



Whole-school curriculum plan 7–12

(updated 2016)

Whole-school curriculum plan: 7–12 unit overview

ENGLISH FACULTY

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
English	Y7	<p>Analysing persuasion in media texts</p> <p>In this unit, 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Persuading through motivational speaking</p> <p>In this unit, 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 persuasive motivational speech to promote a point of view or enable a new way of seeing.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Biographies</p> <p>In this unit, students read biographies to identify 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Reading and interpreting literature about Australia and Australians</p> <p>In this unit, students listen to, read and view literature about Australia and Australia, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They create an imaginative recount to convey a particular point of view, adopting stylistic features such as narrative viewpoint, contrast and juxtaposition.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Examining representation of Australia and Australians in literature</p> <p>In this unit, students examine the ways events, issues and characters have been represented in texts. They identify and use language choices that 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Exploring perspectives in poetry and songs</p> <p>In this unit, students listen to and read a variety of songs and poems that put forward different perspectives on a variety of issues. They create and present a persuasive response to 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
English	Y8	<p>Exploring teen issues in novel</p> <p>In this unit, 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Exploring issues in news media</p> <p>In this unit, students read, view and listen to a variety of news media texts including those taken from digital environments and television. Students explore representations of individuals, groups and events explaining how text structures and language features of news media texts affect those representations.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>ATSI perspectives</p> <p>In this unit, students read, view and listen to a variety of texts that create representations of Aboriginal peoples' 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 peoples' 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Noah and Saskia – Understanding how meaning is created in a TV drama text</p> <p>In this unit, students examine a TV 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Analysing and expressing viewpoints on ethical issues in a drama text</p> <p>In this unit, students examine a TV 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>	<p>Creating an illustrated short story</p> <p>In this unit, students read and comprehend a variety of short stories to understand the features that engage an audience. They will identify and explain author's 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.</p> <p><i>G:\HOD\English\Curriculum\Curriculum documents\Mackay North SHS Unit Overview 2016</i></p>

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English	y9	<p>Australian Identity – persuasive speech</p> <p>In this unit, students listen to, read and view literary and non-literary texts featuring different perspectives of Australia’s peoples, histories and cultures to evaluate how text structures, language and visual features of texts including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students present a persuasive speech about language and visual features suitable for inclusion in a promotional brochure that represents Australia’s peoples, histories and cultures.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Speculative Fiction</p> <p>In this unit, students gain an understanding of the term, ‘speculative fiction’. Students then listen to, read and view a variety of information texts and speculative fiction texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. In particular, they will develop an understanding of how experimenting with the features of a short story through the creation of a hybrid short story allows authors to create different levels of meaning in their writing.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Exploring different perspectives</p> <p>In this unit, 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, individual or groups in personal memoirs. Students analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Manipulating Language for effect</p> <p>In this unit, students listen to, read and view a variety of literary texts to understand the ways texts position an audience to accept particular perspectives about ethical and global issues. Students edit texts for greater precision and persuasive effect. Students also compare and evaluate how the manipulation of language features influence an audience.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Creating a persuasive presentation</p> <p>In this unit, students listen to, read and view literary texts. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective. Students create and deliver a presentation including a multimodal book trailer to engage teen audiences to read a novel.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Exploring ethical issues in a drama text</p> <p>In this unit, students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interview script that explores an ethical issue.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
English	Y10	<p>Satire</p> <p>In this unit students read, view and analyse the techniques used in satirical texts. Students write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response.</p> <p><i>G::HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Reading and comprehending a novel</p> <p>In this unit, students read and respond to a contemporary novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation, and plot structures in literature. They consider the links between values, beliefs, assumption and the social, moral and ethical positions of authors. Students create an imaginative transformation.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Responding to Poetry</p> <p>In this unit students examine how poetry 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. Students also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts. For assessment, students either create or locate a poem in response to an important and analyse stylistic features, text structures and language features. Student will perform the poem to their peers.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Responding to a Responding to a Shakespearean drama</p> <p>In the first part of this unit, students read and interpret 'Romeo and Juliet'. They evaluate an extended interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author. Then, students view and read interpretations of the play. They use their knowledge of visual codes, elements of sound and the text structures and language features of analysis to evaluate the value of the selected text.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>	<p>Evaluating representations of events or issues in news media texts</p> <p>In this unit students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts. Students respond to a news text by examining perspectives in text.</p> <p><i>G:HOD\English\Curriculum\Curriculum documents\ Mackay North SHS Unit Overview 2016</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
English Communication	Y11	<p>Starting Points</p> <p>In this unit, students identify personal skills, qualities and aspirations for employment purposes. They learn about aspects of employments such as how to complete job application forms, set personal goals and write a resume.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>Future Directions</p> <p>In this unit, students investigate career pathways. They complete workforce surveys, investigate local trends about employment, industry and occupations. They will conduct independent research about an occupation they are interested in, producing an information text. Students will learn about how to access information for job searching.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>Screen Power</p> <p>In this unit, students will investigate television and film texts, genres, text production elements. They will deconstruct a television show or film and discuss related media issues such as screen violence, stereotyping, censorship and piracy.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>Nine to Five? Workers' Rights and Responsibilities</p> <p>In this unit, students will research, investigate and read about a number of workplace issues. These include: equal opportunity, bullying and sexual harassment, workplace health and safety, unions, employer rights, awards and contracts.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>Who Cares? Investigating a Community Issue of Concern</p> <p>In this unit, students examine an issue, concern or event facing the Mackay community. Issues include: homelessness, poverty, schoolies, violence in sport, drugs, alcohol abuse, crime. Students will research an issue and report through a news media segment.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
English Communication	Y12	<p>A Matter of Lifestyle</p> <p>In this unit, students explore a range of print, visual and screen texts on one or some of these topics: moving out, financial goals, power of advertising, health and fitness, legal rights. They will design an informative text such as brochure or web page.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>The Printed Word</p> <p>In this unit student focus on reading for entertainment and leisure. They will read their own novel, magazines, newspapers, non-fiction books. Students will then complete an oral review of their selected text.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>Getting Along: Positive Communication Skills</p> <p>In this unit, students focus on spoken and non-verbal communication skills related to the workplace; dealing with customers and clients; and co-workers and superiors.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>Getting That Job</p> <p>In this unit, students refine communication skills related to job seeking. They will be preparing their own job folio and will be part of an interview for a job with a community representative.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>	<p>Productive Team Work – planning an event</p> <p>In this unit, students learn the importance of team work in the workplace and community contexts. They learn the qualities of effective teams, the importance of team building and developing team roles. Students will work in small groups to progress through various stages of designing, organising and promoting a school or community event.</p> <p><i>G:HOD\English\Curriculum\curriculum documents\English Communication Course Outline</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
English	Y11	<p>Image and Influence</p> <p><i>In this unit, students begin with an introduction to elements of visual images with two focuses – advertising and film. Students are introduced to the elements of visual language, how media is constructed and how the audience is positioned to read a text through a study of advertisements. They learn the basic conventions of advertising. They then develop this knowledge of visual language via an in-depth study of at least one film. Students analyse film devices and the ideology and values that underpin a text. Students will also be explicitly taught the generic structure and textual features of analytical essays.</i></p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>	<p>Australian Identity</p> <p>In this unit, students will examine the images of Australia to enhance their study of visual images. Students will be exposed to a range of non-fiction, poetry and media texts to study the development of the Australian national identity. This unit will examine the link between text, audience and culture and the ways in which important beliefs in Australian culture are displayed through the text.</p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>	<p>Novel Gazing</p> <p>In this unit, students will enhance their knowledge of narrative by studying the conventions of narrative via the in-depth study of a literary text. In particular, the focus is on the construction of characters in the text. Students will consider the ways in which we are positioned to read a text, and the values that underpin the text.</p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>	<p>Voices from the margins</p> <p>Students will enhance their knowledge of narrative from term 3 into his term-long unit. Students will be explicitly taught the generic structure</p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
English	Y12	<p>Convince Me</p> <p>The first unit of Year 12 enables students to recognise the ways issues are presented for different audiences, functions and contexts. Students learn how texts speak to and hold their audience, how texts have the power to shape or challenge the reader's understanding and how we can manipulate the language for a particular purpose. There is an emphasis on media texts such as news articles, television news reports and documentaries in the latter part of the unit.</p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>	<p>The Power of Literature</p> <p>In this unit students will read and study a selection of poetry – powerful literary texts that position readers. Then they undertake an in-depth deconstruction of a powerful novel focusing on theme, plot, characters and setting.</p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>	<p>Seeking Shakespeare</p> <p>The focus of semester four is the literary canon. The semester begins with an introduction to the idea of the classics and the canon. In class, a study of a Shakespearean tragedy will serve as a model for the examination of classic texts. Students will examine the validity of Shakespeare's work today and as part of the canon. They will explore the plot, themes, characterisation and setting used in the play and experiment with transforming the elements of the text in a modern context.</p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>	<p>A Classics Project</p> <p>In this unit, students will undertake independent research on canonical texts. Students will also reflect on what is deemed a classic. Much of the learning is student-centred with pupils reading a classic text/s and developing their own thesis based on their research. Students will choose their own mode of presentation in presenting their findings.</p> <p><i>G drive\HOD\Curriculum\Curriculum documents\Senior English 2011</i></p>

MATHEMATICS FACULTY:

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Mathematics	Y7	<p><u>Numbers, Multiples, Factors & Indices</u></p> <ul style="list-style-type: none"> • +, -, \times, \div decimals • Round/approximate to 1 significant figure • \times, \div by multiples of 10 • Apply associative, commutative and distributive laws • Identify indices • Use simple squares/square root, cubes/cube root • Order convention • Identify & find factors, multiples, prime & composite numbers • Factor grids: HCF, LCM <p>G:\Curriculum\2016\Maths\Year 7</p>	<p><u>Integers</u></p> <ul style="list-style-type: none"> • Define • Compare using <, > and a number line • +, -, \times, \div integers • Develop and solve numerical expressions • Order convention <p>G:\Curriculum\2016\Maths\Year 7</p>	<p><u>Fractions (Rational Numbers)</u></p> <ul style="list-style-type: none"> • Define, label parts & classify • Express one quantity as a <u>fraction</u> of another • Equivalent fractions • Compare using <, > and a number line • Find LCD • Order in ascending/descending order • Simplify • Distinguish between rules for +, -, \times, \div and apply them. • Develop and solve numerical expressions <p>G:\Curriculum\2016\Maths\Year 7</p>	<p><u>Unit 4: Introduction to Algebra)</u></p> <ul style="list-style-type: none"> • Define terms • $+$/$-$ by collecting like terms • \times using SNL • Simple order convention <p>G:\Curriculum\2016\Maths\Year 7</p>	<p><u>Unit 5: Fractions, Decimals & Percentages</u></p> <ul style="list-style-type: none"> • Determine place value, express decimals in words/expanded form • Compare decimals • Round decimals to a stated no. of decimal places (including rounding of money) <p>G:\Curriculum\2016\Maths\Year 7</p>	<p><u>Unit 6: Linear and Non-Linear Functions</u></p> <ul style="list-style-type: none"> • Construct a Cartesian plane. • Plot and read points on a Cartesian plane in 4 quadrants • Generate tables of values from rules and formulae. • Lot points from tables of values • Investigate, interpret and analyse graphs. • Create algebraic expressions and evaluate them by substituting a given value for each variable <p>G:\Curriculum\2016\Maths\Year 7</p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y8	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — applying the four operations to rational numbers and integers and solving problems • Real numbers — making connections between percentages, fractions and decimals, calculating a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solving in a range of contexts including financial situations. <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Real numbers — identifying terminating and recurring decimals, linking fractions to terminating and recurring decimals and exploring irrational numbers in relation to Pi • Probability — describing and calculating the probability of 'and', 'or', and 'not' events, representing events in Venn diagrams and two-way tables and solving related problems, identifying complementary events and using the sum of probabilities to solve problems. <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value - expressing numbers in index notation, establishing the index laws with whole number bases and positive integral indices • Patterns and algebra - expanding and factorising algebraic expressions <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • 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 <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Data representation and interpretation including - 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 centrality, identify outliers and their effect on measures of centrality, identify sources of bias and apply this knowledge to make hypotheses and support conclusions. <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • 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. <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>	<p>Through the sub-strand — Geometric reasoning students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Statistics — collecting, organising and displaying data, interpreting data displayed in tables and graphs, connecting samples and populations, exploring the effect of sample size, calculating measures of centrality, identifying outliers and their effect on measures of centrality, identifying sources of bias and applying this knowledge to make hypotheses and support conclusions. <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>	<p>Through the sub-strands — Patterns and algebra and linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> • Algebra — applying number laws to algebraic expressions and equations, expanding and factorising algebraic expressions, solving simple linear equations algebraically and graphically, connecting patterns, linear functions, tables of values, graphs and worded statements, plotting coordinates on the Cartesian plane and solving realistic problems, and investigating patterns to develop an algebraic rule. <p><i>G:\Curriculum\2016\Maths\Year 8</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y9	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Real numbers — Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically Geometric reasoning — describe the conditions of similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests and investigate scale and area <p><i>G:\Curriculum\2016\Maths\Year 9</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Patterns and algebra — expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y-intercepts of parabolic functions Algebra — modelling relationships between variables and linking algebraic, graphical and tabular representations of those relationships. <p><i>G:\Curriculum\2016\Maths\Year 9</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> 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 histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions. <p><i>G:\Curriculum\2016\Maths\Year 9</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Pythagoras and trigonometry — apply Pythagoras' Theorem, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, and calculate unknown angles in right-angled triangles Trigonometry — solving problems involving finding the length of unknown sides in right angled triangles using trigonometry. Using units of measurement — calculating the area of composite shapes, calculating the surface area and volume of right prisms and cylinders, solving problems involving the surface area and volume of right prisms and cylinders, applying reasoning around volume to design a rainwater collection system for a school <p><i>G:\Curriculum\2016\Maths\Year 9</i></p>	<p>Students have opportunities to develop understandings of:</p> <p><i>G:\Curriculum\2016\Maths\Year 9</i></p> <ul style="list-style-type: none"> Linear and non-linear relationships — Calculating gradient, calculating the distance between two points on a Cartesian plane using Pythagoras' theorem, calculating the midpoint of a line segment Money and financial mathematics — use the simple interest formula, rearrange the simple interest formula, solve problems using simple interest 	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Real numbers — use index notation, convert index notation to expanded notation, investigate the index laws, simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form, use index laws to solve problems involving scientific notation Patterns and algebra — expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion (perfect squares, the difference of squares) <p><i>G:\Curriculum\2016\Maths\Year 9</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Data reports — investigating how data used in media reports has been obtained to estimate population means and medians and evaluating the validity of statistics used to make estimates of population characteristics in media reports. <p><i>G:\Curriculum\2016\Maths\Year 9</i></p>	<p>Students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Probability — calculating relative frequencies, determining outcomes of two-step chance experiments using tree diagrams & array, assigning probabilities to outcomes, determining probabilities of events, including 'and' and 'or' criteria, and organising data and determining relative frequencies in Venn diagrams & two-way tables. Time scales — investigating very large and very small timescales, expressing timescales using metric prefixes and scientific notation, converting units of time using the index laws <p><i>G:\Curriculum\2016\Maths\Year 9</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Mathematics	Y10	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Pythagoras and Trigonometry - revising Pythagoras' Theorem and solving contextualised problems, applying the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solving contextualised trigonometric problems including surveying and orienteering <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Chance — describing the results of two- and three-step chance experiments, assigning and determining probabilities including conditional probability and investigating the concepts of dependence and independence. <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>	<p>Students develop understandings of:</p> <p>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</p> <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Algebraic fractions — apply the four operations to algebraic fractions; manipulate expressions and equations to solve problems involving algebraic fractions; formulate and solve problems involving algebraic fractions Monic quadratics — apply the rules of expanding and factorising to quadratics; choose appropriate methods to factorise quadratic expressions; formulate and solve real life problems involving monic quadratic expressions and equations; adapt graphing techniques to solve problems involving monic quadratics Relations — make connections between functions and their transformations; represent relations and their transformations accurately using graphical techniques; extend application of graphing techniques from linear functions to parabolas, circles and exponential functions. <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Data representation and interpretation — recall and apply knowledge of measures of centre and spread, investigate and describe data sets effectively, analyse data displays to make generalisations, make connections between statistical measures and data displays, interpret composite data displays, apply mathematical reasoning when making comparisons, make connections between variables in scatter plots, graphically represent relationships, compare data sets and justify conclusions, select appropriate methods to display data, apply known strategies to compare data, identify trends in reports. <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> 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. <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>	<p>Through the sub-strands — Using units of measurement, Geometric reasoning, Patterns and algebra, Linear and non-linear relationships students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Linear and non-linear relationships — using simple interest as the introduction to compound interest to solve various problems and using compound interest to assist in understanding exponential patterns (growth and decay) <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>	<p>Through the sub-strands — Real numbers, Patterns and algebra, Linear and non-linear relationships, Using units of measurement, Pythagoras and trigonometry, students have opportunities to develop understandings of:</p> <ul style="list-style-type: none"> Polynomials — sketching quadratics and polynomials using a table of values, key features such as x- and y-intercepts and the general shape of particular functions, and solving problems, with and without technologies, in a range of situations including those involving trigonometry, surface area and volume and developing a model to describe the relationship between variables in a problem situation. <p><i>G:\Curriculum\2016\ Maths\Year 10</i></p>

