |
| **DRAMA**  **UNIT 4: Theatre for Young People**  In this unit student will apply the skills of forming to a group devised performance. The focus is on the final performance rather than the script like unit 3 and will draw on different skills of performance for a final culminating task | **MUSIC**  **UNIT 4: Metal Mistake??**  This unit will examine alternate musical styles such as rockabilly to death metal. Today music comes in all forms including fringe music which at times can be confronting if not understood.  This unit will explore the origins, traditions and cultural factors that influenced these styles of music and begin to understand how the elements of music are still present but are manipulated in many varied ways. | **VISUAL ARTS**  **Unit 4: ANIMALS IN ART 2**  An extension from Animals in Art 1, students will explore the medium of clay to create an artwork based on an animal.  Focus on:  • ‘Animals in Art’  • Elements of Art  • Proportion and scale  • 3-Dimensional sculpture  - 1 x clay sculpture |

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| **THE ARTS : YEAR 10** | **TERM 1** | |
| **DRAMA**  **UNIT 1: Deconstructing Drama**  This unit focuses on the elements of drama and teaches students about each one. The written task asks students to apply the knowledge to two pieces of stimulus and the improvisation is a series of performances that teaches the elements in a practical way. | **VISUAL ARTS**  **Unit 1: Portraiture**  Traditional and digital media techniques will be used create a folio of work based on the genre ‘Portraiture’.  Focus on:  • ‘Portraiture’ genre  • Elements of Art  • Contour drawing (blind modified etc)  • Acrylic/Watercolour – painting techniques  • Unit-related Terminology |
| **TERM 2** | |
| **DRAMA**  **UNIT 2: Commedia Dell’Arte**  This unit looks at the historical style of Commedia dell’arte and introduces the stock characters, movements and improvising within given scenarios. Students then perform their own scripted scenarios. | **VISUAL ARTS**  **Unit 2: Wearable Art**  Students will explore a range of media and techniques in order to create a piece of wearable art.  Focus on:  • Wearable Art  • Elements of Art  • Focus on Shape, Texture and Colour  • Proportions of the human body  Unit-related Terminology |
| **TERM 3** | |
| **DRAMA**  **UNIT 3: Clowning**  This unit researches the traditional and modern clowning techniques. From Circus tents to the Umbilical Brothers. Students complete are research task and devise their own routine using the clowning principles learnt. | **VISUAL ARTS**  **Unit 3: Appropriation**  Students will explore a variety of artists and art styles using appropriation to create new meaning from an existing artwork.  Focus on:  • Mixed Media  • Painting techniques  • Elements of art  • Unit-related Terminology  • Appropriation techniques |

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|  | **TERM 4** | |
| **DRAMA**  **UNIT 4: Stage Performance**  This unit is a culminating unit that uses all the skills of forming, presenting and responding to drama. The students need to find an appropriate script, learn from memory, develop appropriate movements and prepare adequate props and costumes for final performance. | **VISUAL ARTS**  **Unit 4: Surrealism**  Students will learn the fundamentals of photoshop use and manipulate images they have taken to create a surrealism based artwork.  Focus on:  • Photography basics- layouts  • Studio lighting  • Planning a photo shoot  • Creating an artwork in Photoshop  • Photoshop tools and techniques  • Unit-related Terminology |

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| **TECHNOLOGY : YEAR 7** | **SEMESTER ROTATION** |
| **Unit 2:**  **POT PLANT STAND**  **Materials and technologies specialisations**  In this unit, students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. They will apply design thinking as they develop a solution to protect a valued item from loss or damage.  They will explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.  Students will apply these processes and production skills:   * investigating by:   + - critiquing needs or opportunities for protective solutions     - comparing different protection need scenarios – impact, thermal, moisture, UV, abrasion     - comparing properties of materials, structures for particular purposes * analysing relevant systems, components and tools for manufacturing solutions * generating design ideas for a protective solution and communicating them using appropriate technical terms and technologies including graphical representation techniques * producing a functional prototype by effectively selecting and safely using a range of materials, components, tools, equipment and techniques * independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions * collaborating and working individually throughout the process * using project management processes to coordinate production.   Suggested partner unit:   * Science Year 8 Unit 2 –  Chemistry of common substances     **PUZZLE BALL GAME**  Materials and technologies specialisations  In this unit, students analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment. They will apply design thinking as they develop a solution to protect a valued item from loss or damage.  They will explore factors, including sustainability, that impact on designs that meet community needs and explain the contribution of design and technology innovations and enterprise to society.  Students will apply these processes and production skills:   * investigating by: * critiquing needs or opportunities for protective solutions * comparing different protection need scenarios – impact, thermal, moisture, UV, abrasion * comparing properties of materials, structures for particular purposes * analysing relevant systems, components and tools for manufacturing solutions * generating design ideas for a protective solution and communicating them using appropriate technical terms and technologies including graphical representation techniques * producing a functional prototype by effectively selecting and safely using a range of materials, components, tools, equipment and techniques * independently developing criteria for success including sustainability and evaluating design ideas, processes and solutions * collaborating and working individually throughout the process * using project management processes to coordinate production.   Suggested partner unit:   * Science Year 8 Unit 2 – Chemistry of common substances |

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| **INDUSTRIAL TECHNOLOGY & DESIGN : YEAR 8** | **SEMESTER ROTATION** |
| **Unit 1: Workshop Safety & Pencil Box**  Students develop understandings of:  • Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034 - Scootle )  • Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035 - Scootle )  • Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques(ACTDEP036 - Scootle )  • Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037 - Scootle )  • Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038 - Scootle )  • Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039 - Scootle )  **TERM 2**  **Unit 2: Spinning Top**  Students develop understandings of:  • Analyse ways to produce designed solutions through selecting and combining characteristics and properties of materials, systems, components, tools and equipment (ACTDEK034 - Scootle )  • Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035 - Scootle )  • Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques(ACTDEP036 - Scootle )  • Select and justify choices of materials, components, tools, equipment and techniques to effectively and safely make designed solutions (ACTDEP037 - Scootle )  • Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability (ACTDEP038 - Scootle )  • Use project management processes when working individually and collaboratively to coordinate production of designed solutions (ACTDEP039 - Scootle ) |

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| **INDUSTRIAL TECHNOLOGY & DESIGN : YEAR 9** | **TERM 1** |
| **Unit 1: Safety**  Workshop introduction and safety  **Unit 2: Hat Rack**  Students will construct a Hat Rack and finish it to a high standard |
| **TERM 2** |
| **Unit 3: Foot Stool**  Students will construct a Foot Stool and finish it to a high standard  **Unit 4: Finger Joint Exam**  Students will develop their practical skills by learning how to create finger/comb joints. |
| **TERM 3** |
| **Unit 5: BBQ Tray**  Students will construct a BBQ Tray and finish it to a high standard  **Unit 6: Metal Carry All**  Students will construct a Metal Carry all tool box and finish it to a high standard |
| **TERM 4** |
| **Unit 7: Mobile Phone Amplifier**  Students will construct a mobile phone amplifier and finish it to a high standard |

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| **INDUSTRIAL TECHNOLOGY & DESIGN : YEAR 10** | **SEMESTER 1 & 2** |
| **Unit 1: Safety Workshop introduction and safety**  In this unit, students will be re-introduced to workshop health and safety. They will be asked to investigate and make judgments on the safe use of machines and power tools in the workshop. Students critically analyse factors, including social, ethical and sustainability considerations, that impact on overall workshop safety.  Students will apply their knowledge and understanding of workshop safety to respond to questions in an individual safety exam assessment.  **Unit 2: Coffee Table**  In this unit, students investigate and make judgments on how the characteristics and properties of wood materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.  Students will apply design thinking as they design and make a solution that follow set design restraints.  Students will apply these processes and production skills:   * generating design ideas that consider key characteristics, restraints and properties of materials, systems, components, tools and equipment to enhance design features * producing functional well designed products * evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability * collaborating and working individually throughout the process   Suggested partner units:   * Industrial Technology and Design Unit 1 – Safety in the Workshop   **Unit 3: Sheet metal two storage containers/Graphics**  In this unit, students investigate and make judgments on how the characteristics and properties of metal materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.  Students will apply design thinking as they design and make a solution that follow set design restraints.  Students will apply these processes and production skills:   * generating design ideas that consider key characteristics, restraints and properties of materials, systems, components, tools and equipment to enhance design features * producing functional well designed products * evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability * collaborating and working individually throughout the process   Suggested partner units:  Industrial Technology and Design Unit 1 – Safety in the Workshop |

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| **INDUSTRIAL TECHNOLOGY & DESIGN : YEAR 10** | **SEMESTER 1 & 2** |
| **Unit 4: Padded Foot Stool**  In this unit, students investigate and make judgments on how the characteristics and properties of wood materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.  Students will apply design thinking as they design and make a solution that follow set design restraints.  Students will apply these processes and production skills:   * generating design ideas that consider key characteristics, restraints and properties of materials, systems, components, tools and equipment to enhance design features * producing functional well designed products * evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability * collaborating and working individually throughout the process   Suggested partner units:   * Industrial Technology and Design Unit 1 – Safety in the Workshop   **TERM 3**  **Unit 5: Dovetail Jewellery Box**  In this unit, students investigate and make judgments on how the characteristics and properties of wood materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures.  Students will apply design thinking as they design and make a solution that follow set design restraints.  Students will apply these processes and production skills:   * generating design ideas that consider key characteristics, restraints and properties of materials, systems, components, tools and equipment to enhance design features * producing functional well designed products * evaluating ideas, processes and solutions against comprehensive criteria for success including sustainability * collaborating and working individually throughout the process   Suggested partner units:   * Industrial Technology and Design Unit 1 – Safety in the Workshop |

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| **GRAPHICS & DESIGN : YEAR 10** | **TERM 1** |
| **Unit 1: Materials and technologies specialisations: Design a solution**  Students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions. They critically analyse factors (including social, ethical and sustainability considerations) that influence designed solutions for global preferred futures and apply design thinking as they design and produce an item which meets the community, national or global need or opportunity. |
| **TERM 2** |
| **Unit 3: The Age of Apps**  Students investigate the Golden Ratio rule and how to effectivity apply it to the design phase. The design phase includes both advertising and production. Students are creating a new social media name and designing a new app logo. User centred design, design strategies, technologies, and the elements and principles of design will be embedded throughout the project. |
| **TERM 3** |
| **Unit 5: Built Environment**  This unit introduces students to the industry practices and drafting processes associated with people in the Architecture industry. They will explore the concept of house planning and will create a series of drawings that cater to client specifications. |
| **TERM 4** |
| **Unit 7: Graphic Design- School Polo**  This unit introduces students to the industry practices and drafting processes associated with people in the Graphical design industry. They will explore the concept of school uniform planning, they will create a series of drawings that cater to client (principal) specifications and finally produce a graphical representation of the appropriate alternative for the school uniform. |

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| **HOME ECONOMICS : YEAR 8** | **SEMESTER ROTATION** |
| **Unit 1: Seed to Table**  Students develop understandings of:   * North Queensland climate and impact on quality of fresh ingredients * Gardening choices to suit climate * Food miles/ impact of transport on food quality * Locally sourced ingredients * Commercial vs organic foods * Recipe design * Annotating and altering recipes to suit target audience * Social factors influencing food choices (vegetarian) * Cultural sustainability vs environmental vs economic * Basics practical cookery skills   **SEMESTER ROTATION**  **Unit 2: Fun with Fabrics**  Students develop understandings of:   * Sustainability * Impact of plastics on environments * Market research to influence design choices * Teenagers’ needs to influence design choices * Uses and styles of bags * Laws surrounding plastic in Australia * Basic sewing skills |

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| **HOME ECONOMICS : YEAR 9** | **TERM 1** |
| **Unit 1: Ready, Set, Go**  Students develop understandings of:  • Food groups  • Australian diets  • Introduction to chronic diseases   * Sufficient intake of nutrients * Evaluating practical performances * Planning and using criteria for success |
| **TERM 2** |
| **Unit 2: Tuckshop foods**  Students develop understandings of:  • Adolescent nutritional needs  • Queensland tuckshop requirements  • Factors that influence menu design/ choices  • Advertising choices and effects – marketing to target audience |
| **TERM 3** |
| **Unit 3: Textile Techniques**  Students develop understandings of:   * Investigate the effects the of textile design * Investigate factors that influence cultural sustainability * Define cultural sustainability * Plan and produce textile product – cushion cover * Investigate textile technologies |
| **TERM 4** |
| **Unit 4: Sleepwear**  Students develop understandings of:  • Investigate climate and impact on clothing choices   * considerations when designing pyjamas – material, comfort, flammability, fit and embellishments. |