		Unit 1 Elements of Applied Geometry: Measurements & Trigonometry	Unit 2 Managing Money 1: Earning Money	Unit 3 Data collection and presentation: Working with data	Unit 4 Linking two and three dimensions	Unit 5 Managing Money 1 Budgeting and Spending Overseas	Unit 6 Data Collection and Presentation: Displaying Data	Unit 7 Managing Money 2: Loans, Investments and Compound Interest	Unit 8 Elements of Applied Geometry: Distance and time on Earth's Surface
Mathematics A	Y11	<ul style="list-style-type: none"> Length, area, volume and capacity in life-related situations applications of trigonometry using sine, cosine and tangent ratios applications of Pythagoras' Theorem simple algebraic manipulations of relevant formulas <p>G:\Curriculum\2016\Maths\Semester Planners</p>	<ul style="list-style-type: none"> earnings, including salary, wages, overtime, commission, piece rate, and means-tested income; industrial awards should be used where appropriate taxation, including taxable income, gross income, net income, goods and services tax (GST), deductions, rebates and levies business applications including profit, loss and mark up <p>G:\Curriculum\2016\Maths\Semester Planners</p>	<p>types of data and variables (continuous and discrete)</p> <p>practical aspects of collecting and handling data for observation, experimentation or survey, including possible data problems what a sample represents, how it relates to populations and whether it is appropriate</p> <p>G:\Curriculum\2016\Maths\Semester Planners</p>	<ul style="list-style-type: none"> interpretation of scale drawings and plans drawing simple scale drawings and plans the geometry of bracing for rigidity practical tests for squareness, plumbness and levels estimation of quantities and costs in a variety of construction areas <p>G:\Curriculum\2016\Maths\Semester Planners</p>	<ul style="list-style-type: none"> budgeting including the preparation of a budget plan spending including discount and foreign exchange <p>G:\Curriculum\2016\Maths\Semester Planners</p>	<ul style="list-style-type: none"> descriptions of key features of data with reference to suitable selections of graphical and tabular displays Data displays including scatterplots, simple and compound stem and leaf plots and box and whisker plots Sample means and medians as measures of central tendency Sample standard deviations and interquartile range as descriptors of spread <p>G:\Curriculum\2016\Maths\Semester Planners</p>	<ul style="list-style-type: none"> simple interest and compound interest for various compounding periods; effective and nominal rates inflation, appreciation and depreciation notion of a present value of a lump sum payment consumer credit including personal loans, credit cards, debit cards and housing loans (including fees and charges) investments such as savings accounts, term deposits simple algebraic manipulation of financial formulas <p>G:\Curriculum\2016\Maths\Semester Planners</p>	<ul style="list-style-type: none"> latitude, longitude and measurement of time and distance simple algebraic manipulation of relevant formulas for this topic <p>G:\Curriculum\2016\Maths\Semester Planners</p>

		Unit 9 Exploring and Understanding Data: Data and chance	Unit 10 Managing Money 2: Investment 1	Unit 11 Exploring and Understanding Data: Summary Statistics	Unit 12 Elective 1: Maps and Compasses – Land Navigation: Scale Drawings and Trigonometry	Unit 13 Elective 2 Operations Research	Unit 14 Elective 1 Maps and Compasses – Land Navigation: Land Measurement	Unit 15 Elective 2 Operations Resarcch	Core Revisit
Mathematics A Year 12		<ul style="list-style-type: none"> Interpretation and use of probability as a measure of chance in a range of practical and theoretical situations Interpretation in context of row and column percentages for a contingency table (two way table of frequencies) Misuse of probabilities, including misinterpretation or row and column percentages in contingency tables <p><i>G:\Curriculum\2016\Maths\Semester Planners</i></p>	<p>simple interest and compound interest for various compounding periods; effective and nominal rates</p> <p>inflation, appreciation and depreciation</p> <p>notion of a present value of a lump sum payment</p> <p>investments such as real estate and stock market</p> <ul style="list-style-type: none"> simple algebraic manipulation of financial formulas <p><i>G:\Curriculum\2016\Maths\Semester Planners</i></p>	<p>use of summary statistics to draw and analyse conclusions, represent data and make inferences</p> <p>interpretation and use of sample statistics (including sample means and medians) as estimates of parameters to predict underlying population values or of values in a model</p> <p>interpret relationships between variables and make predictions by identifying and using trend lines (both linear and non-linear)</p> <p>interpretation and use of relative frequencies to estimate probabilities of individual values</p> <p><i>G:\Curriculum\2016\Maths\Semester Planners</i></p>	<p>drawing and interpreting site plans</p> <ul style="list-style-type: none"> compass bearing and reverse bearings <p><i>G:\Curriculum\2016\Maths\Semester Planners</i></p>	<ul style="list-style-type: none"> graphing two dimensional linear inequalities identification of variables, parameters and constraints recognition of the problem to be optimised (maximised or minimised) construction of the linear objective function and constraints with associated parameters graphing linear functions associated with the constraints and identification of the regions defined by the constraints recognition that the area bounded by the constraints gives the feasible (possible) solutions <p><i>G:\Curriculum\2016\Maths\Semester Planners</i></p>	<ul style="list-style-type: none"> drawing and interpreting site plans calculation of grades (gradient of the land) interpretation of maps which includes contour, topographical, detail, cadastral and land-use maps position fixing using directions, and vertical and horizontal measurements in relation to data calculation of perimeters and areas <p><i>G:\Curriculum\2016\Maths\Semester Planners</i></p>	<ul style="list-style-type: none"> recognition that the different values of the objective function can be represented by a series of parallel lines use of a series of parallel lines to find the optimal value of the objective function (parallel or rolling ruler, graphical method) observation that the feasible region is always a convex polygon and thus the optimal solutions occur at an edge or a corner point of the feasible regions <p><i>G:\Curriculum\2016\Maths\Semester Planners</i></p>	<ul style="list-style-type: none"> Revisit Units 5-12 <p><i>Link to location of work pgram on G drive</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Mathematics B	Y11	<p>Trigonometry</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Trigonometry, including the definition and practical applications of the sine, cosine and tangent ratios • Simple practical applications of the sine and cosine rules (the ambiguous case is not essential) <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Statistics</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Index laws and definitions Identification of variables and types of variables and data (continuous and discrete); practical aspects of collection and entry of data • select and use in context appropriate graphical and tabular displays for different types of data including pie charts, bar charts, tables, histograms, stem-and-leaf and box plots • use of summary statistics including mean, median, standard deviation and interquartile distance as appropriate descriptors of features of data in context • use of graphical displays and summary statistics in describing key features of data, particularly in comparing datasets and exploring possible relationships <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Functions</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Concepts of function, domain and range • ordered pairs, tables, graphs and equations as representations of functions and relations • Distinction between functions and relations • Graphs as a representation of the points whose coordinates satisfy an equation • Distinctions between continuous functions, discontinuous functions and discrete functions • Solutions to simultaneous equations in two variables: <ul style="list-style-type: none"> – Graphically, using technology – Algebraically (linear) <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Further trigonometric functions</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Definition of a radian and its relationship with degrees • Definition of a periodic function, the period and the amplitude • Definition of the trigonometric functions sin, cos and tan of any angle in degrees and in radians • Graphs of $y = \sin x$, $y = \cos x$, and $y = \tan x$ for any angle in degrees ($360 \leq x \leq 360^\circ$) and in radians ($-2\pi \leq x \leq 2\pi$) • Significance of the constants A, B, C and D on the graphs of $y = A \sin B(x + C) + D$ and $y = A \cos B(x + C) + D$ • Applications of periodic functions <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Polynomials</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • General shapes of functions, including: <ul style="list-style-type: none"> – reciprocal functions – polynomials up to degree 2 – reciprocal functions – absolute value functions <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Rates of change</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Concept of rate of change • Calculation of average rates of change in both practical and purely mathematical situations • Interpretation of the average rate of change as the gradient of the secant • Understanding of a limit in simple situations <p>NB Calculations using limit theorems are not required.</p> <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Mathematics B	Y12	Introduction to Functions 4 In this unit, students: <ul style="list-style-type: none"> • general shapes of functions, including: <ul style="list-style-type: none"> – polynomials up to degree 4 • composition of two functions <ul style="list-style-type: none"> - concept of the inverse of a function <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	Periodic functions and applications In this unit, students: <ul style="list-style-type: none"> • derivatives of functions involving $\sin x$ and $\cos x$ • applications of the derivatives of $\sin x$ and $\cos x$ in life-related situations <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	Exponential and logarithmic functions • definition of the exponential function e^x • graphs of e^x and the relationships between, $y = a^x$, $y = \log_a x$ for $a = e$ and other values of a • graphs of $y = e^{kx}$ for $k \neq 0$ • derivatives of exponential and logarithmic functions for base e • applications of exponential and logarithmic functions, and the derivative of exponential functions <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	Integrals In this unit, students: <ul style="list-style-type: none"> • definition of the definite integral • definition of the definite integral and its relation to the area under a curve • indefinite integrals of simple polynomial functions, simple exponential functions, $\sin(ax + b)$, $\cos(ax + b)$ and $\frac{1}{ax + b}$ • use of integration to find area • practical applications of the integral <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	xxxx In this unit, students: <ul style="list-style-type: none"> • probability distribution and expected value for a discrete variable • identification of the binomial situation and use of tables or technology for binomial probabilities • concept of a probability distribution for a continuous random variable; notion of expected value and median for a continuous variable • the normal model and use of standard normal tables or technology <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	xxxx In this unit, students: <ul style="list-style-type: none"> • concept of relative maxima and minima and greatest and least value of functions • methods of determining the nature of stationary points • greatest and least values of a function in a given interval <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Mathematics C	Y11	Real and Complex Number Systems I In this unit, students: <ul style="list-style-type: none"> • structure of the real number system including: <ul style="list-style-type: none"> – rational numbers – irrational numbers (SLEs 2, 9, 10) simple manipulation of surds <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	Introduction to Groups 1 In this unit, students: Concepts of: <ul style="list-style-type: none"> • closure • associativity • identity • inverse (suggested learning experiences (SLEs) 1–9) • definition of a group (SLEs 1–9). • <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	Matrices and applications 1 In this unit, students: <ul style="list-style-type: none"> • definition of a matrix as data storage and as a mathematical tool (SLEs 1–7) • dimension of a matrix • matrix operations <ul style="list-style-type: none"> – addition and subtraction – transpose – multiplication by a scalar – multiplication by a matrix (SLEs 1–7, 13, 14, 15) <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	Structures and Patterns 1 In this unit, students: <ul style="list-style-type: none"> • sum to infinity of a geometric progression (SLEs 1, 2) • purely mathematical and life-related applications of arithmetic and geometric progressions (SLEs 10, 11, 12) <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	Matrices and applications 2 In this unit, students: <ul style="list-style-type: none"> • applications of matrices in both life-related and purely mathematical situations (SLEs 1–12) • solution of simple matrix equations <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>	xxxx In this unit, students: <ul style="list-style-type: none"> • xxx • <i>G:\Curriculum\2016\Maths\Sem ester Planners</i>

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Mathematics C	Y12	<p>Matrices and applications 3 In this unit, students:</p> <ul style="list-style-type: none"> • solution of systems of homogeneous and non-homogeneous linear equations using matrices (SLEs 1, 6) • applications of matrices in both life-related and purely mathematical situations (SLEs 1–12) • relationship between vectors and matrices (SLE 2) <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Real and complex numbers systems 2 In this unit, students:</p> <ul style="list-style-type: none"> • definition of complex numbers including standard form • operations with complex numbers including addition, subtraction, scalar multiplication, multiplication of complex numbers, conjugation (SLEs 1–8, 12) <p>algebraic representation of complex numbers in Cartesian form</p> <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Structures and patterns 3 In this unit, students:</p> <ul style="list-style-type: none"> • sequences and series other than arithmetic and geometric (SLEs 3, 4, 16) • permutations and combinations and their use in purely mathematical and life-related situations (SLEs 7, 8, 9, 14, 15) • applications of patterns (SLEs 1–11, 17) <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Vectors and applications 2 In this unit, students:</p> <p>) For vectors describing situations involving magnitude and direction</p> <ul style="list-style-type: none"> • definition of a vector, including standard unit vectors i, j and k • relationship between vectors and matrices (SLE 2) • two- and three-dimensional vectors and their algebraic and geometric representation (SLEs 3, 4, 6) • operations on vectors including: (SLEs 3–5, 9, 10, 13) <ul style="list-style-type: none"> – addition and multiplication by a scalar • resolution of vectors into components acting at right angles to each other (SLEs 3–5, 11, 12) • unit vectors <p>applications of vectors in both life-related and purely mathematical situations (SLEs 1–13).</p> <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Matrices and application 4 In this unit, students:</p> <ul style="list-style-type: none"> • inverse of a matrix • solution of simple matrix equations • singular and non-singular matrices (SLE 1) • applications of matrices in both life-related and purely mathematical situations (SLEs 1–12) <p>definition and properties of the identity matrix (SLEs 1,3,15)</p> <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>	<p>Intro to groups 2 In this unit, students:</p> <p>-group properties of 2×2 matrices (SLE 5)</p> <p><i>G:\Curriculum\2016\Maths\Sem ester Planners</i></p>

SCIENCE FACULTY:

		Term 1	Term 2	Term 3	Term 4
Science	Year 7	<p>Unit 1: Sun, Earth & Moon</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine the interrelationships between the sun, Earth and moon. Explore phases of the moon, tides and solar & lunar phenomena such as eclipses. Examine the seasons and data about weather and climate from different sources and examine the impact on animals, plants and human endeavours. Compare cultural beliefs related to phases of the moon, eclipses and seasons. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 2: Mixtures Matter!</p> <p>Students will:</p> <ul style="list-style-type: none"> Be introduced to laboratory operating and safety procedures and the care and safe use of fundamental laboratory equipment. Investigate pure substances, solutions & mixtures. Investigate the use of various separation techniques. Consider the importance of water and the water cycle, and the application of separating techniques to water treatment. Develop an awareness of water as an essential, non-recyclable resource, integral to their daily lives. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 3: Let's get moving!</p> <p>Students will:</p> <ul style="list-style-type: none"> Develop their understanding of balanced and unbalanced forces. Explore the effects of gravity and the difference between mass and weight. Investigate the impact of friction on moving objects, the forces that are involved in simple machines and how changes to levers and pulley systems affect forces, within more complex systems. Develop an appreciation of the how understanding of forces and simple machines has contributed mankind. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 4: Living System</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore the classification of organisms and construct, use and analyse the effectiveness of dichotomous keys as a tool for classification. Explore the interrelationships between organisms by examining feeding relationships represented by food chains /webs and will explore how native food webs are understood and used by Indigenous Australians. Identify how human activity can impact on food webs. Investigate issues of resource management and sustainability in relation to interrelationships between organisms and the impact man has on them, for example fisheries management, agriculture, mining. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>
	Year 8	<p>Unit 1: Particles matter</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore matter at a particle level. Examine how scientific knowledge changes as new evidence becomes available. Distinguish between chemical and physical changes. Investigate the properties of common substances and are introduced to the Periodic Table. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 2: Rocks in my world</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine the origin of rocks, different types and will compare the different processes and timescales involved in their formation as part of the rock cycle. Consider the science roles involved in the production of resources from rocks and minerals, their use in the community and the environmental consequences of mineral extraction and the role of recycling in maintaining sustainability. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 3: Energy for my lifestyle</p> <p>Students will:</p> <ul style="list-style-type: none"> Classify energy forms and investigate different forms of potential energy. Explore how energy can be transformed into different forms. Communicate how energy transfer can impact on the efficiency of a system. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 4: Building blocks of life</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify cells as the basic units of living things, and recognise their specialised structures and functions. Microscopes and digital images are used for the identification of plant and animal cells and their structures. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Term 3	Term 4	
Science	Year 9	<p>Unit 1: The changing Earth</p> <p>Students will:</p> <ul style="list-style-type: none"> Consider the historical development of scientific theories via the investigation of earth movement and the study of tectonic plate movements. Compare different types of tectonic plate boundaries and the tectonic events which occur at these boundaries. Research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans describe where science and technology are contributing to the development of safer buildings. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 2: Energy on the move</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. Explore wave-based models of energy transfer including sound and light. Investigate wave motion and the variations to sound and light transfer caused by differing materials. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 3: My life in balance</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify human body systems and the ways in which they work together in balance to support life. Outline how essential requirements for life are provided internally through a coordinated approach. Analyse and predict the effects of the environment on body systems, and discuss the body's responses to diseases. Research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 4: Responding to change</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine change and sustainability within an ecosystem. Understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 5: Chemical patterns</p> <p>Students will:</p> <ul style="list-style-type: none"> Inquire into the development of understanding of atomic structures, and of natural radiation and its practical uses. Explore common chemical reactions and patterns and conduct investigation into real-world applications of chemistry. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Term 3	Term 4	
Science	Year 10	<p>Unit 1: Life blueprints and life evolves</p> <p>Students will:</p> <ul style="list-style-type: none"> Investigate the importance of DNA and genes in controlling characteristics of organisms. Explore the ethics of genetic manipulation. Develop an understanding of the theory of evolution by natural selection, and biodiversity. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 2: Chemical reactions matter</p> <p>Students will:</p> <ul style="list-style-type: none"> Identify patterns in atomic structure that are reflected in the Periodic Table. Examine chemical reactions to predict products, and ways in which rates of reaction can be changed. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 3: Moving along</p> <p>Students will:</p> <ul style="list-style-type: none"> Explore the motion of different objects and collect quantitative data and apply the laws of physics to describe motion. Explore conservation of energy, energy-force relationships and apply these to everyday situations. Explore the effect of energy and motion during collisions and the use of safety features to minimize their impact. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 4: Global systems</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine the cause and effect of changes in global systems and recognise the effects of human activity on the environment. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 5: The universe</p> <p>Students will:</p> <ul style="list-style-type: none"> Examine the Big Bang theory and features of the universe. Use secondary data to describe changes in astronomical phenomena. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Terms 1 & 2	Term 3	Term 4
Chemistry	Year 11	<p>Unit 1: Using Materials</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> The use of materials has a profound impact on our lives. Knowledge of the properties of materials allows humans to manipulate materials for given purposes. The unit focuses on introducing students to the particle theory of matter, basic atomic structure and bonding to explain the nature of materials used in everyday life. Additionally, the unit considers how materials can be manipulated in chemical reactions. Students consider the quantities of materials consumed and produced in chemical reactions and examine quantitative analysis of materials involved in chemical reactions. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 2: Shipwrecks & Salvage</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> The ocean is a vast saline environment in which machinery and boats need to operate. Protecting them is paramount to ensuring their longevity. Unfortunately, some ships have met their fate in a watery grave and represent historical significance which must be conserved. Protecting these historical relics from further corrosion and deterioration requires consideration of prevalent factors to ensure their preservation. Redox reactions form new products and are involved in many everyday life processes. Many of the processes to make elements useful involve the use of electrical energy to cause a chemical change that may purify a metal, coat an object to protect it or make it more attractive, electrochemistry is necessary for these changes to take place. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 3: Gases</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> The Atmosphere contains the gases directly involved in life processes and provides a physical environment in which living things can exist. These functions depend on the chemistry of these gases and on maintaining their natural balance. Some atmospheric gases are used in industry, and some produced by industry. Oxygen is a villain when it comes to corrosion. Kinetic theory and the gas laws provide understanding. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Terms 3 & 4
Chemistry	Year 12	<p>Unit 4: Organic Chemistry</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> Carbon compounds form the basis of all living things. Humans make extensive use of many organic compounds. From energy production to the manufacture of useful polymers, a lack of organic compounds in our lives would leave an incredible hole. Knowledge of the composition of organic molecules, their characteristic reactions and their uses, enhances our understanding of the world in which we live in. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 5: Thermal Energy</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> Energy supplies are vital to society. Energy needs are massive, supplies are limited and costly, and use of energy has a significant environmental impact. Non-renewable resources are currently used supply the majority of global energy needs. Efficient use of energy is limited by waste, mostly in the form of heat. Knowledge of energy considerations in chemical reactions and reaction mechanisms can be utilised by industry to maximise yield and minimise waste. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 6: Maintaining Balance</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> Maintaining Balance: We live in a world of delicate balance. The laws of nature drive chemical processes. Some reactions are downhill processes while others reach a state of dynamic equilibrium. Knowledge and understanding of equilibrium considerations in chemical reactions enables us to manipulate equilibria to our advantage. Whether it is for industrial or domestic equilibrium applications, control of these processes can maximise yields and reduce human environmental impact. The final component of the unit involves students conducting an experimental investigation applying their knowledge and understanding of equilibrium integrated with oxidation, reduction and quantitative analysis techniques to evaluate the efficiency of the Leaching, Solvent Extraction and Electrowinning of copper from its ores. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Terms 3 & 4
Biology	Year 11	Unit 1: Cell Biology Students will explore such concepts as: <ul style="list-style-type: none"> To develop an understanding of the various cell organelles and the differences between plant and animal cells and the processes used by cells to maintain a constant internal environment. To become familiar with the role of microscopes in observing specimens and to gain confidence in using them in a laboratory. Focus concepts include: microscopy techniques, structure & function of plant and animal cells, processes of diffusion and osmosis. <i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs	Unit 2: Diversity Students will explore such concepts as: <ul style="list-style-type: none"> To discover the processes carried out by organisms in order to maintain a living state and the features that facilitate this. To appreciate the mechanisms used by biologists to group organisms. Focus concepts include: diversity, cellular respiration & photosynthesis and taxonomy. <i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs	Unit 3: Systems of the Body Students will explore such concepts as: <ul style="list-style-type: none"> To appreciate the importance and interrelatedness of the systems of an organism. Focus concepts include: plant nutrition, human body systems including nutrition & digestive system, respiratory, circulatory, immune, excretory, skeletal and muscular systems . <i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs