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| **HOME ECONOMICS : YEAR 10** | **TERM 1** | |
| **Unit 1: Skills for Me, Textiles for You** | |
| Students develop understandings of:   * Plan, design and produce a soft toy for young children * Investigate design considerations and safety features for toys | * Investigate the needs of children and the benefits of toys on wellbeing * Investigate the suitability of materials (e.g. durability, texture) * Investigate organisations that support disadvantaged children |
| **TERM 2** | |
| **Unit 2: Recycle and Renovate** | |
| Students develop understandings of:   * Investigate the effects of textile production on the environment * Investigate the ethics of textile production (e.g. child labour, sweatshops, chemical use) | * Define and explain upcycling and the benefits * Investigate fast fashion and the impact on the textile industry * Plan, design and produce an upcycled textile item |
| **TERM 3** | |
| **Unit 3: Around the World** | |
| Students develop understandings of:  • Investigate the effects the of multiculturalism  • Investigate factors that influence cultural sustainability  • Define cultural sustainability | • Plan and produce meals through practical cookery that showcase different cuisines  • Investigate food technologies (ingredients, equipment, method)  • Investigate cultural practices that involve food   * Investigate the history of immigration to Australia and the impact on food choice |
| **TERM 4** | |
| **Unit 4: Lifestyle Diseases** |  |
| Students develop understandings of:  • Investigate physical and mental illnesses that can affect a person’s health  • Investigate health issues that diet can contribute to  • Investigate how diet & nutrition affect a person’s wellbeing  • Evaluate the diet as a form of prevention or treatment | • Investigate CVD, mental health, ADHD & diabetes  • Plan and produce meals through practical cookery that relates to a health issue (i.e. diabetic friendly)  • Analyse meals to modify ingredients lists  • Design meals that suit dietary requirements  • Evaluate practical cookery |

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| **ITEX : YEAR 8** | **SEMESTER ROTATION** |
| **Unit 1: Educational Game Development**  In this unit students will evaluate information systems that support learning and create an educational digital solution. Learning opportunities include creating an educational game or learning object to educate their peers using a general purpose programming language.  Students will apply a range of skills and processes in the production of digital solutions. They will:  • analyse data to model a real-life object or event, with consideration to gaming mechanics  • investigate how data including text, images and sound are represented in binary, and implications for game design  • define and decompose real-world problems, considering the functional, technical, social and usability constraints  • investigate how game mechanics influence user experience and apply those principles to the user experience design  • use algorithms including flow charts, storyboards and pseudo-code to design their solution  • test algorithms for accuracy  • evaluate how well needs are met by digital solutions and information systems, and evaluate them against criteria including, innovation, risk and sustainability  • earn and apply project management techniques, such as resourcing, time, task identification, considering safety and sustainability and setting and applying protocols for collaborating online.   * explore emerging technologies, such as virtual reality   **SEMESTER ROTATION**  **Unit 2: Web Development**  Students will produce a website that address client needs in HTML/CSS.  • distinguish between different types of networks and their defined purposes  • analyse and evaluate data from a range of sources to model and create solutions  • define and decompose problems in terms of functional requirements and constraints  • evaluate how existing information systems and their solutions meet needs, are innovative, and take account of future risks and sustainability  • plan and create a digital project which incorporates interactive information   * design the user experience of a digital system, and test and modify digital solutions. |

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| **ITEX : YEAR 9** | **TERM 1** |
| **Unit 1: Networked Digital Systems**  Students will learn how an operating system manages the relationship between hardware, applications and system software. They will compare the similarities and differences of two common operating systems and identify how changes to the configuration of an operating system change the operation of hardware and software components in a networked digital system.  They will investigate the operation and use of drone/robotic process control systems and explain encryption of data as a means of protecting data, for example secret keys and ‘exclusive or’ (XOR) and hashing algorithms to digitally sign data.  **Unit 2: Exploring Python**  Students will learn the basics of Python. Python is an interpreted high-level programming language for general-purpose programming. Python has a design philosophy that emphasizes code readability, and a syntax that allows programmers to express concepts in fewer lines of code, notably using significant whitespace. It provides constructs that enable clear programming on both small and large scales. |
| **TERM 2** |
| **Unit 3: Mobile Application**  Students will apply a range of skills and processes when creating digital solutions. They will:   * investigate the secure transmission of data across internetworks * develop skills for collecting, managing and analysing appropriate data from a range of sources to meet client requirements, including considering privacy and security requirements * apply computational thinking skills including abstraction and specification to address complex problems * interview stakeholders to identify needs that can be addressed by a data-driven web app * design the user experience of a solution for a data-driven web app using storyboards and mock-ups * use diagrams (flowcharts) and structured English (pseudocode) to design algorithms and validate them through tracing and test cases * apply an object-oriented programming language to implement interactive features * plan and manage a client-based project using the agile software development cycle * investigate indicators of economic success for their apps considering safety and sustainability. |
| **TERM 3** |
| **Unit 4: Database management and development SQL**  Students will develop strategies and techniques for capturing accurate and usable qualitative and quantitative data of different formats, for example using text entry for open-ended questions to acquire qualitative data; using radio buttons or checkboxes for closed questions to acquire quantitative data. Students will also interpret schemas that represent relationships between entities and querying data across tables, for example using foreign keys to represent relationships and joining tables in structured query language (SQL) SELECT statements. |
| **TERM 4** |
| **Unit 5: Website Production**  Students will produce a website that address client needs in HTML/CSS.   * distinguish between different types of networks and their defined purposes * explain how audio data can be represented, secured and presented in a digital system * analyse and evaluate data from a range of sources to model and create solutions * define and decompose problems in terms of functional requirements and constraints * evaluate how existing information systems and their solutions meet needs, are innovative, and take account of future risks and sustainability * plan and create a digital project which incorporates interactive information * design the user experience of a digital system, and test and modify digital solutions. |
| **ITEX : YEAR 10** | **TERM 1** |
| **Unit 1: Data Compression and Encryption**  Students will learn how digital information is represented using fewer bits in order to reduce file size by simplifying data or by removing non-critical data. Students will also learn about encoding data so that it is incomprehensible to others and can be decoded only by the intended receiver.  **Unit 2 – Websites (HTML)**  Students will learn the fundamentals of programming a website. Hypertext Markup Language (HTML) is a tag-based markup language and will be used to structure and display student web pages and its content.  Students will apply a range of skills and processes in the production of digital solutions. They will:   * Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. * Define and decompose real-world problems precisely, taking into account functional and on-functional requirements and including interviewing stakeholders to identify needs * Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics * Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases * Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language * Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities * Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability * Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems   Analyse simple compression of data and how content data are separated from presentation |
| **TERM 2** |
| **Unit 3 – Websites (HTML / CSS)**  Students will learn the fundamentals of programming a website. Cascading Style Sheets (CSS) will be used to define styles in the layout of a web page. Hypertext Markup Language (HTML) is a tag-based markup language and will be used to structure and display student web pages and its content.  Students will apply a range of skills and processes in the production of digital solutions. They will:   * Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. * Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data. * Define and decompose real-world problems precisely, taking into account functional and on-functional requirements and including interviewing stakeholders to identify needs * Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics * Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases * Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language * Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities * Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability |

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| **ITEX : YEAR 10** | **TERM 3** |
| **Unit 4 – Database Management**  Students will develop strategies and techniques for capturing accurate and usable qualitative and quantitative data of different formats, for example using text entry for open-ended questions to acquire qualitative data; using radio buttons or checkboxes for closed questions to acquire quantitative data. Students will also interpret schemas that represent relationships between entities and querying data across tables, for example using foreign keys to represent relationships and joining tables in structured query language (SQL) SELECT statements.  Students will apply a range of skills and processes in the production of digital solutions. They will:   * Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. * Analyse and visualise data to create information and address complex problems, and model processes, entities and their relationships using structured data. * Define and decompose real-world problems precisely, taking into account functional and on-functional requirements and including interviewing stakeholders to identify needs * Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics * Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases * Implement modular programs, applying selected algorithms and data structures including using an object-oriented programming language * Create interactive solutions for sharing ideas and information online, taking into account safety, social contexts and legal responsibilities * Plan and manage projects using an iterative and collaborative approach, identifying risks and considering safety and sustainability |
| **TERM 4** |
| **Unit 5 – PHP Server Based Web Development**  Students will learn about PHP which is a popular general-purpose scripting language that is especially suited to web development.  Students will apply a range of skills and processes in the production of digital solutions. They will:   * Develop techniques for acquiring, storing and validating quantitative and qualitative data from a range of sources, considering privacy and security requirements. * Design the user experience of a digital system by evaluating alternative designs against criteria including functionality, accessibility, usability, and aesthetics * Design algorithms represented diagrammatically and in structured English and validate algorithms and programs through tracing and test cases * Investigate the role of hardware and software in managing, controlling and securing the movement of and access to data in networked digital systems. |

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| **BUSINESS APPLICATIONS : YEAR 9** | **TERM 1** |
| **Unit 1: Managing Financial Risks, Responsibilities and Rewards: Strategies to Manage Risks and Rewards.**  In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue (for example, exploring strategies for mitigating financial risks associated with online banking and/or shopping; determining how to manage over-indebtedness using cost-benefit analysis and appropriate criteria to recommend and justify a course of action; exploring investment risk and financial scams and strategies as a component of financial management for personal and business contexts).  The economics or business issue investigated will enable students to explain why and how people manage financial risks and rewards in the current Australian and global financial landscape, and examine the roles and responsibilities of participants in the changing Australian or global workplace. |
| **TERM 2** |
| **Unit 2: Understanding the Economy**  In this unit, students will develop and apply enterprising behaviours and capabilities, and knowledge, understanding and skills of inquiry, to investigate a familiar, unfamiliar and/or hypothetical personal, local or national economics or business issue (for example, exploring strategies for mitigating economic management and different economic systems. Apply cost-benefit analysis and appropriate criteria to recommend and justify a course of action; exploring different economic management systems and strategies as a component of effective and good management for economies in different contexts).  The economics or business issue investigated will enable students to explain why and how government manage economies to economic welfare of its citizens and global implications of poor economic management, examine the roles and responsibilities of participants in the changing Australian economy or global economy. |
| **TERM 3** |
| **Unit 3: Business Environments**  In unit 3 students explore business environments, there are a range of influences that dictate the various roles and responsibilities of employees, employers and industrial organisations. Workplace safety, payment of wages, various awards, procedures and anti-discrimination are all key factors to be considered. Effective communication and organisational skills are essential for quality staff and customer relations. e.g. Teamwork skills, interpersonal skills, communication styles, listening skills, questioning techniques. |
| **TERM 4** |
| **Unit 4: Business Productivity**  The unit allows students to explore a range of production decisions made on a daily basis. Different business structures are used to organise factors of production to achieve production goals for the business on how to manage external business environment to achieve productivity ,how to manage internal environment to achieve productivity, strategies during economic expansion to achieve productivity, strategies for economic contraction to achieve productivity. |

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| **BUSINESS APPLICATIONS : YEAR 10** | **TERM 1** |
| **Unit 1: Measuring Economic Growth**  The unit explores the ways in which wealth and income in a society are distributed depend on the types of business, economic and legal systems in place. The nature of an economic system affects basic decisions about what to produce, how to produce it and how to allocate the proceeds of production. Businesses are influenced and regulated by the economic system. Understandings of economics contribute to socially responsible and informed decision making within a dynamic economy. |
| **TERM 2** |
| **Unit 2: Marketing and Advertising**  Unit is designed to educate students about the different aspects of marketing (4P’s) and how each aspect influences consumers’ and business decisions. To market products and services. |
| **TERM 3** |
| **Unit 3: Human Resource Management**  The unit is designed to educate students on recruitment processes by business to get the right person as well as how students can prepare themselves for the labour market of the 21st century. |
| **TERM 4** |
| **Unit 4: International Business**  The unit empowers students with the knowledge of understanding how business operate in the global market, looking at benefits and disadvantages of this involvement. Players in international business and the role they play to facilitates international business. |

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| **HEALTH & PHYSICAL EDUCATION : YEAR 7** | **SEMESTER ROTATION** |
| **Unit 1:** Personal, social and community health - **Approaching adolescence**  Students investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. They investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence. Note: This unit contains some sensitive concepts, images and terminology related to puberty.  **Unit 1: Movement and physical activity - We hit it**  Students develop and apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity in cricket. They apply movement concepts and refine strategies in response to modifications made to cricket game contexts. |
| **Unit 2: Personal, social and community health - Super Snacks**  Students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals and others.  **Unit 2: Movement and physical activity - In The Running**  Students develop and perform specialised running (sprinting), throwing (shot put) and jumping skills (long jump). They explore the elements of movement and use feedback to improve accuracy and control. |

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| **HEALTH & PHYSICAL EDUCATION YEAR 8** | **SEMESTER ROTATION** |
| **Unit 1:** Personal, social and community health - **My adolescent relationships**  Students recognise that they are becoming independent. They examine risk-taking behaviours and explore respectful relationships with peers and how to conduct these relationships in real life and online. They discuss and apply a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social-networking situations.  **Unit 1: Movement and physical activity - Hardcore Soccer**  Students apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They participate in a variety of handball games. They apply movement concepts and refine strategies to suit different movement situations in handball. |
| **Unit 2: Personal, social and community health - My decisions, my life**  Students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They propose an action to promote their own and others' health, safety and wellbeing  **Unit 2: Movement and physical activity - Get your motor running**  Students investigate, develop and apply a personal fitness plan to improve fitness and movement skills in the context of touch football. They apply elements of space, time, effort and relationships to compose and perform touch football skill sequences. |