		Term 1	Term 2	Term 3	Term 4
Biology	Year 12	Unit 4: Reproduction Students will explore such concepts as: <ul style="list-style-type: none"> Reproduction ensures that a species as a whole survives through time. On a cellular level, it ensures that cells can be replaced when they are damaged or killed. There are a variety of mechanisms used by animals and plants to increase the likelihood that reproduction occurs and to reduce the likelihood of different species mating together. The focus of this unit is on sexual reproduction, the physiology and the courtship behaviours. Human reproduction and development will be studied in greater depth. <i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs	Unit 5: Genetics Students will explore such concepts as: <ul style="list-style-type: none"> Characteristics are passed from parent to offspring through the gametes during sexual reproduction. Characteristics are determined by genes on chromosomes operating in pairs. There is a variety of ways that these genes can work together to produce a characteristic. An understanding of genetics and the laws of inheritance provide us with an understanding of why differences exist between and within species and how characteristics are passed onto future generations. <i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs	Unit 6: Ecology Students will explore such concepts as: <ul style="list-style-type: none"> Ecosystems in Australia are diverse as are the adaptations of the organisms that live in them. All living things respond to the environment of which they are a part. These environments are constantly changing in a variety of ways and this unit will focus on human impact on the environment and the organisms which depend on it for their survival. <i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs	Unit 7: Evolution Students will explore such concepts as: <ul style="list-style-type: none"> Not all individuals of the same species are identical and it is these differences that in some cases enable populations to change over time. Scientists have identified evidence to support the theory of evolution but this evidence, along with an understanding of genetics and the laws of inheritance provide us with an understanding of how evolution could have occurred. This unit will explore the current theories of and evidence for evolution. <i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs

		Term 1	Term 2	Term 3	Term 4
Physics	Year 11	<p>Unit 1: Sports Physics</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> There are many elements in optimum sports performance, including physiology and psychology, as well as understanding the physics of motion as applied to human movement. Studies of the mechanics of motion — including kinematics, dynamics and the ideas of momentum, energy and power, and the efficient use of the human body and of sports equipment — assist athletes to achieve high performance levels. Considerations of energy and momentum have a part to play in the development of the protective equipment used in sport, along with determining the maximum heights attainable by athletes involved in sports as diverse as dance and pole vault. An understanding of forces associated with curved surfaces moving through liquids (aerodynamics) has applications in sailing, cricket and baseball. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 2: Multimedia - Sound</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> The development of our understanding of the nature of sound and the interplay between observation and theory. Sound waves are the most important example of longitudinal waves. They can travel through any material medium with a speed that depends on the properties of the medium. There are three categories of mechanical waves that cover different ranges of frequencies: Audible waves, Infrasonic waves and Ultrasonic waves. Of special interest is the operation of transducers like loudspeakers, quartz crystals, ceramic and magnetic phonograph pickups. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 3: DC Laws and Circuit Design</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> The development of our understanding of Direct Current Circuits, whose elements include batteries, resistors, and capacitors and the interplay between observation and theory. Of particular interest for the analysis of these circuits is an understanding of Ohm's Law and Kirchhoff's Laws. Most of the circuits analysed will be assumed to be in a steady state, which means that the currents are constant in magnitude and direction. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 4: Multimedia – Light</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> The development of our understanding of the nature of light and the interplay between observation and theory. We start with the basic optical observations that lead to the model of light proposed by the ancients and Newton. Then we have the wave model which arose as a consequence of Young's experiment. Electromagnetic waves were then discovered and it was found that visible light is just a subset of them. Einstein was able to explain the photoelectric effect; but he wasn't content with that. Einstein went on to develop the special theory of relativity. Light now helps us to communicate around the globe and to record large amounts of data on disks. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>
	Year 12	<p>Unit 5: Power supply and consumption</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> Electricity has become an extremely important part of our living standard and is used in a myriad of ways in domestic and industrial applications. Students will study the methods of electricity generation both natural and mechanical, as well as its uses. Also, distribution will be considered. The safety aspect will be covered by considering the dangers of misuse; the effect on the body and safety devices in the home. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 6: Cars – Speed and Safety</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> We rely on a variety of transport modalities to move from place to place. In this unit the vocabulary and concepts associated with motion are revisited and extended to include motions in a horizontal plane, in one- and two-dimension situations. Concepts related to relative motion are important considerations for individuals beginning to use motor vehicles. Design considerations for the modern motor vehicle require an understanding of the nature of and interactions between forces, momentum and energy. These considerations include tyre and vehicle design. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 7: Medical Physics</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> A study of the physics behind a number of medical situations allows students to gain further insight into the broad applications of physics in the real world. The context alone would allow a complete physics course to be taught in context – from the mechanics of breaking and setting bones, to the waves and optics of diagnosis and imaging and the treatments offered by nuclear medicine. Concluding the physics course with this context prepares our doctors, vets and physiotherapists for the study ahead as well as providing insights into the world of medicine for those students choosing a vocational pathway. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 8: Electronics</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> The development of the semiconductor enabled not only a wide range of consumer devices to be developed e.g. computers, DVD's, digital cameras, mobile phones but also enabled these devices to further and further miniaturized. Today, no teenager feels complete without a range of them. In this context, components found in electronic circuits in these devices are studied, along with how they contribute in the circuits. As well, simple circuit design is carried out by the students. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Term 3	Term 4
Science 21	Year 11	<p>Unit 1: Chemistry Basics</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • Acids/Bases/pH/ionic solutions • Crystal growing • Soil pH data loggers <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 2: Forensics</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • An interdisciplinary approach to the applied science field of forensic science. Students will be provided with a guided description and explanation of the various methods used in this area and then asked to apply these principles to a crime scene investigation. They will be recording and analysing data in a complex context and eventually providing a hypothesis which must be supported by their analysis. • Focus concepts include: <ul style="list-style-type: none"> • Fingerprints • Blood typing • Chromatography • Impressions/Casts/Moulds • Estimating time of death <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 3: Ecology</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • Evolution (adaptation) • Ecosystems • Photo Synthesis (plant respiration) <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 4: Geology</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • Tectonics • Atmosphere • Disasters • Radioactivity • Seasons <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Term 3	Term 4
Science 21	Year 12	<p>Unit 5: Our Planet / Weather</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • This unit is contextually based from interdisciplinary areas such as atmospheric changes over time, formation of the earth and meteorology. Students will be provided with a guided description and explanation of the theories surrounding the formation of the earth, relative atmospheric changes over time and they will compare these with other planetary bodies. There will be a detailed study of the present atmosphere and its relationship with weather and energy cycles. As well as the systems involving fast climate change. E.g. greenhouse effect and ozone layer • Focus concepts include: <ul style="list-style-type: none"> • Energy • Forces • Chemistry (pollution very simple) <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 6: Forms of Energy</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • Alternative • Wind, geothermal, solar, hydro, coal, biogas, • Nuclear • Electrical Energy <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 7: Genetics and Human Biology</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • Genetics • Diseases • Cells • Tissues <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	<p>Unit 8: Colonising other worlds / space</p> <p>Students will explore such concepts as:</p> <ul style="list-style-type: none"> • Solar Systems • Universe • Robotics <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Terms 3 & 4
Marine Science	Year 11	Unit 1: What lies beneath? Students will explore such concepts as: <ul style="list-style-type: none"> The interactions between marine organisms and their environment. A focus on reef ecosystems and the adaptations of organisms that inhabit this ecosystem. Marine research skills incorporating snorkelling will be used to investigate interactions between reef organisms. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 2: What is the future of fisheries? Students will explore such concepts as: <ul style="list-style-type: none"> The sustainability of fisheries industries, identifying issues, conflicts and management strategies. This unit explores the challenges of creating sustainable fisheries in the face of illegal and unreported commercial fishing. Different forms of commercial fishing are examined in case studies. And alternatives to current fishing practices such as aquaculture are investigated. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 3: Changing oceans, changing coasts Students will explore such concepts as: <ul style="list-style-type: none"> The natural and human- induced processes that shape our coastlines. This unit will explore the changes that occur as a result of coral bleaching, ocean acidification, marine debris and oil spills. Coastal erosion processes are explored and this unit addresses how foreshores are used and how humans modify and influence the coast. Stakeholders' needs are analysed and evaluated to form the basis of justified recommendations on future usage. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Terms 1 & 2	Terms 3 & 4		
Marine Science	Year 12	Unit 4: Investigating the Sustainability of Reef Tourism Students will explore such concepts as: <ul style="list-style-type: none"> The impacts of tourism activities occurring within the World Heritage Area of the Great Barrier Reef and investigates whether these activities can occur in a sustainable manner. This unit will address the conflicts and difficulties faced with managing an ecological sensitive area that is under threat, whilst allowing for multiple uses of the resources. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 5: Management of the Great Barrier Reef Students will explore such concepts as: <ul style="list-style-type: none"> The human activities and impacts that are creating pressure on the Great Barrier Reef and reviews how these activities can be effectively managed to reduce the rate of change in the ocean and Great Barrier Reef. The role of communities, scientists and management agencies in managing the Great Barrier Reef are examined. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 6: Life on Coasts: Rocky Shores Students will explore such concepts as: <ul style="list-style-type: none"> The biotic and abiotic factors that influence organisms living in intertidal and coastal marine habitats. Marine ecology concepts will be explored culminating in shore based marine research activity investigating a rocky shore marine community to identify the factors influencing zonation in a community. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 7: Life on Coasts: Mangrove Estuaries Students will explore such concepts as: <ul style="list-style-type: none"> The biotic and abiotic factors that influence organisms living in intertidal and estuarine environments. Boat based marine research skills will be used to investigate changes in the abiotic environment of an estuarine ecosystem as the river travels closer to the sea and relates this data to the biota found in the area. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Term 3	Term 4
Aquatic Practices	Year 11	Unit 1: Reef Life Students will explore such concepts as: <ul style="list-style-type: none"> The use of snorkelling skills to engage in activities within the marine environment, including developing awareness of risks and hazards and actions such as first aid that will enable safer snorkelling. The adaptations of organisms that inhabit reef habitats and their interactions in food webs will also be addressed in this unit. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 2: Marine Pests & Threats Students will explore such concepts as: <ul style="list-style-type: none"> The variety of impacts that threaten marine life and decrease the quality of marine environments including: oil spills, marine debris, runoff from agricultural areas and climate change. The unit will also focus on how introduced marine species can impact on native marine organisms. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 3: Coasts & Oceans Students will explore such concepts as: <ul style="list-style-type: none"> The ocean forces such as waves, tides and currents will be examined to determine how they shape our coasts and beaches and how marine organisms are influenced by the movement of the ocean. The unit will focus on life in estuary environments and how the abiotic factors affect the life of marine organisms living in these coastal habitats. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 4: Futures of Fisheries Students will explore such concepts as: <ul style="list-style-type: none"> The different types of commercial fisheries currently occurring in the world's oceans are evaluated to determine their impact on global and local fish stocks. Issues such as overfishing, ghost fishing, illegal fishing and habitat damage are reviewed and students make recommendations that could provide a more sustainable future for fisheries. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

		Term 1	Term 2	Term 3	Term 4
Aquatic Practices	Year 12	Unit 5: Survival at Sea Students will explore such concepts as: <ul style="list-style-type: none"> The types of situations and incidents that impact on health and safety at sea. This unit will develop understanding of the safety equipment available to respond to emergency situations at sea. Processes and procedures on board such as man overboard, evacuation drills and fire-fighting will be reviewed. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 6: Recreational Boating Students will explore such concepts as: <ul style="list-style-type: none"> The skills and knowledge required to safely and successfully operate a recreational power boat. This unit will address boat handling, boat operational systems, marine navigation, weather and tides and marine communications. In this unit students will have an opportunity to gain a boat licence. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 7: Food from the sea Students will explore such concepts as: <ul style="list-style-type: none"> The importance of food from the sea to many cultures will be identified through a review of historical fishing and collecting methods by western and indigenous communities. Management of recreational and traditional fishing will be a focus. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>	Unit 8: Marine Industries and employment Students will explore such concepts as: <ul style="list-style-type: none"> The employment opportunities offered in marine industries will be examined. In this unit students will investigate the training and skills required to engage in jobs within these industries. <p><i>Link to location of program on G drive</i> G:\Curriculum\2016\Science\Curriculum\All Programs</p>

SOCIAL SCIENCE FACULTY:

		Unit 1	Unit 2
History	Y7	<p>Investigating the Ancient Past</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> • How do we know about the ancient past? <p>In this unit, students:</p> <ul style="list-style-type: none"> * examine how historians and archaeologists investigate history, including excavation and archival research • understand the importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples • discover the methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains • discuss the nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources • explore the range of sources that can be used in an historical investigation, including archaeological and written sources <p><i>GDrive/curriculum/2015/ Social science/Junior History Program</i></p>	<p>The Mediterranean World – Rome</p> <p>Inquiry Questions</p> <ul style="list-style-type: none"> • What emerged as the defining characteristics of ancient societies? • Why and where did the earliest societies develop? <p>In this unit, students:</p> <ul style="list-style-type: none"> • examine contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire (including its material remains), and the spread of religious beliefs • understand roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion • The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there • explore the role of a significant individual in ancient Rome’s history such as Julius Caesar or Augustus • examine the significant beliefs, values and practices of the ancient Romans, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs • develop texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged use a range of communication forms (oral, graphic, written) and digital technologies • identify and describe points of view, attitudes and values in primary and secondary sources

		Unit 1	Unit 2
History	Y8	<p>The Western and Islamic World — Medieval Europe (c.590-c.1500)</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What key beliefs and values emerged and how did they influence societies? • What were the causes and effects of contact between societies in this period? <p>In this unit, students:</p> <ul style="list-style-type: none"> • 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 such Richard the Lionheart and Saladin. <p><i>GDrive/curriculum/2015/ Social science/Junior History Program</i></p>	<p>The Western and Islamic World — Renaissance Italy (c.1400-c.1600)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> • 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? <p>In this unit, students:</p> <ul style="list-style-type: none"> • investigate the way of life in Renaissance Italy and the roles and relationships between different societal groups, particularly between rulers and the ruled • explore significant developments and cultural achievements • examine the role of achievements of significant individuals such as Leonardo da Vinci.