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| **HEALTH & PHYSICAL EDUCATION : YEAR 9** | **TERM 1** |
| **Unit 1: Personal, social and community health - Respectful relationships**  Note: This unit contains some sensitive concepts, images and terminology related to sexuality.  This unit has alternative contexts that are elaborated in the topic outline. The school will decide the most appropriate pathway taking into consideration available resources and the needs of the students.  Students examine the changes they are going through as their sexuality and/or identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/or disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts.  **Unit 1: Movement and physical activity - Space invaders**  Students develop their leadership and teamwork skills, and their capacity to apply and transfer attacking and defending concepts and strategies in invasion-game contexts. |
| **TERM 2** |
| **Unit 2: Personal, social and community health - Sustainable health challenge**  Students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.  **Unit 2: Movement and physical activity - Strike Out**  Students evaluate their own or others' performance of movement skills used in a striking and fielding game. They make their judgments and provide feedback using criteria based on the elements of movement — effort, space, time, objects and people. They use the criteria and feedback to refine their own performance. The use of ICT to video performances is encouraged in this unit. |

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| **HEALTH & PHYSICAL EDUCATION : YEAR 9** | **TERM 3** |
| **Unit 3: Personal, social and community health - My social responsibility**  Students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students examine scenarios and use the decision-making process to be able to make smart choices in regards to alcohol and other drug use.  **Unit 3: Movement and physical activity - Net Net Net**  Students develop their leadership and teamwork skills, and their capacity to apply and transfer attacking and defending concepts and strategies in net and court contexts. |
| **TERM 4** |
| **Unit 4: Personal, social and community health - Active Aussies?**  Students examine the role that physical activity, outdoor recreation and sport have played in defining the Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity  **Unit 4: Movement and physical activity - Moving more matters**  Students explore how the role of physical activity in daily life has changed over time. They plan, perform and evaluate an intervention/fitness workout that can be performed in a confined space and improve fitness and physical activity levels in their community. |

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| **HEALTH & PHYSICAL EDUCATION : YEAR 10** | **TERM 1** | | |
| **Unit 2: Personal, social and community health - Looking after myself and others**  Students identify situations in which they may be at risk and how to respond in these situations, using a variety of different techniques including CPR and first aid. Students conduct a survey within their school community to identify a health concern facing adolescents. They use this information to write recommendations and design a campaign to overcome the identified health concern.  **Unit 2: Movement and physical activity - Realise your potential**  Be the quarterback — Students develop specialised skills used in gridiron, including apply criteria to evaluate and refine their own and peer performances | | |
| **TERM 2** | | |
| **Unit 1: Personal, social and community health - Cultural connections**  Students examine how migration and cultural identity have influenced the physical activity choices of Australians and their communities. They examine characteristics of ethical decision-making and how it contributes to respectful relationships. They explore diversity and identify attributes of community wellbeing, and investigate how local physical activity groups support community connections and wellbeing.  **Unit 1: Movement and physical activity - Spirit of the disc**  Students demonstrate leadership, fair play and cooperation. They transfer understanding from previous movement experiences and create solutions to movement challenges when playing ultimate disc. | | |
| **TERM 3** | | |
| **Unit 4: Personal, social and community health - I can influence others**  Students access credible information to identify myths and misconceptions about alcohol and other drugs. They investigate binge drinking and explore the impact of risk-taking behaviours on health. Students examine strategies to minimise risks and make safe and healthy decisions when under pressure in social situations. They analyse the responsibilities involved with party planning, and identify ways they can prevent antisocial behaviour when socialising. Students critique public-health campaigns focused on alcohol, drugs and antisocial behaviours, then develop and implement a related health message to demonstrate leadership in their school community  **Unit 4: Movement and physical activity - PT yourself**  Students propose and evaluate a workout that targets muscular endurance and cardiovascular fitness. They monitor heart rates to determine changes during activities of varying intensities. | | |
| **TERM 4** | | |
| **Unit 3: Personal, social and community health - Excellence in health**  Students work in groups to demonstrate leadership and cooperation skills while applying the problem-solving process to take action to enhance their own and others' health, safety and wellbeing in the school community  **Unit 3: Movement and physical activity - Clear the net**  Students participate in a range of badminton activities. They apply and transfer movement concepts and strategies to new and challenging movement situations when playing singles. They work collaboratively to design and apply solutions to movement challenges when playing doubles. | | |
| **JAPANESE : YEAR 7** | **SEMESTER ROTATION** | | |
| **Unit 1: Who am I?**  In this unit, students are introduced to Japan and its culture. They further explore the language through learning the basic ‘alphabet’ and utilise that aspect to show meaning and understanding.  Students will learn about:  • Being humble  • Counters for age, grade  • Self-Introductions  • Hiragana  • Numbers 1-100  • Phone numbers  • Adjectives to describe things we like  • Kanji related to topics about self  • Hiragana Quiz | **Unit 2: How do I make International friends?**  In this unit, students explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.  Students will learn about:  • Self-Introductions  • Nationalities  • Japanese geography  • Likes and dislikes  • Adjectives to explain why and describing things  • Where you live   * Reading levels | **Unit 3: Who is a Global Citizen?**  In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.  Students will learn about:  • Japanese Currency (money)  • How much items are  • This, That, That Over There  • Can I please ~  • Shopping vocabulary  • Role Play  • Listening Exam  • Japanese Restaurants  • Counters for food   * Asking and ordering food |

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| **JAPANESE : YEAR 8** | **SEMESTER ROTATION** | |
| **Unit 1: What is family?**  In this unit students explore the concepts of families and how everyone’s family is different. Students make connections with their own experience and explore the concept of family life in Japan.  Students will:  • interact with others to discuss families and family life  • engage with a range of spoken and written texts about families in Japan including extending their kanji knowledge  • use a range of language to discuss family members  • use polite and informal language around families  • understand the use of adjectives to describe people  • participate in intercultural experiences to notice, compare and reflect on language and culture. | **Unit 2: How busy is my schedule?**  In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.  Students will:  • interact with others to discuss school life and routines  • engage with a range of texts about school in Japan  • use a range of language to discuss school experiences  • discuss translations for items included in a Japanese school lunch   * participate in intercultural experiences to notice, compare and reflect on language and culture. * engage with a range of spoken and written texts about daily routines * understand the use of basic verbs and structure of basic sentences. |

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| **JAPANESE : YEAR 9** | **TERM 1** |
| **Unit 1: What is school life like?**  In this unit. students use language to explore the concept of school life in Japan and make connections with own school experiences  Students will:   * engage with a range of texts about school in Japan * use a range of language to discuss school experiences * participate in an intercultural experience to notice, compare and reflect on language and culture. * plan, draft and present information |
| **TERM 2** |
| **Unit 2: What type of character are you?**  In this unit, students will explore the concept of character as reflected in personality traits, descriptions and qualities of real people and imaginative characters in Japan and Australia.  Students will:   * use basic Japanese to discuss qualities of people they admire * use Japanese to describe real and imaginary characters * encounter authentic language in a range of spoken and written texts about a variety of imaginary characters * respond to imaginative texts and identify qualities in imaginative characters * understand and apply knowledge of adjectives and text features to describe attributes of real and imaginative characters * reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts. |
| **TERM 3** |
| **Unit 3: My neighbourhood**  In this unit, students will use language to communicate within the concept of getting around places. They will also investigate how is my neighbourhood different to yours?  Students will:  • discuss ways Japanese neighbourhood may differ to theirs and reflect on the impact it may have on self and society  • use Japanese to give and receive directions  • plan, draft and present information |
| **TERM 4** |
| **Unit 4: What are memorable places to visit?**  In this unit, students use language to explore memorable places around Japan and how to make travel plans in Japanese.  Students will:  • interact with others to share ideas about memorable places  • engage with a range of spoken and written texts about iconic and memorable places  • understand the use of adjectives and noun phrases to describe memorable places  • participate in intercultural experiences to notice, compare and reflect on the relationship between language and culture.  • plan, draft and present information  • analyse and organise information into key ideas and supporting details |
| **JAPANESE : YEAR 10** | **TERM 1** |
| **Unit 1: What is a healthy lifestyle?**  In this unit, students explore what it means to be living a healthy lifestyle in the context of their own lives.  Students will:  • discuss the types of foods that are healthy/unhealthy in Japan and Australia and learn how to compare those in Japanese  • analyse texts about the lifestyle activities of individuals from Japan and Australia.  • understand the use of adjectives to enhance descriptions   * Use a range of language techniques to discuss their own perspectives of a healthy lifestyle. |
| **TERM 2** |
| **Unit 2: What are social issues?**  In this unit, students will explore the ways in which people communicate about youth-related social issues in Japan and Australia.  Students will:  • encounter authentic language in a range of spoken and written texts about youth-related social issues  • use a range of language to discuss their own perspectives on youth and technology use  • analyse different perspectives on youth-related social issues  • Investigate how globalisation influences language relating to technology. |
| **TERM 3** |
| **Unit 3: What are environmental issues?**  In this unit, students will explore the impacts of people in society towards the natural environment.  Students will:  • discuss ways roles and responsibilities of citizens impact the environment  • analyse the perspectives of people from different organisations  • create texts about how to support environmental restorations  • reflect on ways people look towards environmental issues |
| **TERM 4** |
| **Unit 4: What are our global connections?**  In this unit, students explore their connections with the wider global community including links with Japanese culture.  Students will:  • discuss experiences and connections with other countries and cultures  • explore links between Australia and Japan  • explore and discuss cultural values expressed in creative texts such as manzai  • reflect on how global interactions shape the way we view ourselves and our place in the world. |

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| **AUSLAN**  **YEAR 7** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **Unit 1: Introduction to Auslan**  Basics of Auslan Language | **Unit 2: Classroom Communication**  Communicating in a classroom setting using Auslan protocols | **Unit 3: Deaf Gain**  Contributions to Australian society for and from Deaf/HoH people | **Unit 4: Following Instructions**  Use list buoys to exchange information and compare routines |

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| **AUSLAN**  **YEAR 8** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **Unit 1: Deaf Poetry**  Handshape Poetry  **TERM 3** | **Unit 2: Deaf Storytelling**  Deaf Storytelling  **TERM 4** | **Unit 3: Deaf History**  The History of Auslan, overview of Deaf culture, and Deaf community in Australia **M 2** | **Unit 4: Deaf Technology**  Assistive and other technology for Deaf and HoH people |

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| **AUSLAN**  **YEAR 9** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **Unit 1: Deaf Education**  Timeline of changes and advances in Deaf education | **Unit 2: Diversity and Discrimination**  Exploring the diversity and discrimination in and against global deaf communities | **Unit 3: Deaf Rights**  Timeline of Deaf history, and fights for equal rights (advocacy groups) | **Unit 4: Deaf Arts**  Viewing and making performances using Deaf cultural practices |

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| **AUSLAN**  **YEAR 10** | **TERM 1** | **TERM 2** | **TERM 3** | **TERM 4** |
| **Unit 1: Deaf Eugenics and Audism**  Exploring Deaf eugenics and Audism, including the Deaf Holocaust | **Unit 2: Deaf History**  Deaf refugees and migrants | **Unit 3: Deaf Culture and Religion**  How religion and Deaf culture interact, and have interacted over time (influence of religion on Deaf culture) | **Unit 4: Deafblindness**  Helen Keller and Deafblindness |

Whole school SUMMATIVE assessment plan: P–10 overview

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| Yr | Subject | Term 1 | Term 2 | Term 3 | Term 4 |
| **7** | **English** | **UNIT 1:** Imaginative Recount  **UNIT 2:** Persuasive Written | **UNIT 3:** Persuasive Spoken | **UNIT 4:** Analytical Written  **UNIT 5:** Persuasive Spoken | **UNIT 6:** Informative Written |
| **8** | **English** | **UNIT 1:** Imaginative Written  **UNIT 2:** Analytical Written | **UNIT 3:** Analytical Spoken | **UNIT 4:** Persuasive Written  **UNIT 5:** Creative Written | **UNIT 6:** Analytical Written |
| **9** | **English** | **UNIT 1:** Imaginative Written  **UNIT 2:** Persuasive Spoken | **UNIT 3:** Analytical Spoken | **UNIT 4:** Persuasive Spoken  **UNIT 5:** Analytical Written | **UNIT 6:** Imaginative Written |
| **10** | **English** | **UNIT 1:** Persuasive Written | **UNIT 2:** Analytical Written  **UNIT 3:** Imaginative Written | **UNIT 4:** Analytical Written | **UNIT 5:** Persuasive Spoken |