		Unit 1	Unit 2	Unit 3	Unit 4
History	Y9	<p>Making a better world — The Industrial Revolution (1750-1914)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the changing features of the movements of people from 1750 to 1918? How did new ideas and technological developments contribute to change in this period? <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate the factors that led to the Industrial Revolution beginning in Britain examine the population movements and changing settlement patterns during this period explore the experiences of ordinary people and their changing way of life during this time assess the short and long-term impacts of the Industrial Revolution. <p><i>GDrive/curriculum/2015/ Social science/Junior History Program</i></p>	<p>Making a better world – Movement of peoples (1750-1901)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the causes and effects of the movement of people on individuals, groups and nations around the world? <p>In this unit students:</p> <ul style="list-style-type: none"> investigate the influence of the Industrial Revolution on the movement of people throughout the world (with a focus on slaves, convicts and free settlers) study the experiences of those people who moved investigate the nature, reasons for and short and long-term impacts of the movement of people in this period. 	<p>Australia and Asia- The making of a nation (1790-1914)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> 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? <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate the extension of settlement and frontier conflict that ensued between European settlers and Aboriginal peoples and Torres Strait Islander peoples explore the experiences of non-Europeans, particularly the Chinese, in Australia prior to 1900s examine the key events and ideas that led to federation and the establishment of a democratic form of government explore the nature of Australian life at the turn of the twentieth century critique early legislation passed by the federal government to discern trends and developments in the early years of the Australian nation consider and debate the different and competing interpretations of Australian history from different perspectives. 	<p>World War 1 (1914-1918)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What was the origin, development, significance and long-term impact of imperialism in this period? What was the significance of World War I? <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate the causes of the war and the reasons for Australia’s participation identify where Australian forces fought and assess the significance of selected battles / campaigns explore the impact of the war on the home front, particularly in terms of the conscription debate debate the nature, significance and validity of the Anzac legend.

		Unit 1	Unit 2	Unit 3	Unit 4
History	Y10	<p>World War II (1939-1945)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> What were the consequences of World War II? How did these consequences shape the modern world? <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate the causes and course of World War II, with a focus on significant events including the holocaust and use of the atomic bomb investigate the impact of the war on Australia and the experiences of Australians on the home and war front examine the consequences of World War II assess the significance of World War II on Australia's international relationships <p><i>GDrive/curriculum/2015/ Social science/Junior History Program</i></p>	<p>The globalising world — Migration experiences (1945-present)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> How was Australian society affected by other significant global events and changes in this period? <p>In this unit, students:</p> <ul style="list-style-type: none"> identify patterns and trends in immigration by comparing pre- and post-World War II immigration statistics investigate internal factors which have been responsible for the change in Australia's immigration policies investigate significant world events and developments (external factors) that impacted on Australia and its immigration policies assess the impact of immigration on Australian society and its international relations. 	<p>Rights and freedoms (1945-present)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> How was Australian society affected by other significant global events and changes in this period? <p>In this unit, students:</p> <ul style="list-style-type: none"> investigate the origins and significance of the Universal Declaration of Human Rights examine the background to the struggle for rights and freedoms of Aboriginal people and Torres Strait Islander people and investigate key events, actions, and people in the struggle for rights and freedoms compare parallels between the American civil rights movement to the Australian struggle and examine its influence on Australia identify the ongoing efforts for rights and freedoms within Australia and the world. 	<p>The Globalising world - Popular culture (1945-present)</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> How and why has popular culture changed in post-war Australia and how has it affected society and the nation? <p>In this unit students:</p> <ul style="list-style-type: none"> investigate the nature of popular culture at the end of World War II trace developments and changes in popular culture and its impact on Australian society, including beliefs and values, since the end of World War II investigate the influence of overseas developments (such as Hollywood, Bollywood and the animation film industry in China and Japan) and Australia's contribution to international popular culture.ow and why

		Unit 1	Unit 2
Geography	Y7	<p>Water and the world</p> <p>In the unit, students learn about:</p> <ul style="list-style-type: none"> The classification of environmental resources and the forms that water takes as a resource The ways that flows of water connect places as it moves through the environment and the way this affects places The quantity and variability of Australia's water resources compared with those in other continents The nature of water scarcity and ways of overcoming it, including studies drawn from Australia and West Asia and/or North Africa The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region The causes, impacts and responses to an atmospheric or hydrological hazard <p><i>GDrive/curriculum/2015/ social science/Junior geographyProgram</i></p>	<p>Place and Liveability</p> <p>In this unit, students learn about:</p> <ul style="list-style-type: none"> The factors that influence the decisions people make about where to live and their perceptions of the liveability of places The influence of accessibility to services and facilities on the liveability of places The influence of environmental quality on the liveability of places The influence of social connectedness, community identity and perceptions of crime and safety on the liveability of places The strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

		Unit 1	Unit 2
Geography	Y8	<p>Landforms and Landscapes</p> <p>Inquiry question:</p> <ul style="list-style-type: none"> How do environmental and human processes affect the characteristics of places and environments? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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 <p><i>GDrive/curriculum/2015/ Social science/Junior geographyProgram</i></p>	<p>Changing Nations</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> 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? <p>In this unit, students:</p> <ul style="list-style-type: none"> 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

		Unit 1	Unit 2	Unit 3	Unit 4
Geography	Y11	<p>Responding to Natural Hazards</p> <p>In this unit, students will focus on:</p> <ul style="list-style-type: none"> Natural hazards as potential sources of harm Extreme physical events which may be caused by geological processes inside the earth or on the geomorphologic surface of the earth, atmospheric and meteorological processes and biological processes. indicators such as speed of onset, magnitude, duration, spatial extent and frequency. human factors which influence the severity of the impact of natural hazards including population density, level of economic development, degree of preparedness, and the speed and effectiveness of relief and reconstruction services. Human activities of various kinds, deforestation, dam construction) can intensify or mitigate the onset and effect of "natural" hazards. The levels of economic damage caused by natural hazards in economically developed countries compared to less economically developed countries. how individuals and communities interpret and respond to the threat, occurrence and effects of natural hazards. local, national and international ways of predicting the onset of natural hazards, preventing them or mitigating their effects, and developing places for relief and reconstruction. <p><i>GDrive/curriculum/2015/Socialscience/senior rkprograms/geography</i></p>	<p>Managing Catchments</p> <p>In this unit, students will focus on:</p> <ul style="list-style-type: none"> The variety in size and complexity of river catchments topography, drainage patterns, geology, vegetation cover, rainfall, soil types, land use and settlement patterns how changes within a catchment affect the natural systems and the social and economic systems of people living within the catchment short-term responses to changes in a catchment (e.g. tree planting, damming, fencing, catchment monitoring and flood mitigation). long-term responses require planning and coordinated action through the informed action of individual users and managers of resources (such as governments through legislation) in order to achieve sustainability and a balance between economic development and conservation of land and water resources. 	<p>Sustaining Communities</p> <p>In this unit, student will focus on:</p> <ul style="list-style-type: none"> How a community is characterised by features such as landforms, climate, vegetation, animal life and risk of natural hazards. hoe social groups within an area are characterised by patterns of demography, ethnicity, income, family structure, religion etc. Distribution of access to education, childcare, healthcare, social welfare, leisure opportunities and personal security How rural and urban communities are dynamic and are subject to change through processes such as urbanisation, gentrification and population decline. the impacts on communities from processes such as the inadequate provision of services (e.g. sewerage and transport and/or the growth of ghettos). How planning on many levels can improve the equity of access to services within a community and even the economic viability and liveability of a community. the degree to which settlements are planned varies. Some cities (e.g. Canberra and Brasilia) are totally planned and others (e.g. Calcutta) have little evidence of planning. How planning should involve community participation to ensure that the interests of all stakeholders can be considered. For areas to be sustainable there must be environmental, economical, political and social justice. Where governments and communities work together the opportunities to achieve justice are far greater 	<p>Connecting People and Places</p> <p>In this unit, students will focus on:</p> <ul style="list-style-type: none"> Community infrastructure links people with people, and people with goods and services across geographical space. Modes of transport and communication are part of the infrastructure of communities. Transport routes include road, rail, water and air. Modes of communication include written, telephone, internet and satellite. Patterns of transport and communication can be mapped and examined. Different modes of transport and communication have the potential to impact on the livelihood, opportunities and lifestyles of the population, e.g. access to services (education, health, jobs), and markets and factors of production (labour, resources, capital). Access to transport and communication has shaped Australia's development and the nature of Australian communities. The transport and communication infrastructure of new communities often fails to keep pace with their rapidly expanding populations. The remoteness of a community is partly determined by the extent of its access to transport and communication infrastructure. The provision of infrastructure is the responsibility of various levels of government. The efficiency of a transport and communication system impacts on the economic development of a community and/or region. Communities need to consider the environmental and social impacts of building infrastructure that caters for motorised transport. Rising fuel costs impact on modes of transport and communication. Planning by governments of transport and communication infrastructure at a local and regional level contributes to the building of sustainable communities. Infrastructure provision involves long-term planning and long lead times for the development of these structures. Infrastructure development has a high cost to the community over a long period of time

		Unit 1	Unit 2	Unit 3	Unit 4
Geography	Y12	<p>Living with Climate Change In this units, students will focus on:</p> <ul style="list-style-type: none"> • How the earth’s climate system is influenced by a range of systems (atmosphere, biosphere, hydrosphere, and lithosphere) • global and regional changes since the pre-industrial era, with some of these changes attributable to human activities. • Indicators such as the concentration of greenhouse gases, weather (temperatures, temperature range, hot days/heat index, cold/frost days, precipitation, frequency of drought). • How human activities have increased the atmospheric concentrations of greenhouse gases and aerosols since the pre-industrial era. • biophysical indicators of climate change are sea level changes, duration of ice cover on rivers and lakes, Arctic Sea ice extent and thickness, non-polar glaciers, snow cover, permafrost, El Niño events, growing season, plant and animal ranges, breeding, flowering, migration and coral reef bleaching. • Rising sea levels and its impact/threat to various populations • resources critical to island and coastal populations such as beaches, fresh water, fisheries, coral reefs and atolls, and wildlife habitat • strategies, risk assessment and management in relation to educing greenhouse gas emissions • how cooperation between governments can result in the removal of barriers preventing the introduction of low emission technology (Kyoto Protocol, Asia Pacific Summit). Biodiversity means the variety of biological life. It includes genetic diversity, species diversity and ecosystem diversity. • different sized biogeographical regions with distinctive plant and animal groups that have adapted to that particular environment. • How physical elements such as climate, soils, topography, aspect and site contribute to the biogeographical pattern of an area • How plant and animal diversity provides food security, industrial products, medicines (both pharmaceutical and alternative) as well as maintaining the health and wellbeing of the atmosphere and lithosphere. land clearing of forests, wetlands and coastal areas for urbanisation, cultivation and mining <p><i>GDrive/curriculum/2015/ Social science/senior workprograms/geography</i></p>	<p>Sustaining Biodiversity</p> <p>In this unit, the students will focus on:</p> <ul style="list-style-type: none"> • alteration of grasslands and forests by use of chemicals, and the introduction of invasive species and overgrazing • degradation of aquatic areas from overfishing, excessive nitrification of water from fertilisers and sewage disposal, and the introduction of exotic species • the maintenance of biodiversity can be assisted by sustainable management strategies including conservation practices, tree corridors, nature strips, organic farming, agroforestry and permaculture meeting human needs while protecting natural heritage • intergenerational equity where each generation has a responsibility to use resources such that the world’s physical environment are in no worse a condition than when they took responsibility for them. 	<p>Feeding the World’s People</p> <p>In this unit, students will focus on:</p> <ul style="list-style-type: none"> • Agricultural systems as a key element in food production • Economic, social, political and physical factors which affect the nature of the inputs, processes and outputs in agricultural • traditional farming practices replaced by commercial systems (e.g. cash cropping, plantation agriculture) and agribusinesses. • Processes of globalisation and the emergence of the “global supermarket” concept. • “Green revolutions” and the increasing influence of agribusiness • increases in domestic food consumption due to a range of factors: economic (e.g. export crops as a source of foreign exchange), social (e.g. population increase reduces per capita food availability) and political (e.g. debt, trade-aid debates, globalisation). • Inadequate food supply has an impact on other aspects of development including health, education and employment and contributes to cycles of economic and human poverty. • Strategies to feed the world’s people more equitably and sustainably must consider issues of global trade and aid, land reform, social reform, environmental degradation and waste, and adoption of appropriate technologies by peoples in the North and the South. • Grassroots and NGO projects that empower local communities to provide food security can be considered as viable alternatives to large-scale aid projects or conditional financial loans. • New technologies (e.g. genetically modified foodstuffs) may provide some solutions to food demand 	<p>Exploring the geography of Disease</p> <p>In this unit, students will focus on:</p> <ul style="list-style-type: none"> • diseases such as HIV/AIDS, malaria, tuberculosis and influenza and their global significance • links between disease and poverty, literacy, status of women, distribution of wealth • how countries have varying capacities to respond to problems related to the health and wellbeing of their populations and to be active in research. • a country’s development can be influenced by the social, economic and political impacts of disease. • International organisations (WHO, Centre for Disease Control), NGOs, individuals and communities • the range of strategies which limit the spread and impact of disease and how they are implemented including prevention, drug therapy and vaccination. • Drug therapies are often owned and controlled by private, profit-driven corporations holding or seeking patents. • Cooperation between governments has and can result in prompt action to limit the spread and impact of disease.

		Unit 1	Unit 2	Unit 4
Legal Studies	Y11	<p>The legal system</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> the correlation between rights and responsibilities in the legal and political context the political and legal structures underpinning Australian society and the links between them the difficulty of legal and political decision making in the light of changing and diverse social values how access to legal and political processes and therefore decision making is unequal for individuals and for groups of people the strengths and limitations of the existing management of power through legal and political institutions, e.g. powerlessness/alienation vs order/security the social implications of lawmaking and law enforcement, e.g. what values underpin specific laws, the political and social control role of the police vs the protective role of the police; who does the law protect/victimise/overlook? the conflict between different cultural perspectives towards law and decision-making in a multicultural society, e.g. traditional Aboriginal law vs dominant legal system some theoretical perspectives on power, <p><i>GDrive/curriculum/2015/ Social science/senior workprograms/legal studies</i></p>	<p>Criminal Law</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> Which current legal issues relate to criminal law? What are the basic elements of criminal law?i.e. criminal conduct, presumption of innocence, onus and standard of proof, sources of Queensland criminal law What are the rights of citizens and the powers of police?i.e. powers of arrest, detention, search and seizure, the right to silence, watchhouse and bail procedures How are criminal matters prosecuted? i.e. committal and summary proceedings, trial by judge and jury, legal representation What are types of offences?i.e. against person, property, drug, motor vehicle and public interest What are the consequences of conviction?e.g. defences available to accused persons, theories of punishment and sentencing, sentencing orders, criminal record, restitution and compensation, victim impact statement 	<p>Introduction to civil obligations</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> Which current legal issues relate to agreements and negligence? What constitutes an enforceable agreement?i.e. intention to create legal relations, offer and acceptance, consideration, capacity (particularly minors), conditions and warranties, exclusion clauses, formalities, unfair contracts What statutory protection is available to individuals?e.g. Competition and Consumer Act including the Australian Consumer Law,Sale of Goods Act, Civil Liability Act, insurance, no-fault compensation schemes How are disputes resolved?e.g. self-help, legal advice, mediation, conciliation and arbitration, tribunals, consumer affairs authorities, courts What are the elements of negligence?i.e. duty of care, breach of duty of care, damage How do the laws of negligence impact upon areas of day-to-day interactions?e.g. duty of care in schools, personal injuries, motor vehicles, products liability What are the defences to negligence?e.g. contributory negligence, acceptance of risk What are the remedies for breach of contract or negligence?e.g. specific performance, damages, rescission, injunctions

		Unit 1	Unit 2	Unit 3
Legal Studies	Y12	<p>Human rights and international law</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> • Which current legal issues relate to human rights for Australians? • What are the sources of individual rights?i.e. common law, constitutional, legislative, customary, international conventions • What rights do Australians have in both a criminal and civil context?i.e. due process and fair hearing —right to a fair trial, the right to vote, the right to protest, freedom of assembly, freedom of speech, freedom from discrimination, right to equality • How does the promotion and enforcement of human rights in Australia impact upon society? e.g. the incorporation of human rights into domestic law, roles of the Constitution, statute law, common law, court and tribunals, non-government organisations, Charter of Rights • Should Australia have a Bill of Rights?e.g. advantages and disadvantages for various stakeholder <p><i>GDrive/curriculum/2015/ Social science/senior workprograms/legal studies</i></p>	<p>Independent Inquiry</p> <p>An important component of this course of study is an independent inquiry. An independent inquiry involves students undertaking an independent, self-directed, in-depth investigation of a topical legal issue facing Australian society.</p> <p>The independent inquiry:</p> <ul style="list-style-type: none"> · is undertaken by the individual student over the term · is developed as an inquiry-based investigation · identifies a current legal issue 	<p>Family and the law</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> • Which current legal issues relate to family law? • What is a family and how is this changing? • How does the law regulate marriage and other types of personal relationships? • How does the law deal with the dissolution of family relationships? • How does the law deal with issues arising with children such as residence, financial support, abuse, neglect and domestic violence? • How does the legal system regulate the distribution of property upon death

		Semester 1	Semester 2
Modern history		<p>Ideas and beliefs</p> <p>In this unit, students learn about:</p> <ul style="list-style-type: none"> • What is an 'idea' or a 'belief'? • Nationalism – how its development shaped the modern world and how it interacted with and influenced other ideologies. • The French Revolution & the birth of modern nationalistic ideals • Nationalism in action during the 19th and early 20th Centuries • The entrenchment of 'radical' beliefs such as liberalism, socialism and secularism and how conservative forces reacted to these changing social and political challenges. • How nationalistic ideals shaped the early 20th Century and the role nationalism played in the outbreak of World War One. • How Hitler and the Nazi Party used the ideals of nationalism to re-build Germany into a totalitarian state and lead the German people into the Second World War. • Anti Semitism and the resultant Holocaust and how ideas and beliefs were manipulated. • The rivalry between capitalism and communism in the post war era. • Fundamentalism in the world today <p><i>Link to location of work pgram on G drive GDrive/curriculum/2015/ Social science/senior workprograms/modern history</i></p>	<p>Studies of power</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> • How power can be defined and characterised in many ways, including through the ideals of race and ethnicity. • The practice and legacy of imperialism and on specific racial and ethnic issues in the 20th Century. • The concepts of imperialism and colonialism and the role that 'civilised' European nations played in exerting dominance and power over the 'uncivilised' world. • The actions of the major European colonial nations in their quest to subjugate the native peoples of Asia. • Actions by Asian nationalists as they attempted to redress the inequality of power. Areas of specific study will include India's quest for independence from the British and French Indo China's nationalist drive. • The legacies of U.S. power and influence in Indo China will be examined through a study of the Vietnam War and the Khmer Rouge's murderous rule in Cambodia. • The racial and ethnic policies and practices implemented across different countries / regions. Areas of study will include Australia, South Africa or the United States and an overview of anti-semitic prejudice throughout the 20th Century. • The practice of ethnic cleansing in the former Yugoslavia and ethnic genocide in Rwanda will also be studied.