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| Yr | Subject | Semester 1 | | Semester 2 | |
| **7** | **Mathematics** | **UNIT 1:** Exam  Short answer questions  65 minutes  **UNIT 1:** Problem Solving and Modelling Task- Report  400 to 600 words | **UNIT 2:** Exam  65 minutes | **UNIT 3:** Problem Solving and Modelling Task-Report  Written | **UNIT 4:** Exam  Short answer questions |
| **8** | **Mathematics** | **UNIT 1:** Exam  Short answer questions  65 minutes | **UNIT 2:** Exam  Short Answer questions  65 minutes  **UNIT 2:** PSMT – Report  400 to 600 words | **UNIT 3:** Problem Solving & Modelling Task-Report  400 to 600 words | **UNIT 4:** Exam  Short answer & extended response questions  65 minutes |
| **9** | **Mathematics** | **UNIT 1:** Exam  Short and long questions  65 minutes  **UNIT 1:** Problem Solving & Modelling Task- Report  Assignment/Project  600 to 800 words | **UNIT 2:** Exam  Short & long questions  65 minutes | **UNIT 3:** Problem Solving and Modelling Task - Report  600 to 800 words | **UNIT 4:** Exam  Short and longer responses to seen and unseen questions  90 minutes |
| **10** | **Mathematics** | **UNIT 1:** Exam  Short and extended answer responses to seen and unseen questions  65 minutes  ***Extension Mathematics:***  **UNIT 1:** Exam  Short and extended answer responses to seen and unseen questions.  90 minutes  **UNIT 1:** Problem Solving and Modelling Task  600 to 800 words | **UNIT 2:** Exam  Short and extended answer responses to seen and unseen questions  90 minutes  ***Extension Mathematics:***  **UNIT *2:*** Exam  Short and extended answer responses to seen and unseen questions  90 minutes | **UNIT 3:** Problem Solving and Modelling Task-Report | **UNIT 4:** Exam  Short answer questions  90 minutes  ***Extension Mathematics:***  Short and extended answer responses to seen and unseen questions |

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| Yr | Subject | Term 1 | Term 2 | Term 3 | Term 4 |
| **7** | **Science** | **UNIT 1:** Experimental Investigation  Written –Scientific report (400-600 words) | **UNIT 2:** Experimental Investigation  Written –Scientific report (400-600 words) | **UNIT 3:** Examination  Short response items  (60 minutes +5 minutes perusal)  **UNIT 4:** Research Investigation  Written – Report  (400-600 words) | **UNIT 5:** Examination  Short response items  (60 minutes +5 minutes perusal) |
| **8** | **Science** | **UNIT 1:** Experimental Investigation  Written –Scientific report (400-600 words) | **UNIT 2:** Examination  Short response items  (60 minutes +5 minutes perusal) | **UNIT 3:** Research Investigation  Written – Report  (400-600 words)  **UNIT 4:** Experimental Investigation  Written –Scientific report (400-600 words) | **UNIT 5:** Examination  Short response and extended response items (60 minutes +5 minutes perusal) |
| **9** | **Science** | **UNIT 1:** Examination  Short response and extended response items (up to 90 minutes + 5 minutes perusal) | **UNIT 2:** Experimental Investigation  Written –Scientific report (600-800 words) | **UNIT 3:** Research Investigation  Written – Report  (600-800 words) | **UNIT 4:** Examination (Data Test)  Short Response  (60 minutes + 5 minutes perusal) |
| **10** | **Science** | **UNIT 1:** Examination  Short response and extended response items (up to 90 minutes + 5 minutes perusal) | **UNIT 2:** Experimental Investigation  Written –Scientific report (600-800 words) | **UNIT 3:** Examination (Data Test)  Short response  (60 minutes + 5 minutes perusal) | **UNIT 4:** Research Investigation  Written – Report  (600-800 words) |

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| Yr | Subject | Semester Rotation | |
| **7** | **Geography** | **UNIT 1:** Supervised assessment: Combination Short Response Task | **UNIT 2:** Field Report |
| **8** | **Geography** | **UNIT 1:** Field Report | **UNIT 2:** Combination Response Task – Supervised in Class Task |
| **9** | **Geography** | **UNIT 1:** Supervised Assessment: Combination Short Response Test | **UNIT 2:** Field Report |
| **10** | **Geography** | **UNIT 1:** Data Report | **UNIT 2:** Field Report |

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| Yr | Subject | Unit 1 | Unit 2 | Unit 3 |
| **7** | **History** | **UNIT 1:** Research | **UNIT 2:** Supervised exam | **UNIT 3:** Folio Inquiry Task |
| **8** | **History** | **UNIT 2:** Supervised assessment:  Short Answer Test | **UNIT 3:** Persuasive Speech | **UNIT 1:** Research Task |
| **9** | **History** | **UNIT 1:** Supervised assessment:  Combination Response exam | **UNIT 2:** Supervised assessment:  Combination Response exam | **UNIT 3:** Research Task |
| **10** | **History** | **UNIT 1:** Supervised assessment:  Short Response to Historical Sources | **UNIT 2:** Response to Stimulus Task | **UNIT 3:** Research: Multimodal Presentation |

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| Yr | Subject | Semester Rotation | | |
| **7** | **The Arts** | **Drama**  **UNIT 1:** Exam | **Visual Arts**  **UNIT 2:** Performance & Reflection | **Music**  **UNIT 3:** Folio & Reflection |

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| Yr | Subject | Term 1 | Term 2 | Term 3 | Term 4 |
| **8** | **Drama** | **UNIT 1:** Performance & Reflection  **UNIT 1:** Exam | **UNIT 2:** Performance & Reflection |  |  |
| **9** | **Drama** | **UNIT 1:** Performance  **UNIT 1:** Oral Presentation | **UNIT 2:** Performance | **UNIT 3:** Script  **UNIT 3:** Performance | **UNIT 4:** Performance |
| **10** | **Drama** | **UNIT 1:** Group Improvisation  **UNIT 1:** Analytical Essay | **UNIT 2:** Script  **UNIT 2:** Performance | **UNIT 3:** Research Project  **UNIT 3:** Performance | **UNIT 4:** Performance |

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| Yr | Subject | Term 1 | Term 2 | Term 3 | Term 4 |
| **8** | **Music** | **UNIT 1:** Exam | **UNIT 2:** Group Performance  **UNIT 2:** Composition & Diary |  |  |
| **9** | **Music** | **UNIT 1:** Research Assignment | **UNIT 2:** Composition | **UNIT 3:** Performance | **UNIT 4:** Research Assignment |