		Semester 1	Semester 2
Modern history	Y12	<p>National History</p> <p>Australia and it's place</p> <p>"Lest We Forget"</p> <p>In the unit, Students learn about:</p> <ul style="list-style-type: none"> • what individual Australians, both at home and abroad, experienced during wartime. • the key terms associated with Australia's role in WW1 – both from a national and personal perspective? • the major reasons for Australia's support of the war? • the major battles involving Australians and how did they impact on the role played by Australian forces? • the major primary & secondary historians associated with the Australian perspective of WW1? • The major motivations for young Australian men to join the army and be involved in WW1? • How involvement in the war changed the outlook of Australians – those who fought and those on the home front? • How the war changed Australia's relationship with Britain? <p><i>GDrive/curriculum/2015/Social science/senior workprograms/modern history</i></p>	<p>History of everyday life</p> <p>The individual in history</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> • different perspectives on how modern history has been presented and communicated. These perspectives, from a social and personal viewpoint, are designed to provide historical balance when compared to the "big picture" emphasis that has characterised previous themes throughout the course. • specific aspects of social history and everyday historical life across a variety of time periods and societies. As well as whole class examination, students will also be given the opportunity to investigate a topic of their interest e.g. medicine / migration / poverty & unequal distribution of wealth / the changing role of the media / popular culture / sport & leisure. • the role of the individual in history and the reporting of personal history. This framework will encompass areas such as the great person's impact on history and the value of oral history as an historical source.

		Semester 1	Semester 2
Ancient history	Y11	<p>Studies of Archaeology</p> <p>In this unit, Students learn about:</p> <ul style="list-style-type: none"> key terminology and concepts, and a chronological and geographical context for the major ancient civilisations to be studied throughout the two year course. archaeological evidence which provide an understanding of past societies. Areas of focus will be archaeological techniques, influential archaeologists and famous archaeological discoveries. Australian sites and archaeologists will be used as specific case studies. technological advancements in Mesopotamia e.g. cuneiform writing, wheel, warfare, building and transportation. the three key phases of Ancient Egyptian history – the Old, Middle and New Kingdoms. influential personalities in Egypt as well as significant political developments. funerary practices utilised by the Ancient Egyptians e.g. religious beliefs, the afterlife, pyramid building, mummification and pharaoh worship. <p><i>GDrive/curriculum/2015/Social science/senior workprograms/ancient History</i></p>	<p>Studies of changing practices in society & government</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> the development of Ancient Greek political systems i.e. monarchy, timocracy, tyranny, oligarchy, democracy the chronological development of government from the Dark Age of Greece to the development of the city-state and the various government systems utilised. the major role in the development of Greece. This inquiry topic will investigate the role Athens played in Greek politics and its impact in the 5th century. Students will study influential personalities, the relationships with other Greek states and its role in the Persian Wars. Greek art, architecture, philosophy, sport, drama and religion and the legacy Greece left to the world. the role played by Alexander the Great, with students investigating the personal abilities, actions and achievements of Alexander and evaluating his contributions to the ancient world. the background, interests, personal abilities and achievements of their chosen personality and evaluate the impact the person had on their respective society.

		Semester 1	Semester 2
Ancient history	Y1		
	2	<p style="text-align: center;">Study of Political Centrism in Rome</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> the establishment of Etruscan influence and the development of the city state, the foundation of Rome and its monarchical system of government and the eventual Roman conquest of the Etruscan city states. The major social, economic and political effects of the emergence of the Roman republican system. the social system & class conflicts in Rome, the establishment of political institutions, foreign expansion and the impact of wars and major personalities and their influences. the decline of the Roman republican system of government. In particular, the role of legendary and controversial Roman figures such as the Gracchi, Sulla, Pompey & Caesar are assessed, as is the position and influence of the Roman Senate. The emergence of Augustus and his role in establishing and controlling an imperial system of government. social aspects of Roman society and will be given the opportunity to develop a specific topic of their own interest through an inquiry based research assignment. <p><i>GDrive/curriculum/2015/ Social science/senior workprograms/ancient History</i></p>	<p style="text-align: center;">Studies of Religion/Influence of Groups in Ancient Society</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> The emergence and development of religious ideologies. The relationship between ancient religions – common features. Religion as a cause of conflict – both internal and external. The role of Religion in shaping ancient history – its impact on political and military decisions. The eclectic nature of religious doctrine in specific ancient societies. What influence women had over their own lives and the lives of their male counterparts. The treatment of females across different age brackets. How the status of, & attitudes towards, women differed across ancient societies. Comparing and contrasting social or political aspects of ancient societies from any region in the world – with the opportunity to focus on societies that have not been studied in the course. specific legacies of the ancient world and their effects on corresponding issues in the modern world. how modern popular culture views and treats ancient history. the impact of great individuals on the ancient world and comparing them to great individuals of the modern world.

		SEMESTER 1	SEMESTER 2
Study of Society	Y11	<p>What shapes the individual</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> the functions and effects of the socialisation process on individuals and their acquisition of social role the ways in which individuals consciously and unconsciously internalise and interact with the culture/s of their society how deprivation studies can be used to illustrate inappropriate socialisation the nature–nurture debate, for example, identical twin studies that have been used to study the variable effects of heredity and environment the role of agencies of socialisation and the concept of ‘significant others’ pressures to conform to or deviate from the social norms, especially with relation to adolescence questions of gender and cultural equity as they relate to socialisation theories of cognitive and personality development through the work of such theorists as Piaget, Vygotsky, Maslow, Kohlberg, Erikson, and Freud (again, with some emphasis on adolescence). the interactions that occur between the individual and the different groups that form society the function of various groups in the socialisation process changes in the individual’s membership of and identification with various groups throughout life and reasons for these changes the way in which the role of such groups differs cross-culturally and from a historical perspective (e.g. the notion of adolescence as a social or cultural construct) the function of adolescent subcultures in our society as a source of identity (including the influence of the media on adolescent attitudes) theories of group behaviour, e.g. crowd behaviour. reasons for joining group <p><i>GDrive/curriculum/2015/ Social science/senior workprograms/Study of society</i></p>	<p>How is social behaviour viewed?</p> <p>In this unit, student should learn about:</p> <ul style="list-style-type: none"> the source of differing individual and group perceptions, attitudes, beliefs and values the differences and links between attitudes, values and beliefs the components of attitudes (beliefs, feelings, behaviours) and their exemplification in stereotypes, prejudice and discrimination theories about the formation of attitudes and the possibilities for attitude change some conflicts that have emerged as a result of the conflict of world views in this and other societies meanings of culture and the interrelated components common to all cultures how individuals acquire culture (especially non-material culture) through socialisation or acculturation the ways in which cultures differ, including different cultural perceptions and world views how cultural practices may have emerged in different societies theories of cultural evolution versus cultural relativity (superiority/inferiority versus equal worth) the confusion surrounding the concepts of ‘race’ and ‘culture’ the role of anthropologists in building an understanding of a common humanity and the problems of ethnocentrism, interpretation and the impact of the observer on the subjects how cultures change, including the results of culture contact and culture shock the historical background to, changing attitudes to, and implications of a pluralist Australian culture tensions where national boundaries have crossed cultural boundaries the existence in modern societies of subcultural groups (e.g. bikies, surfies) and the pervasiveness of ‘mass culture’ ideas through the media and material culture.

		SEMESTER 1	SEMESTER 2
Study of Society	Y12	<p>Who gets what and why?</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> the indicators of status in various societies and social systems the degree to which social and cultural values are reflected through status hierarchies, e.g. the relative economic status of men and women the relational nature of status and stratification the relationship between status and social inequality, e.g. structural inequality and its effects on individuals and groups in society in areas such as education, employment, access to services various social and cultural bases for social stratification, e.g. institutionalised inequality such as caste in India concepts and theories of social mobility the effects of class and/or status on selected groups or communities, e.g. the aged, women, migrants, Aborigines the social and political impact of economic decisions the difference between inequality and inequity. different theoretical explanations of inequalities within societies, e.g. conflict theory, functionalist theory, convergence theory, feminist theories, market theory the ways in which each theory explains the organisation and operation of society the ways in which each theory explains inequality, power and the process of social change comparative studies of theories, tracing in particular how they account for specific phenomena such as wealth distribution, authority and power, social inequality the degree to which any study or theory excludes any particular groups, e.g. exclusions of culture or gender steps needed to ensure that excluded groups, if any, are included in social theory. <p><i>GDrive/curriculum/2015/ Social science/senior workprograms/Study of society</i></p>	<p>Who is in control? Examining power and social change</p> <p>In this unit, students should learn about:</p> <ul style="list-style-type: none"> the correlation between rights and responsibilities in the legal and political context the political and legal structures underpinning Australian society and the links between them the difficulty of legal and political decision making in the light of changing an diverse social values how access to legal and political processes and therefore decision making is unequal for individuals and for groups of people the strengths and limitations of the existing management of power through legal and political institutions, e.g. powerlessness/alienation vs order/security the social implications of lawmaking and law enforcement, e.g. what values underpin specific laws, the political and social control role of the police vs the protective role of the police; who does the law protect/victimise/overlook? the conflict between different cultural perspectives towards law and decision making in a multicultural society, e.g. traditional Aboriginal law vs dominant legal system some theoretical perspectives on power, e.g. pluralist, elitist, ruling class the functions and effects of the political socialisation process on individuals and groups of people the link between representative and participatory democracy, and the strengths and limitations of both in the Australian context why pressure groups are formed the similarities and differences between peak interest groups and small grassroots pressure groups, particularly in relation to their resource base and how they operate the strategies, tactics and tools of pressure groups, e.g. overall campaign, research into issue, who to target, techniques to be used such as letters, petitions, advertising, meetings and rallies, and roles of individuals within the group how to evaluate the effectiveness of pressure/interest groups and the action they have taken (students should be aware that success can be measured in terms of raising consciousness and long-term influence on government policy, as well as in terms of achieving stated short-term goals) their own political orientation. how to develop a personal action project that seeks to bring about some change. Personal action can take many forms, for example: seeking change in the school by circulating a petition (directive action) investigating a local issue and disseminating the information to the student body

ART FACULTY:

		Unit 1	Unit 2
Art	Y7	<p>My Life</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> Explore the design elements of Line and Point through a series of mark making exercises. Explore the design elements of Colour and Texture to produce a series of works on self-portraiture. <p>E.g. scratch art, Aboriginal style dot painting</p> <p>E.g. digital photography, digital manipulation, assemblage, ceramic mask</p> <p>G:\Curriculum\2016\Art\YR 7 ART 2016\Yr7 Program 2016.docx</p>	<p>My World</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> Explore the design elements of Tone, Form, Shape and Space to produce a series of still life images. Use a diverse range of media and explore a variety of styles. Explore the design elements Colour, Texture and Line to produce a series of prints and sculptures inspired by the outside world. <p>E.g. drypoing etching, monoprints, digital print manipulation, found object sculpture.</p> <p>G:\Curriculum\2016\Art\YR 7 ART 2016\Yr7 Program 2016.docx</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Art	Y8	<p><u>Drawing – I see</u></p> <p><u>Exercises in visual literacy</u></p> <ul style="list-style-type: none"> Perspective in the landscape –Linear & Aerial Tonal Application Form, space and proportion <p>The human figure and or still life</p> <p>A. Terms and Definitions B. Brain Storming activity C. Annotatations</p> <p>Assesment: Folio of Art Work</p> <p>G:\Curriculum\2016\Art\Year8\Excellenceinar t</p>	<p><u>Mixed Media & Photography – I Go</u></p> <ul style="list-style-type: none"> Excursion to Queenspark and Artspace gallery Students create artworks based on the excursion <p>(Excursion week 2)</p> <ul style="list-style-type: none"> Artspace – Group activity analysis of current exhibitions <p>Assesment</p> <ul style="list-style-type: none"> Major artwork or practical folio Journal 	<p><u>Illustration – I think</u></p> <ul style="list-style-type: none"> Printmaking and paint -Linoprint or monoprint -Layerings -expressive color <ul style="list-style-type: none"> Mixedmedia <p><u>Unity and Variety</u></p> <ul style="list-style-type: none"> Collect images relating to the topic Mourise Sendack Gothic Gargoyles Surrealists Expressionism <p>Assesment</p> <ul style="list-style-type: none"> Artist book <p>Research In the art of monsters</p>	<p><u>Sculpture – I Grow</u></p> <ul style="list-style-type: none"> 3D Challenges in groups Land art Construction Wrapping Slab Sculpture Texture Casting <ul style="list-style-type: none"> Artist research on: <ul style="list-style-type: none"> -Christo -Calder -Goldsworthy <p>(Front ended ASOT activity)</p> <p>Assesment</p> <ul style="list-style-type: none"> Photographs of 3d artwork with statement of ideas Relevant research in Art Journal

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Art	Y9	<p>Art and the real world</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> Viewing The Real World Documentary Art Techniques of Realism Observational & grid drawings Theory Analysis & Discussion of Art works (Text Chpt 3.1) <p>In this unit, students complete:</p> <ul style="list-style-type: none"> 2 Major drawing 5 Minor Drawing Art journal <p><i>Link to location of work pgram on G drive</i></p>	<p>Art and Imagination</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> Juxtaposition – a set of crazy collages Surrealism & The fantastic draw your dreams’ (Ch 3.6 of text) Theory discussion & writtern responses Practical studies <p>In this unit, students will complete:</p> <ul style="list-style-type: none"> Folio of collages and drawings Assignment 400 words Art journal 	<p>Art and Belief</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> Religious art Social comment & political art Generate a poster using photoshop (Ch 3.2 Text) – discussion & writtern reponses to artworks – practical studies <p>In this unit, students will complete:</p> <ul style="list-style-type: none"> Poster Art journal 	<p>Art and Feeling</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> Exercises with colours & shapes to create moods & feeling Expressionist self portrait in mixed media Text ch 3.3 – discussion, analysis & writtern response – practical studies <p>In this unit, students will complete:</p> <ul style="list-style-type: none"> 1 major art works 4 minor art works Art journal 	<p>Art and Function</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> Scientific drawings & illustration Render skeletons & specimens Decorative designs Adorn object with pattern Ch 3.5 – interpret & evaluate artworks <p>In this unit, students complete:</p> <ul style="list-style-type: none"> Folio of drawings & design Art journal 	<p>Art for Art’s sake</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> Abstraction in 2/3D – Create non-representational painting or sculputure Experiments in media Text Ch 3.4 - discuss & respond to art works <p>In this unit students complete:</p> <ul style="list-style-type: none"> Experimental minor works Major artwork Art journal

		Unit 1	Unit 2	Unit 3	Unit 4
Art	Y10	<p>History of Art Prehistoric –Paeleolithic – Neolithic, Australian Aboriginal, Asian</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Painting your own “Dreamtime” or “Country” or “Dreaming” • Internet research • Writtern analysis • Historical drawings • Class reading & discussion <p>In this unit, students will complete:</p> <ul style="list-style-type: none"> • Art sketch book • Major artwork <p>(Assessed under sub-criteria, creativity, skill, knowledge, presentation)</p> <p><i>Link to location of work pgram on G drive</i></p>	<p>History of Art Egyptian, Greek/Roman, African, Pre-Columbian</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Watercolour painting • Ceramics – Hand built vessel • Internet research • Writtern Analysis • Historical drawings • Class readings and discussions <p>In this unit, students will complete:</p> <ul style="list-style-type: none"> • Major artwork • Minor artwork • Sketchbook • Exam <p>(Assessed under sub-criteria, creativity, skill, knowledge, presentation)</p>	<p>History of Art Renaissance & Realism</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Technique exercises & experiment • Grid drawing (landscape) • Renderings of master works and written analysis on DaVinvi, Michelangelo • Aerial perspicctve, Sfumato technique <p>In this unit, students will complete:</p> <ul style="list-style-type: none"> • Folio of drawings • Major works • Journla of theory work <p>(Assessed under sub-criteria, creativity, skill, knowledge, presentation)</p>	<p>History of Art 20TH Century art movement, Stylisation & Abstraction</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Impressionism – on-location pastel • Expressionism – distorted self portrait –mixed media • Cubism – collage still life • Pop art – the everyday object • Abstract expressionism – Large action painting • Writtern analysis of selected art movements <p>In this unit, students will complete:</p> <ul style="list-style-type: none"> • Folio of minor artworks • Art diary • Assigment (500 words)