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| Yr | Subject | Term 1 | Term 2 | Term 3 | Term 4 |
| **8** | **Visual Arts** | **UNIT 1:** Folio | **UNIT 2:** Folio  **UNIT 2:** Analytical Essay |  |  |
| **9** | **Visual Arts** | **UNIT 1:** Folio  **UNIT 1:** Reflection | **UNIT 2:** Folio  **UNIT 2:** Reflection | **UNIT 3:** Folio  **UNIT 3:** Analytical Essay | **UNIT 4:** Folio  **UNIT 4:** Analytical Essay |
| **10** | **Visual Arts** | **UNIT 1:** Folio  **UNIT 1:** Appraisal | **UNIT 2:** Folio | **UNIT 3:** Folio  **UNIT 3:** Appraisal | **UNIT 4:** Folio |

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| Yr | Subject | Term 1 | Term 2 | Term 3 | Term 4 |
| **9** | **Business Applications** | **UNIT 1:** Short Response Exam | **UNIT 2:** Research Assignment | **UNIT 3:** Short Response Exam | **UNIT 4:** Research Assignment |
| **10** | **Business Applications** | **UNIT 1:** Research Assignment | **UNIT 2:** Exam  **UNIT 2:** Research Assignment | **UNIT 3:** Multimodal | **UNIT 4:** Research Assignment |

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| Yr | Subject | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **8** | **Home Economics** | **UNIT 1:** Evaluation of practical performance | **UNIT 2:** Practical Performance Project |  |  |
| **9** | **Home Economics** | **UNIT 1:** Evaluation of practical cookery | **UNIT 2:** Practical Performance Project | **UNIT 3:** Practical Performance Project | **UNIT 4:** Practical Performance Project |
| **10** | **Home Economics** | **UNIT 1:** Project | **UNIT 1:** Project | **UNIT 3:** Practical Cookery | **UNIT 4:** Written Assessment |

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| Yr | Subject | Term 1 | Term 2 | Term 3 | Term 4 |
| **8** | **ITEX** | **UNIT 1:** Project | **UNIT 2:** Project |  |  |
| **9** | **ITEX** | **UNIT 1:** Examination  **UNIT 2:** Project | **UNIT 3:** Project | **UNIT 4:** Examination | **UNIT 5**: Project |
| **10** | **ITEX** | **UNIT 1:** Multi-Modal Presentation  **UNIT 2:** Project | **UNIT 3:** Project | **UNIT 4:** Project | **UNIT 5:** Examination |

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| Yr | Subject |  |  |  |  |
| **7** | **Technology** | **UNIT 2:** Folio/ Practical | **UNIT 2:** Folio/ Practical |  |  |
| **8** | **Industrial Technology & Design** | **UNIT 1:** Folio/ Practical | **UNIT 2:** Folio/Practical |  |  |
| **9** | **Industrial Technology & Design** | **UNIT 1:** Safety Workbook  **UNIT 2:** Product & workbook entries | **UNIT 3:** Product & workbook entries  **UNIT 4:** Finger Joint practical Exam | **UNIT 5:** Product & workbook entries | **UNIT 6:** Product & workbook entries  **UNIT 7:** Product & workbook entries |
| **10** | **Industrial Technology & Design** | **UNIT 1:** Exam | **UNIT 2:** Portfolio & Practical Production | **UNIT 3:** Portfolio & Practical Production  **UNIT 4:** Portfolio & Practical Production | **UNIT 5:** Portfolio & Practical Production |
| **10** | **Graphics & Design** | **UNIT 1:** Project | **UNIT 2:** Project | **UNIT 3:** Sketch Journal  Revit Drawings  PowerPoint Presentation | **UNIT 4:** Exploring the design problem  Develop ideas  Graphical representation/Power Point presentation |

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| Yr | Subject | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **7** | **Health & Physical Education** | **UNIT 1:** Exam  **UNIT 1:** Practical | **UNIT 2:** Assignment / Project  **UNIT 2:** Practical |  |  |
| **8** | **Health & Physical Education** | **UNIT 1:** Exam  **UNIT 1:** Practical | **UNIT 2:** Research  **UNIT 2:** Collection of work |  |  |
| **9** | **Health & Physical Education** | **UNIT 1:** Case studies  **UNIT 1:** Practical | **UNIT 2:** Poster/Multimodal presentation  **UNIT 2:** Collection of work | **UNIT 3:** Research  **UNIT 3:** Practical | **UNIT 4:** Collection of work  **UNIT 4:** Collection of work |
| **10** | **Health & Physical Education** | **UNIT 2:** Research  **UNIT 2:** Practical | **UNIT 1:** Research  **UNIT 1:** Collection of work | **UNIT 3:** Research  **UNIT 3:** Written | **UNIT 4:** Research  **UNIT 4:** Practical |

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| Yr | Subject | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **7** | **Japanese** | **UNIT 1:** Written Task | **UNIT 2:** Written Task  Reading Test | **UNIT 3:** Role Play  Listening Test |  |
| **8** | **Japanese** | **UNIT 1:** Collection of work: | **UNIT 2:** Collection of work: |  |  |
| **9** | **Japanese** | **UNIT 1:** Comprehension | **UNIT 2:** Collection of work | **UNIT 3:** Collection of work | **UNIT 4:** Collection of work |
| **10** | **Japanese** | **UNIT 1:** Comprehension | **UNIT 2:** Collection of work | **UNIT 3:** Collection of work | **UNIT 4:** Collection of work |

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| Yr | Subject | Unit 1 | Unit 2 | Unit 3 | Unit 4 |
| **7** | **Auslan** | **UNIT 1:**  1 to 1 conversation in Auslan  Short Response Exam | **UNIT 2:**  Bilingual product  Response to stimulus exam | **UNIT 3:**  Response to stimulus exam  Presentation in Auslan in pairs | **UNIT 4:**  1 to 1 conversation in Auslan  Short response |
| **8** | **Auslan** | **UNIT 1:**  1 x 1 minute performance in Auslan  Response to stimulus exam | **UNIT 2:**  Performance in Auslan  Response to stimulus exam | **UNIT 3:**  Presentation in Auslan in pairs  Extended response exam | **UNIT 4:**  Bilingual product  Research task |
| **9** | **Auslan** | **UNIT 1:**  Group conversation in Auslan  Response to stimulus exam | **UNIT 2:**  Multimodal presentation  Extended response exam | **UNIT 3:**  Presentation in Auslan  Multimodal product | **UNIT 4:**  Group performance in Auslan  Response to stimulus exam |
| **10** | **Auslan** | **UNIT 1:**  Group conversation in Auslan  Multimodal presentation in Auslan | **UNIT 2:**  Bilingual product  Response to stimulus exam | **UNIT 3:**  1 to 1 conversation with deaf individual  Response to stimulus exam | **UNIT 4:**  Group conversation in Auslan  Response to stimulus exam |