		Unit 1	Unit 2	Unit 3	Unit 4
Drawing	Y9	<p>Landscape</p> <p>In this unit, students study :</p> <ul style="list-style-type: none"> • Draw specific lanforms & features • Discuss & draw space & aerial perspective • Compose & invert own landscape compositions • Experiment with media & techniques • Write and discuss terms and definations • Research landscape artists and images <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Sketchbook, Folio, Quiz/Exam 	<p>Human Figure</p> <p>In this unit, students study :</p> <ul style="list-style-type: none"> • Examine & draw articulation of the human skeleton • Study and draw body parts in various poses • Create a series of life drawings using gestural, continuous, stylised and expressive techniques using a variety of drawing media <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Drawing folio • Drawing quiz of technical terms 	<p>Scientific & Technical drawing</p> <p>In this unit, students study :</p> <ul style="list-style-type: none"> • Examine various types of technical drawing – discussion • Create a series of drawings which focus on types of technical drawings • Studies from life-botanical and machancial <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Apprentice studies (folio) • Folio of various technical drawings 	<p>Building & Architecture</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Perspective • Houseplan – aerial view • Interior & exterior designs • Architectural terms and definitions • Review elelments and principles <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Sketchbook • Design a dream home for a purpose eg:eco friendly • Contduct oral presentation

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Drawing	Y10	<p>Portraiture</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Discuss history of portraiture • Drawing terminology specific to Portraiture, - Face proportions • Viewpoints (profile 3/4 , frontal) • Experimentation with drawing media • Self portrait <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Folio of drawings/Art Journal • Drawing exam 	<p>Decorative Drawing</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Research Maori, Celtic & Islamic cultures • Comprehension worksheets & image collection of Maori, Celtic & Islamic designs • Modify genres to create own design relating to each culture • Discuss the key stylistic points of each culture <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Folio of drawings • Drawing exam 	<p>Animals</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Exercise in line, cross hatching & texture • Compose zoo or animal shelter • Apprentice studies • Research & comprehension activity • Class discussion on animals in art • Experimental drawings <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Sketchbook • Folio of artworks • In class assignment (pairs activity) 	<p>Abstraction & Stylisation</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Experimentation with elements and principles • Abstraction processes – distortion, stylisation, minimalism, close focus • Experiment with various drawing media <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Sketchbook • Folio of artworks • Major abstract drawing 	<p>Still Life</p> <p>In this unit, students study:</p> <ul style="list-style-type: none"> • Exercises in form, tone & overlap • Technical exercises • Composition development (arrangement and balance) • Research still life artists • Apprentice studies • Experimentation with a variety of media <p>In this unit, students complete:</p> <ul style="list-style-type: none"> • Sketchbook • Folio or major artwork

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Applied Art	Y9	Drawing and Rendering In this unit, students study: <ul style="list-style-type: none"> Practice drawing techniques including - Tonal techniques, Using a grid, Perspective drawing Practice drawing with a wide variety of media In this unit, students complete: <ul style="list-style-type: none"> Sketchbook Folio exploring various media & drawing techniques 	Introduction to digital cameras In this unit, students study: <ul style="list-style-type: none"> Identify various shot types Taking images & downloading photos Use photoshop to manipulate images Analyse work of artists/photographers Written notes Class discussion In this unit, students complete: <ul style="list-style-type: none"> Exam Samples of shot types (minor folio) Completed major design – Eg: Postcard CD cover 	Functional Ceramics In this unit, students study: <ul style="list-style-type: none"> Ceramics terms and definitions Vessel design (Sketchbook) and selection Functional ceramics theory Clay construction techniques In this unit, students complete: <ul style="list-style-type: none"> Sketchbook Major artwork - Ceramics 	Cartooning In this unit, students study: <ul style="list-style-type: none"> Practice various character features Showing expression How to make a 3 frame cartoon Action poses Research & collect egs. In this unit, students complete: <ul style="list-style-type: none"> Sketchbook (folio) 3 frame cartoon strip – Major 	Fashion Design In this unit, students study: <ul style="list-style-type: none"> Practice human figure drawings Fashion figures Scale and proportion Experimental work with texture, pattern and colour Development of fashion collection In this unit, students complete: <ul style="list-style-type: none"> Sketchbook Folio Research Assignment – Reg Mombassa (MAMBO)

		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Applied Art	Y10	Principles of design In this unit, students study: <ul style="list-style-type: none"> Series of exercise combining elements & principles of design Class discussion Colour harmony box Varying combinations of elements & principles to create new designs Display and critique work In this unit, students complete: <ul style="list-style-type: none"> Folio of set designs Exam 	3D Design and Construction In this unit, students study: <ul style="list-style-type: none"> Research and analyse sculpture, techniques, styles, materials Collect images Series of constructions made from wire, found objects, clay, foam board. Constructions centre around 1 object eg: cars, architecture, furniture In this unit, students complete: <ul style="list-style-type: none"> Minor constructions from selected materials. Minor 3D artworks (Experimental) Journal (written work and annotated designs) Major construction using media of choice 	Fabric design and printmaking In this unit, students study: <ul style="list-style-type: none"> Write and discuss printmaking terminology Identify risks and devise and apply safe practices Relief screen and stencil experiments Design for repetitive print Identify & apply correct cutting and printing techniques In this unit, students complete: <ul style="list-style-type: none"> Repetitive print in the form of a block printed fabric bag and/or silk screen print (extension) Wrapping paper and cards 	Product design In this unit, students study: <ul style="list-style-type: none"> Design a brief and layout Analyse advertising techniques Develop everyday/industrial objects eg: packaging, architecture, furniture, landscaping In this unit, students complete: <ul style="list-style-type: none"> Sketchbook 3D construction or 2D design of major product Essay 	Mosaics In this unit, students study: <ul style="list-style-type: none"> Research and discuss, Roman/Byzantine Mosaics Discuss modern applications Mosaic techniques Document design process Construct major works In this unit, students complete: <ul style="list-style-type: none"> Sketchbook Apprentice study (major work) Major artwork

		Unit 1	Unit 2	Unit 3	Unit 4
Visual Art	Y11	<p>Exteriors (10 weeks)</p> <p>This unit explores the way artists perceive, record, interpret and express the physical world, in particular, geographical landforms, forms in nature (both flora & fauna) as well as the human form.</p> <p>Through the focus <u>representation</u>, students explore the visual reality of the physical world in</p> <ul style="list-style-type: none"> - the landscape - the body - nature (flora, fauna). <p>In response to the concept and focuses, students explore and experiment with materials, techniques, technologies and processes related to:</p> <ul style="list-style-type: none"> - 2D media - photography - drawing - painting - electronic media. <p>Making – Experimental folio</p> <p>Appraising – Visual analysis of seen works, research essay – 800 words</p> <p>G:\Curriculum\2016\Art\Assessment\Visual Art work program and R2.doc</p>	<p>Habitats (10 weeks)</p> <p>This unit extends on the physical world and challenges students to observe, analyse and express their own personal habitats or environments (of their own world) be they physical or psychological habitats.</p> <p>Through the focus of <u>personal habitats</u>, students explore the visual and psychological realities of their own world/s.</p> <ul style="list-style-type: none"> - physical - intellectual - historical - spiritual - cultural - emotional - revered spaces - local community - global community. <p>In response to the concept and focuses, students explore and experiment with materials, techniques and processes related to</p> <ul style="list-style-type: none"> - 2D media - collage - drawing - printmaking - electronic media. <p>Making – Experimental Folio</p> <p>Appraising – Short Response 800 words.</p> <p>G:\Curriculum\2016\Art\Assessment\Visual Art work program and R2.doc</p>	<p>Artist and Messenger (18 weeks)</p> <p>This unit explores the ways in which artists can communicate messages. Students are challenged to incorporate symbols, metaphors and objects into their work in order to convey insights into their interior or exterior worlds.</p> <p>Through the focus <u>meanings and messages</u>, students explore and create artworks that explore the nature of Artist as Messenger. Students explore</p> <ul style="list-style-type: none"> – signs, symbols and text - collections, objects - emotions, stance - contemporary issues. <p>In response to the concept and focuses, students explore and experiment with materials, techniques, technologies and processes related to:</p> <ul style="list-style-type: none"> - 2D, 3D media - painting - drawing - collage - sculpture - photography - digital imaging. <p><i>Formative Body of Work inclusive of:</i></p> <p>Making: inquiry into concept/focus</p> <p>Appraising: research assignment; extended writing (800 – 1000 words)</p> <p>G:\Curriculum\2016\Art\Assessment\Visual Art work program and R2.doc</p>	

		Unit 1	Unit 2	Unit 3
Visual Art	Y12	<p>Artists' Expressions</p> <p>This unit considers Artists' Expressions and how they can vary dramatically from Excessive to Restrained, and challenges students to examine where their personal expressive style lies.</p> <p>It encourages students to examine personal styles and audience reaction as a consequence.</p> <p>Students determine their own focus, exploring the nature of Artists' Expressions, researching and exploring the extremes of artists' responses and expressions. Students may choose to explore:</p> <ul style="list-style-type: none"> - Excess and Flamboyance - Restraint and Stylization <p>In relation to:</p> <ul style="list-style-type: none"> - Local community/issues - Environmental issues - Consumerism - Post-consumer waste and products - Political issues - Global concerns e.g. global warming. <p><i>Body of Work 1 inclusive of:</i></p> <ul style="list-style-type: none"> - Making: inquiry into the concept/focus - Appraising: comparative research assignment; extended writing (1000 – 1200 words). <p>G:\Curriculum\2016\Art\Assessment\Visual Art work program and R2.doc</p>	<p>Artists' Existence</p> <p>This unit explores the Artists' Existence and how an artist connects with, reacts to, and communicates about different places, spaces, and times in which they exist – past, present or future.</p> <p>Students find a focus by exploring the nature of Artists' Existence, examining and researching connections with times, places and spaces in which they do, have or will exist.</p> <p>Students may explore:</p> <ul style="list-style-type: none"> - social issues - attitudes and values - political issues - life cycles - gender issues - memory - discovery - personal identity - world trends - media influence - power & exploitation - interaction with technology - popular culture, past/present/future <p><i>Body of Work 2 inclusive of:</i></p> <ul style="list-style-type: none"> - Making: inquiry into the concept/focus - Appraising: Exhibition <p>Curatorial (1000 – 1200 words).</p> <p>G:\Curriculum\2016\Art\Assessment\Visual Art work program and R2.doc</p>	<p>Personal Extension</p> <p>Students resolve another making or appraising work that contributes to Artists' Expressions or Artists' Existence.</p> <p>Student choice – negotiated with teacher.</p> <p><i>Continued work that contributes to the development of:</i></p> <p>Artists' Expressions or Artists' Existence body of work, in either <u>Making</u> or <u>Appraising</u>.</p> <p>G:\Curriculum\2016\Art\Assessment\Visual Art work program and R2.doc</p>

PERFORMING ARTS FACULTY:

Music	Y7	<p>Unit 1: The Music of Asia</p> <p>The students are investigating the music of Asia – the instruments, the culture and its history, its influence on world music and the unique treatment of the music elements within that culture. They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and language • Create and shape music works by modifying music elements to express purpose and to included influences from the Asian culture <p>G:\Curriculum\2016\Music\Unit planners\Year 7 Music</p>	<p>Unit 2: The Music of Africa</p> <p>The students are investigating the music of Africa – the instruments, the culture and its history, its influence on world music and the unique treatment of the music elements within that culture. They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and language • Create and shape music works (performance) by modifying music elements to express purpose and to included influences from the African culture <p>G:\Curriculum\2016\Music\Unit planners\Year 7 Music Excellence</p>	<p>Unit 3: The Music of Australia</p> <p>The students are investigating the music of Australia –the instruments, the culture and its history, its influence on world music and the unique treatment of the music elements within that culture. They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and language • Create and shape music works (performance) by modifying music elements to express purpose and to included influences from the Australian culture <p>G:\Curriculum\2016\Music\Unit planners\Year 7 Music Excellence</p>	<p>Unit: The Music of America</p> <p>The students investigate the music of America – the instruments, the culture and its history, its influence on world music and the unique treatment of the music elements within that culture. They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and language • Create and shape music works (performance) by modifying music elements to express purpose and to included influences from the America culture <p>G:\Curriculum\2016\Music\Unit planners\Year 7 Music Excellence</p>

Music	Y8	<p>Unit 1: The Work of Instruments</p> <p>The students are investigating the families of the orchestra and instruments of each family/ how these instruments are used to produce program music. The students create their own instrument in relation to the four families to demonstrate their understanding of the unit. They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and languages • Create and shape music works by modifying music elements to express purpose and to included influences from their own and other cultures and times • Modify and polish music works to formal and informal audiences to intended purposes, using music techniques, skills and processes, reflect on learning, apply new understandings and identify future applications G:\Curriculum\2016\Music\Unit planners\Year 8 Music 	<p>Unit 2: The Work of Instruments</p> <p>The students are investigating program music – how composers manipulate the musical elements to paint a picture or tell a story. They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and languages • Create and shape music works (performance) by modifying music elements to express purpose and to included influences from their own and other cultures and times • Modify and polish music G:\Curriculum\2016\Music\Unit planners\Year 8 Music 	<p>Unit 3: Rock Styles</p> <p>The students are investigating the whole style of rock – the history; the evolution of the style; the personalities; the work of instruments in this style. They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and languages • Create and shape music works (performance) by modifying music elements to express purpose and to included influences from their own and other cultures and times, including drum kit as a focus • Modify and polish music work to formal and informal audiences, using music techniques, skills and processes; reflect on learning; apply new understandings and identify future applications G:\Curriculum\2016\Music\Unit planners\Year 8 Music 	<p>Unit: The Musical</p> <p>The students investigate the whole genre of the musical by watching a live musical at the MECC; watching and analysing musicals on DVD and becoming familiar with the jargon of musicals, their typical features and the characteristics of the music from musicals (e.g.overture etc.) They:</p> <ul style="list-style-type: none"> • Select and develop ideas for music works, considering intended audiences and intended purposes and make decisions about music elements and languages • Create and shape music works (performance) by modifying music elements to express purpose and to included influences from their own and other cultures and times • Modify and polish music G:\Curriculum\2016\Music\Unit planners\Year 8 Music

Music	Y9	<p>Unit 1: Folk Music</p> <p>Students investigate the genre of folk music through lessons, demonstrations, performances and compositions.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the folk style, function, audience and purpose of music works • create and shape music works by manipulating music elements to express meaning the in folk contexts • modify and refine genre-specific music works, using interpretive and technical skills • present music works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols • respond by deconstructing works in relation to social, cultural and historical contexts <p>G:\Curriculum\2016\Music\Unit planners\Year 9 Music\Unit Planner for Year 9 Music Term 1.doc</p>	<p>Unit 2: Oriental Music</p> <p>Students are identifying characteristics of oriental music through lessons, demonstrations, performances and compositions.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the oriental style, function, audience and purpose of music works • modify and refine genre-specific music works, using interpretive and technical skills • present music works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols • respond by deconstructing works in relation to social, cultural and historical contexts • reflect on learning, apply new understandings and justify future applications <p>G:\Curriculum\2016\Music\Unit planners\Year 9 Music\Unit Planner for Year 9 Music</p>	<p>Unit 3: History of Rock</p> <p>Students continue their exploration of rock music through lessons, demonstrations, performances and compositions</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the rock style, function, audience and purpose of music works • create and rock ensemble works by manipulating music elements to express meaning the in rock contexts • modify and refine genre-specific music works, using interpretive and technical skills • present rock pieces to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols • respond by deconstructing rock works in relation to social, cultural and historical contexts <p>G:\Curriculum\2016\Music\Unit planners\Year 9 Music\Unit Planner for Year 9 Music</p>	<p>Unit 4: Music of the Media</p> <p>Students investigate music as it is used in the media, particularly in relation to music used in advertisements; visit a radio station and create an actual advertisement with a jingle – as preparation for writing their own ad using a jingle and recording it.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the media, function, audience and purpose of music works • refine genre-specific music works, using interpretive and technical skills • present music works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols • respond by deconstructing ads in relation to social, cultural and historical contexts <p>G:\Curriculum\2016\Music\Unit planners\Year 9 Music\Unit Planner for Year 9 Music</p>	<p>Unit 5: Exploring Film Music</p> <p>Students analyse the way music is used in films – its purpose and the manipulation of the compositional devices.</p> <p>Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to film music, function, audience and purpose of music works • modify and refine genre-specific music works, using interpretive and technical skills • present music works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols • respond by deconstructing works in relation to social, cultural and historical contexts • reflect on learning, apply new understandings and justify future applications <p>G:\Curriculum\2016\Music\Unit planners\Year 9 Music\Unit Planner for Year 9 Music</p>

Music	Yr 10	<p>Unit: And All That Jazz Students are investigating the whole genre of jazz through listening to characteristic works, performing and composing – with a particular emphasis on the use of keyboard in the genre and the history, personalities and compositional devices. Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the jazz style, function, audience and purpose of music works • create and shape jazz works by manipulating music elements to express meaning in relevant contexts • modify and refine genre-specific music works, using interpretive and technical skills • present jazz works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols 	<p>Unit: Latin American Music Students are immersing themselves in the music traditions of Latin America through listening to characteristic works, performing and composing – with a particular emphasis on the instruments and rhythmic devices associated with the genre. Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the Latin American style, function, audience and purpose of music works • create and shape characteristic Latin American works by manipulating music elements to express meaning • modify and refine genre-specific music works, using interpretive and technical skills • present jazz works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols 	<p>Unit: Singing is for the Birds Students are investigating the conventions of vocal music through singing and listening to characteristic works, performing and composing – with a particular emphasis on the conventions of the genre and the compositional devices. Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the vocal styles, function, audience and purpose of music works • create and shape vocal works by manipulating music elements to express meaning in relevant contexts • present vocal works to particular audiences for a specific purpose, style and function, using genre specific music techniques, skills, processes and cultural protocols. 	<p>Unit: Express Yourself Students are exploring the music of the early 20th century (impressionism, expressionism) which continues to have an important impact on the music of today. They listen to and analyse characteristic works, perform and arrange music – with a particular emphasis on the use of instrumental timbres and harmony in the genre. Students are able to:</p> <ul style="list-style-type: none"> • make decisions about music elements, languages and cultural protocols in relation to the impressionistic and expressionistic style, function, audience and purpose of music works • arrange works by manipulating music elements to express meaning the in the relevant contexts • modify and refine genre-specific music works, using interpretive and technical skills • present impressionistic and expressionistic works to particular audiences for a specific purpose, style and function.

		Unit 1	Unit 2	Unit 3
Music	Y11	<p>Unit: Movie Magic Students will;</p> <ul style="list-style-type: none"> • develop musicianship through understanding of music elements and concepts as encountered in music of the movies • compose a theme for a movie • evaluate, analyse and synthesise in an extended response related to music of the movies • perform varied repertoire relevant to music of the movies <p>G:\Curriculum\2016\Music\Unit planners\Senior Music Work Program 2013.docx</p>	<p>Unit: Finding Your Voice Students will;</p> <ul style="list-style-type: none"> • develop musicianship through understanding of music elements and concepts as encountered in vocal music • compose in vocal genres • evaluate, analyse and synthesise in an extended response related to examples of vocal repertoire • perform varied vocal repertoire, both instrumentally and vocally <p>G:\Curriculum\2016\Music\Unit planners\Senior Music Work Program 2013.docx</p>	<p>Unit: Traditions and Innovations Students will;</p> <ul style="list-style-type: none"> • develop musicianship through understanding of music elements and concepts as encountered in traditional and innovative music genres • compose in a chosen genre relevant to studied repertoire • evaluate, analyse and synthesise in short responses relating to both traditional and innovative repertoire • perform varied repertoire relevant to traditional and innovative repertoire <p>G:\Curriculum\2016\Music\Unit planners\Senior Music Work Program 2013.docx</p>

		Unit 1	Unit 2	Unit 3
Music	Y12	Unit: Music of our Times Students will; <ul style="list-style-type: none"> develop musicianship through exploring the diversity of compositional techniques evident in instrumental and vocal music written after 1900. compose a work in a chosen genre relevant to the unit evaluate, analyse and synthesise in an extended response related to music written after 1900 perform varied repertoire relevant to the unit G:\Curriculum\2016\Music\Unit planners\Senior Music Work Program 2013.docx	Unit: Australian Music Students will; <ul style="list-style-type: none"> develop musicianship through exploration of the innovations in instrumental and vocal writing techniques in Australian rock and pop styles and art music compose a work relating to one of the genres relevant to Australian music evaluate, analyse and synthesise in an extended response related to the work of a chosen Australian composer perform varied repertoire from Australian music G:\Curriculum\2016\Music\Unit planners\Senior Music Work Program 2013.docx	Unit: Music for Entertainment Students will; <ul style="list-style-type: none"> develop musicianship through understanding of music elements and concepts as encountered in music used for entertainment compose in a chosen entertainment genre evaluate, analyse and synthesise in an extended response related to this unit perform varied repertoire relevant to music used for entertainment G:\Curriculum\2016\Music\Unit planners\Senior Music Work Program 2013.docx

		Unit 1	Unit 2	Unit 3
Drama	Y9	Unit: Unusual Characters Students will <ul style="list-style-type: none"> explore the management of the elements of drama through forming, presenting and responding tasks participate in small group and whole class role plays and improvisations Maintain an analytical record of games, exercises and activities G:\Curriculum\2016\Music\Unit planners\Year 9 Drama	Unit: Puppetry Students will; <ul style="list-style-type: none"> Devise a storyline with a view to expanding it to a puppet play that will be presented to young children Explore the elements of storyline relevant to age group Develop team work through collaboration in groups Create a folio which records research into sets, lighting, character descriptions, costumes etc.(all elements of a performance) Perform a chosen puppet play for their group G:\Curriculum\2016\Music\Unit planners\Year 9 Drama	Unit: Collage Drama Students will; <ul style="list-style-type: none"> Research social issues relevant to their age group Choose an issue and develop ideas to underpin a collage drama Work collaboratively to create the script for a collage drama Use the elements of drama and the collage script to devise a performance Write a critique of one particular performer according to the criteria of the elements of drama skills G:\Curriculum\2016\Music\Unit planners\Year 9 Drama

		Unit 1	Unit 2	Unit 3	Unit 4
Drama	Y10	Unit: Theatresports Students will; <ul style="list-style-type: none"> Practise a variety of theatre sports games and improvisation Develop vocal and physical skills Participate in group work Perform improvisations which incorporate the elements of drama (competition) G:\Curriculum\2016\Music\Unit planners\Year 10 Drama units	Unit: Mime Students will: <ul style="list-style-type: none"> Practise mime skills Focus on refining body and facial expression with the aim of projecting character and situation Devise and create a script for a one scene mime performance Write an extended response critiquing a teacher chosen mime sequence G:\Curriculum\2016\Music\Unit planners\Year 10 Drama units	Unit: Melodrama Students will: <ul style="list-style-type: none"> Practise skills which are physical comedy skills Read and interpret a script and adapt it to suit the melodrama genre Perform a melodrama Write an extended response on the essential elements of melodrama G:\Curriculum\2016\Music\Unit planners\Year 10 Drama units	Unit: Physical Theatre Students will: <ul style="list-style-type: none"> Participate in physical theatre skills Play games relevant to development of physical theatre understanding Direct a group in a performance of student devised physical theatre Craft a plan for their physical theatre performance G:\Curriculum\2016\Music\Unit planners\Year 10 Drama units

		Unit 1	Unit 2	Unit 3	Unit 4
Drama	Y11	Unit: Realism Students will: <ul style="list-style-type: none"> develop an understanding of the elements of drama and conventions of Realism through presenting and responding analyse, evaluate and synthesise in an extended response relating to Realism perform an excerpt from a published play script G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx	Unit: Asian Theatre Students will: <ul style="list-style-type: none"> create and analyse a physical theatre performance direct a small group of actors in a performance based on a published excerpt with a strong focus on physical theatre evaluate, analyse, justify, synthesise, critique in an extended response format G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx	Unit: Australian Gothic, Non-Realism Students will; <ul style="list-style-type: none"> explore the style Australian Gothic through performance use a published Australian script to create a gothic twist develop dramatic skills in acting, applying stagecraft and working as an ensemble G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx	Unit: Collage Drama Students will; <ul style="list-style-type: none"> through the dimension of Forming, students will create a collage drama script develop skills in devising, applying stagecraft and script writing G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx

		Unit 1	Unit 2	Unit 3	Unit 4
Drama	Y12	Unit: Realism/Anti-Realism Students will: <ul style="list-style-type: none"> develop an understanding of the elements of drama and conventions of Realism and Non-Realism through presenting and responding analyse, evaluate and synthesise in an extended response relating to the unit perform an excerpt from a published play script develop skills in acting, applying stagecraft, working as an ensemble and critiquing. G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx	Unit: Theatre of Cruelty Students will: <ul style="list-style-type: none"> experiment with theatre and break the boundaries of a traditional show develop skills in improvisation analyse, evaluate and synthesise in an extended response relating to the unit G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx	Unit: Senior Production Students will: <ul style="list-style-type: none"> use the dimension Presenting to showcase their talent and understanding of the previous units studied in class adapt a published script using the Viewpoints, Absurdist techniques, Australian themes and issues, elements of Drama and stagecraft. G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx	Unit: Australian Drama Students will: <ul style="list-style-type: none"> gain an understanding of Australian drama by using historical and contemporary links to Australian history, language, issues and beliefs create an Australian scene that uses multimedia to appeal to a teenage audience G:\Curriculum\2016\Music\Drama\Drama workprogram 2013.docx

		Unit 1	Unit 2	Unit 3	Unit 4
Dance	Y9	Unit: All That Jazz Students will: <ul style="list-style-type: none"> explore the dance elements and conventions relating to jazz and contemporary dances explore how jazz has evolved to form other styles such as Hip Hop present teacher devised jazz works in groups develop skill in utilizing the stage space work collaboratively on choreography, creating a group hip hop dance G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf	Unit: Stomp the Yard Students will: <ul style="list-style-type: none"> examine the history of tap rehearse technique involved in tap dance explore rhythms and how they can be created by different parts of the body and the environment perform a teacher devised tap performance in a group work collaboratively on choreography creating a small group performance using body percussion G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf	Unit: So You Think You Can Dance Students will: <ul style="list-style-type: none"> examine the basic history of ballet review the difference between ballroom and contemporary dance interpret the meaning of dances – studying the components and function of the piece perform a teacher directed ballet in small groups write a review of a contemporary slant on a traditional ballet work G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf	Unit: Not So Strictly Ballroom Students will: <ul style="list-style-type: none"> research, analyse and compare traditional and competitive ballroom styles examine the functions of ballroom and how it has evolved study the variations of ballroom dance work collaboratively to create and perform a ballroom performance in pairs write an extended response comparing styles from the movie, "Strictly Ballroom" G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf

		Unit 1	Unit 2	Unit 3	Unit 4
Dance	Y10	Unit: Funk It Up Students will: <ul style="list-style-type: none"> explore the movements and non-movements involved with Funk dance with a focus on dynamics and form analyse how it has evolved from other styles and infer as to its future direction perform a teacher directed dance in the Funk style work collaboratively in a small group to create a group Funk routine G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf	Unit: Vultures for Cultures Students will: <ul style="list-style-type: none"> explore the dance styles of different cultures: Torres Strait Islands; Scottish; Irish; Australian examine the function of these dances with a focus on social, educational, ritual, spiritual or artistic discuss the influences these cultures have had on our society compile a research portfolio of three different dance styles from three different cultures Perform a teacher devised prepared movement sequence related to a chosen culture G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf	Unit: Controversial Contemporary Students will: <ul style="list-style-type: none"> Study the evolution of contemporary dance Reflect on reasons why it was originally seen as controversial and why it is not considered so today Interpret the meaning of dances by studying the components and the function of the piece and relating these to their own contemporary dance Perform a teacher directed contemporary movement sequence Work collaboratively to create a contemporary routine that explore a particular contemporary issue G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf	Unit: Practical Productions Students will: <ul style="list-style-type: none"> Explore the process involved with completing a total production from concept to stage performance Focus on the diverse elements of productions including costuming and all aspects of backstage work Create a portfolio pertaining to the process of creating a stage work Devise and perform a created stage work G:\Curriculum\2016\Music\Dance\Year 9 and 10 Dance Program.pdf

		Unit 1	Unit 2	Unit 3
Dance	Y11	Unit: Fun Film Clips Students will: <ul style="list-style-type: none"> explore the functions of dance through the elements and principles of choreography, performance and appreciation and the styles of jazz, funk/hip-hop choreograph in the style of current dance for a video clip of a famous artist in the music charts perform in the style of current dance G:\Curriculum\2016\Music\Dance\2016 Senior Dance Work Program Mackay North State High School.docx	Unit: Courageous Companies Students will: <ul style="list-style-type: none"> explore the functions of dance through contemporary dance explore and examine Australian dance companies through their artistic director e.g. Stephen Page, Maggie Sietsma evaluate, analyse, synthesise in an extended response appreciation task perform a contemporary dance choreograph a contemporary dance G:\Curriculum\2016\Music\Dance\2016 Senior Dance Work Program Mackay North State High School.docx	Unit: A Life on the Sea Students will: <ul style="list-style-type: none"> explore the idea of dance for stage and entertainment as well as the idea of telling stories through dance perform teacher devised adapted repertoire in a relevant style choreograph in a relevant style evaluate, analyse, synthesise in an extended response appreciation task G:\Curriculum\2016\Music\Dance\2016 Senior Dance Work Program Mackay North State High School.docx

		Unit 1	Unit 2	Unit 3
Dance	Y12	Unit: Magical Musicals Students will; <ul style="list-style-type: none"> • explore elements and principles of choreography, performance and appreciation within the genre of musical theatre • perform a Bob Fosse inspired number with use of a prop optional • choreograph in the style of musical theatre/cabaret G:\Curriculum\2016\Music\Dance\2016 Senior Dance Work Program Mackay North State High School.docx	Unit: Emotions Students will: <ul style="list-style-type: none"> • focus on the emotions that people have to face in aspects of life and how choreographers have shown them in their works • prepare an oral presentation on a student chosen choreographer • perform a piece of contemporary repertoire • evaluate, analyse, synthesise in an extended response appreciation task G:\Curriculum\2016\Music\Dance\2016 Senior Dance Work Program Mackay North State High School.docx	Unit: So You Think You Can Dance Students will: <ul style="list-style-type: none"> • reflect on their previous assessment pieces in the choreography, performance and appreciation of Dance dimensions and in consultation with the teacher choose which one of the three dimensions they will be assessed in. G:\Curriculum\2016\Music\Dance\2016 Senior Dance Work Program Mackay North State High School.docx

HEALTH AND PHYSICAL EDUCATION FACULTY:

		Unit 1	Unit 2	Unit 3	Unit 4
Health and physical education	Y7	<p>Unit 1 — A Time Of Change</p> <p>Students will:</p> <ul style="list-style-type: none"> examine the stage of growth known as adolescence and consider how society recognises this examine how the adolescence transition impacts on personal identity investigate physical and cognitive changes occurring during puberty explore how the changes associated with puberty impact on identity analyse a variety of emotional responses associated with adolescence and consider what might influence these responses evaluate how diversity and changing relationships impact on wellbeing during adolescence <p>Unit 1 — In the swing – Gymnastics</p> <p>Students will:</p> <ul style="list-style-type: none"> participate in and investigate a variety of apparatus explore components of gymnastics routines explain how the elements of movement can enhance performance compose and perform a floor routine and an apparatus routine <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 2 - How Fit am I ?</p> <p>Students will:</p> <ul style="list-style-type: none"> evaluate health information from a range of sources and apply the information to health decisions and situations critique behaviours and factors that influence their personal health and wellbeing plan and evaluate new and creative interventions to promote health and well being devise, implement and refine strategies demonstrating leadership and collaboration when planning and implementing activities related to health excellence. <p>Unit 2 — Run and Jump – Athletics</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the jump and throw movement skills develop skills to perform the jumps and throws use feedback to improve accuracy and control perform jump and throw movement skills <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 3 – Food Behaviours</p> <p>Students will:</p> <ul style="list-style-type: none"> understand how to choose healthy food options for adolescents interpret the Australian Guide to Healthy Eating to draw conclusions about their own food intake investigate and propose strategies to implement to make more sustainable food choices use positive health messages to promote healthy snacks to improve health and wellbeing of self and others. <p>Unit 3 — Shoot and Score – Court Games and Territorial Games</p> <p>Students will:</p> <ul style="list-style-type: none"> examine and apply personal and social skills which contribute to working in teams adopt roles and responsibilities that support and enhance team cohesion apply fair-play and inclusivity principles explore and participate in court and territorial games investigate and apply movement concepts and strategies <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 4 — Health – A Total Package</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the concept of sustainable health identify the factors that contribute to sustainable health, such as regular exercise, caring for our bodies and maintaining a healthy, balanced state of mind identify and critique behaviours that people exhibit that have an influence on their health and wellbeing examine the external influences that could impact on their ability to make good decisions regarding their health and wellbeing plan strategies to enhance health and wellbeing plan creative interventions that promote their own connection to the community implement and critique strategies to enhance health and wellbeing. <p>Unit 4 — It's cool in the pool – Swimming</p> <p>Students will:</p> <ul style="list-style-type: none"> examine history and culture in the aquatic environment examine appropriate safety skills and techniques in the aquatic environment (level 5 swim and survive RLSSA) practice and refine swimming components and stroke sequences apply and refine swimming strokes and survival skills in a variety of drills and rescue situations implement refined strategies in rescue situations <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>

	Unit 1	Unit 2	Unit 3	Unit 4
	<p>Unit 1 — Where Do I Fit ?</p> <p>Students will:</p> <ul style="list-style-type: none"> • identify and evaluate the factors that shape our identities — culture, childhood, parents, religion, environment, life experiences, gender and sexuality, social and economic • investigate whether individuals can impact other individuals and analyse how this occurs • identify how to celebrate and respect difference and diversity in individuals and communities • investigate the issues of discrimination and violence in different cultures, and the factors that influence these issues • explore the social, cultural and environmental influences groups have on adolescents. <p>Unit 1 — In the swing 2 – Gymnastics</p> <p>Students will:</p> <ul style="list-style-type: none"> • participate in and investigate a variety of apparatus • explore components of gymnastics routines • explain how the elements of movement can enhance performance • compose and perform a floor routine and an apparatus routine <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 2 — Being Active</p> <p>Students will:</p> <ul style="list-style-type: none"> • evaluate health information from a range of sources and apply the information to health decisions and situations • critique behaviours and factors that influence their personal health and wellbeing • plan and evaluate new and creative interventions to promote health and well being • devise, implement and refine strategies demonstrating leadership and collaboration when planning and implementing activities related to health excellence. <p>Unit 2 — Run and Jump 2 – Athletics</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the jump and throw movement skills • develop skills to perform the jumps and throws • use feedback to improve accuracy and control • perform jump and throw movement skills <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 3 — Up In Smoke</p> <p>Students will:</p> <ul style="list-style-type: none"> • investigate why young people choose to use cigarettes and strategies to make informed choices • examine pressures/influences and family influences on choosing to use cigarettes and strategies to address this • demonstrate effective communication skills/assertive behaviour to manage self in stressful or uncomfortable peer situations with regard to alcohol/drugs • analyse health messages in the media in relation to cigarettes and assess their credibility • practice various strategies and behaviours to ensure control in pressure situations regarding cigarettes <p>Unit 3 — Shoot and Score 2 – Court Games and Territorial Games</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine and apply personal and social skills which contribute to working in teams • adopt roles and responsibilities that support and enhance team cohesion • apply fair-play and inclusivity principles • explore and participate in court and territorial games • investigate and apply movement concepts and strategies <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 4 — Look Out !</p> <p>Students will:</p> <ul style="list-style-type: none"> • identify situations where risks may be taken and the responses of adolescents to these situations • plan, practise and rehearse responses to emergencies where first aid (including safe blood practices) and possibly CPR may need to be administered • identify external influences that impact on adolescents' ability to make healthy and safe choices, such as body image, mental health (depression, stress, anxiety), peer pressure, taking drugs and alcohol • evaluate responses and propose and practise appropriate responses to these situations • explore responsibilities of adolescents in risk situations • explore the management of situations where their own and others' health, safety and wellbeing may be at risk • plan, implement and critique strategies to enhance the safety and wellbeing of their communities. <p>Unit 4 — It's cool in the pool 2– Swimming</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine history and culture in the aquatic environment • examine appropriate safety skills and techniques in the aquatic environment (level 5 swim and survive RLSSA) • practice and refine swimming components and stroke sequences • apply and refine swimming strokes and survival skills in a variety of drills and rescue situations • implement refined strategies in rescue situations • <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Health and physical education	Y 9	<p>Unit 1 — Fit Me In</p> <p>Students will:</p> <ul style="list-style-type: none"> • evaluate health information from a range of sources and apply the information to health decisions and situations • critique behaviours and factors that influence their personal health and wellbeing • plan and evaluate new and creative interventions to promote health and well being • devise, implement and refine strategies demonstrating leadership and collaboration when planning and implementing activities related to health excellence. <p>Unit 1 — Games We Play – modified games and sports and non-traditional games and sports</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore and participate in games like Marn Grook • examine the role physical activity, outdoor recreation and sport play in the lives of Australians • apply and transfer movement concepts and strategies to the new game. <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 2 My Life – Good Decisions</p> <p>Students will:</p> <ul style="list-style-type: none"> • investigate why young people choose to use drugs and strategies to make informed choices • examine pressures/influences and family influences on choosing to use drugs and strategies to address this • demonstrate effective communication skills/assertive behaviour to manage self in stressful or uncomfortable peer situations with regard to alcohol/drugs • analyse health messages in the media in relation to cigarettes and assess their credibility • practice various strategies and behaviours to ensure control in pressure situations regarding drugs <p>Unit 2 — Lets Get Physical – fitness activities and resistance training</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine the role physical activity plays in the lives of Australians • investigate how this has changed over time • propose a personalised plan for improving individual physical activity and fitness levels • work collaboratively to design, apply and evaluate the fitness plan. <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 3 — Healthy Behaviours</p> <p>Students will:</p> <ul style="list-style-type: none"> • critically analyse contextual factors that influence decisions and behaviours surrounding a relationships scenario • apply decision-making skills to enhance others' health, safety and wellbeing • understand the characteristics of positive and respectful relationships • understand how empathy and ethical decision making contribute to respectful relationships • investigate how identity, socio-cultural factors and expectations influence the way adolescents think and act regarding sexuality and relationships. • describe strategies to keep adolescents healthy and safe. Analyse the consequences of sexual activity. • analyse the consequences of disrespectful relationships • examine how ethical decision making contributes to safe and healthy relationship decision • develop decision-making strategies to promote safe, healthy and respectful relationships. <p>Unit 3 — Shoot and Score – Court Games and Territorial Games</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine and apply personal and social skills which contribute to working in teams • adopt roles and responsibilities that support and enhance team cohesion • apply fair-play and inclusivity principles • explore and participate in court and territorial games • investigate and apply movement concepts and strategies <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 4 — Online Safety</p> <p>Students will</p> <ul style="list-style-type: none"> • identify how teenagers are growing and changing and want to be independent • explore being safe and independent • identify risks and risk-taking behaviours and decisions and strategies for being online • explore rules, rights and responsibilities for being online • apply decision-making questions and models • explore respectful relationships between peers — establishing, rights, responsibilities and bullying behaviours online • recognise the impact bullying and harassment can have on relationships, including online relationships — Facebook, Twitter etc. — and explore strategies to seek help for others <p>Unit 4 — Environmental challenges – Biathlon, Bouldering, Orienteering</p> <p>Students will:</p> <ul style="list-style-type: none"> • devise, implement and refine strategies for working effectively in teams • demonstrate leadership, fair play and cooperation • explore and participate in challenge activities • develop and apply challenge activity skills • work collaboratively to apply and transfer movement concepts and strategies in a challenge activity. <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Health and Physical Education	Y 10	<p>Unit 1 — Lets Move Well</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore the concept of biomechanics • identify the factors that contribute to successful physical performance • identify and critique technique people exhibit that have an influence on their physical performance • examine the external forces that could impact on their physical perform • plan strategies to enhance performance based on biomechanics • plan creative interventions that promote their own connection to the community • implement and critique biomechanical strategies to enhance physical performance <p>Unit 1 — Shoot and Score – Court Games and Territorial Games</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine and apply personal and social skills which contribute to working in teams • adopt roles and responsibilities that support and enhance team cohesion • apply fair-play and inclusivity principles • explore and participate in court and territorial games • investigate and apply movement concepts and strategies <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 2 — Self Concept and Personal Growth</p> <p>Students will:</p> <ul style="list-style-type: none"> • identify the relationships that occur within a family and the characteristics of these relationships • explore the characteristics and behaviours of respectful relationships and how these are changing as we experience grief and loss • investigate the benefits of having respectful relationships and examine their impact on their own and others' health and wellbeing • investigate factors that influence emotions during grief and loss • identify what is meant by mental wellness and explore how to cope with stressful situations such as loss • analyse these factors and develop strategies to demonstrate empathy and sensitivity and identify situations that would require empathy and sensitivity, such as mental health situations <p>Unit 2 — Games We Play – modified games and sports and non-traditional games and sports</p> <p>Students will:</p> <ul style="list-style-type: none"> • explore and participate in non-traditional games • examine the role physical activity, outdoor recreation and sport play in the lives of Australians • apply and transfer movement concepts and strategies to the new game. <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 3 — You Are What You Eat</p> <p>Students will:</p> <ul style="list-style-type: none"> • understand how to choose healthy food options for adolescents • interpret the Australian Guide to Healthy Eating to draw conclusions about their own food intake • investigate and propose strategies to implement to make more sustainable food choices • use positive health messages to promote healthy snacks to improve health and wellbeing of self and others. <p>Unit 3 — Lets Get Physical 2 – fitness activities and resistance training</p> <p>Students will:</p> <ul style="list-style-type: none"> • examine the role physical activity plays in the lives of Australians • investigate how this has changed over time • propose a personalised plan for improving individual physical activity and fitness levels • work collaboratively to design, apply and evaluate the fitness plan. <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>	<p>Unit 4 — Cheers</p> <p>Students will:</p> <ul style="list-style-type: none"> • investigate why young people choose to use drugs/alcohol and strategies to make informed choices • examine pressures/influences and family influences on choosing to use alcohol/drugs and strategies to address this • demonstrate effective communication skills/assertive behaviour to manage self in stressful or uncomfortable peer situations with regard to alcohol/drugs • analyse health messages in the media in relation to alcohol and other drugs and assess their credibility <p>practice various strategies and behaviours to ensure control in pressure/emergency situations regarding alcohol and drugs.</p> <p>Unit 4 — Environmental challenges – Biathlon, Bouldering, Orienteering</p> <p>Students will:</p> <ul style="list-style-type: none"> • devise, implement and refine strategies for working effectively in teams • demonstrate leadership, fair play and cooperation • explore and participate in challenge activities • develop and apply challenge activity skills • work collaboratively to apply and transfer movement concepts and strategies in a challenge activity. <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Junior HPE</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Physical Education	Y11	<p>Competitive Swimming</p> <p>In this unit, students:</p> <p>design and implement a personal training program including a set of desired performance outcomes for their specific swimming event</p> <ul style="list-style-type: none"> Examining personal capacities. Exploring the energy requirements for individual performance Applying a personal training program to improve specific needs Basic skills Application of rules Application of learned and rehearsed simple tactics and strategies <p>Application of the above in simple drills, rehearsed complex drills</p> <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>	<p>Touch Football</p> <p>In this unit, students:</p> <p>discuss the reasons for their participation or non participation in physical activities.</p> <ul style="list-style-type: none"> Personal reflections of their own level of physical activity The affects of self-concept and personal beliefs on sporting participation; and, An analysis of their participation in touch football, providing a detailed discussion and evaluation. Basic skills Application of rules Application of learned and rehearsed simple tactics and strategies Application of the above in simple drills, rehearsed complex drills and modified games Evaluation of personal skill ability and tactical play <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>	<p>Volleyball</p> <p>In this unit, students:</p> <p>examine the relationship between the principles of biomechanics and a skill in volleyball.</p> <ul style="list-style-type: none"> A study of the external forces (friction, air resistance etc) affecting their personal skill; and, A biomechanical evaluation of personal performance. Basic skills Application of rules A study of the body's internal forces (muscular/skeletal systems, leverage etc) affecting their personal skill Application of learned and rehearsed simple tactics and strategies Application of the above in simple drills, rehearsed complex drills and modified games Evaluation of personal skill ability and tactical play <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>	<p>Golf</p> <p>In this unit, students:</p> <p>analyze their own learning progression in golf. They also evaluate their personal performance in golf when using long irons and short irons.</p> <ul style="list-style-type: none"> analyze their skill acquisition and learning in golf Basic skills Application of rules Application of learned and rehearsed simple tactics and strategies Application of the above in simple drills, rehearsed complex drills and modified scenarios Evaluation of personal skill ability <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Physical Education	Y12	<p>Competitive Swimming</p> <p>In this unit, students:</p> <p>design and implement a personal training program including a set of desired performance outcomes for their specific swimming event</p> <ul style="list-style-type: none"> Examining personal capacities. Exploring the energy requirements for individual performance Applying a personal training program to improve specific needs Basic skills Application of rules Application of learned and rehearsed simple tactics and strategies <p>Application of the above in simple drills, rehearsed complex drills</p> <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>	<p>Touch Football</p> <p>In this unit, students:</p> <p>discuss the reasons for their participation or non participation in physical activities.</p> <ul style="list-style-type: none"> discuss and present findings of the impact gender plays on participation in touch football. Following an analysis of Australian sport in general, students are to evaluate their personal participation in touch football. draw upon their experiences in interclass competitive games of both same sex and mixed gender. examine the impact of societies stereotyping of gender rolls and the affect it has upon access to and participation in physical activity. Basic skills Application of rules Application of learned and rehearsed simple tactics and strategies Application of the above in simple drills, rehearsed complex drills and modified games Evaluation of personal skill ability and tactical play <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>	<p>Volleyball</p> <p>In this unit, students:</p> <p>analyze their skill acquisition and learning in volleyball. Students will each identify an error in the execution of a skill. Students will include different types of psychological strategies applied to their training to address this error</p> <ul style="list-style-type: none"> analyze physiological and psychological capacities –test/techniques to identify areas of development individual design of training program that takes into consideration the characteristics and outcomes of skilled performance analyze improvements in physiological and psychological capacities as a result of techniques and strategies being implemented participate in competition within group, intra school, inter school utilize learned strategies in competition use and adapt self/peer/teacher feedback to improve quality of performance Basic skills Application of rules A study of the body’s internal forces (muscular/skeletal systems, leverage etc) affecting their personal skill Application of learned and rehearsed simple tactics and strategies Application of the above in simple drills, rehearsed complex drills and modified games Evaluation of personal skill ability and tactical play <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>	<p>Golf</p> <p>In this unit, students:</p> <p>examine the changes in Australian leisure patterns, changes in the recreation industry as well as the ageing of our society. Students will also look at the sporting participation rates for different age groups.</p> <ul style="list-style-type: none"> students are to evaluate how changes in Australian lifestyle and society has and will effect the sport of golf Basic skills Application of rules Application of learned and rehearsed simple tactics and strategies Application of the above in simple drills, rehearsed complex drills and modified scenarios Evaluation of personal skill ability <p><i>Link to location of work pgram on G drive</i> G:\Curriculum\2016\PhysEd\Subject Materials\Senior PE</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Recreation	Y11	<p>Unit 1 Lifesaving – Level 7 Senior Swim and Survive</p> <p>In this unit, students</p> <ul style="list-style-type: none"> • Participation in life saving activities • Involvement as participant, organiser and supervisor • Coaching of peers • Demonstration of health and safety mechanisms and procedures • Self and peer evaluation <p><i>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</i></p>	<p>Unit 2 Coaching your team</p> <p>In this unit, students</p> <ul style="list-style-type: none"> • Involvement as participant, organiser and supervisor • Demonstration of health and safety mechanisms and procedures • Self and peer evaluation • Review and reflection • Evaluation of sessionin recreation activities <p><i>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</i></p>	<p>Unit 3 Strength and conditioning – training methods and techniques</p> <p>In this unit, students</p> <ul style="list-style-type: none"> • Effects of physical activity on health • Understanding personal performance • Evaluation of individual progress based on testing results <p>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</p>	<p>Unit 4 Outdoor Education – (Indoor Rock Climbing and Orienteering)</p> <p>In this unit, students</p> <ul style="list-style-type: none"> • Participation in climbing and orienteering activities • Involvement as participant, organiser and supervisor • Coaching of peers • Demonstration of health and safety mechanisms and procedures • Self and peer evaluation <p>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Recreation	Y12	<p>Unit 1 Lifesaving – Bronze Medallion</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Participation in life saving activities • Involvement as participant, organiser and supervisor • Coaching of peers • Demonstration of health and safety mechanisms and procedures • Self and peer evaluation <p><i>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</i></p>	<p>Unit 2 Coaching your team</p> <p>In this unit, students</p> <ul style="list-style-type: none"> • Involvement as participant, organiser and supervisor • Demonstration of health and safety mechanisms and procedures • Self and peer evaluation • Review and reflection • Evaluation of sessionin recreation activities <p><i>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</i></p>	<p>Unit 3 Strength and conditioning – program development</p> <p>In this unit, students</p> <ul style="list-style-type: none"> • Effects of physical activity on health • Understanding personal performance • Design individual program based on testing results <p>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</p>	<p>Unit 4 Indoor Games – Volleyball / Badminton</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> • Participation in court game activities • Involvement as participant, organiser and supervisor • Coaching of peers • Demonstration of health and safety mechanisms and procedures • Self and peer evaluation <p><i>Link to location of work pgram on G drive G:\Curriculum\2016\PhysEd\Subject Materials\Recreation\2016 rec subject</i></p>

INDUSTRIAL TECHNOLOGY & DESIGN FACULTY:

		Unit 1	Unit 2	Unit 3
Industrial Technology & Design	Y8	<p>Pencil Box</p> <p>In the pencil box unit students construct a simple timber Pencil Box with an acrylic lid. This project introduces them to workshop safety, materials, basic timber working hand tools and simple construction techniques.</p> <p>UNDERSTANDING: In the pencil box unit students investigate how timber as a product has evolved to be used as a resource.</p> <p>Students also analyse the characteristics and properties of simple timber working hand tools to produce simple products.</p> <p>SKILLS: Students will develop effective and safe use of the following techniques:</p> <ol style="list-style-type: none"> 1. The use of PPE 2. Measuring and marking out timber 3. Cutting and assembling a simple timber joint 4. Shaping thermoforming plastics using a strip heater 5. Applying an appropriate finish <p>Students coordinate themselves in the workshop to successfully produce their pencil box.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Pencil Man</p> <p>In this unit students design and fabricate a simple galvanised sheet metal pencil holder in the shape of a man. This project introduces them to workshop safety, materials, basic metal working hand tools and simple fabrication techniques.</p> <p>UNDERSTANDING: Students analyse the characteristics and properties of simple metal working hand tools to produce a simple product.</p> <p>SKILLS: Students design a pencil holder through investigating and analysing a range of suitable sheet metals.</p> <p>Students generate their design idea for a pencil holder and communicate this through a graphical representation.</p> <p>Students will develop effective and safe use of the following techniques:</p> <ol style="list-style-type: none"> 1. The use of PPE 2. Measuring and Marking out sheet metal 3. Cutting and joining sheet metal using fasteners 4. Shaping sheet metal using specialised equipment. <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Laser Key Ring</p> <p>In this unit students design a small acrylic keyring using a CAD program and manufacture their design on a laser cutter. This introduces them to computer graphical programs and modern technological manufacturing processes.</p> <p>UNDERSTANDING: In this unit students investigate ways that modern manufacturing techniques have evolved as a service through the enterprise of individuals and groups.</p> <p>SKILLS: Students design a keyring through investigating and analysing a range of materials that can be manufactured using a laser.</p> <p>Students generate their design idea for a simple keyring and communicate this through a graphical representation.</p> <p>Students effectively and safely use laser cutting techniques to make their designed keyring.</p> <p>Students develop an evaluation criteria to assess the success of their keyring.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>

Shop A	Y9	<p>Basketball Hoop</p> <p>The basketball hoop project is a predominantly timber working project (frame) that teaches students how to set out working on a project, how to cut and assemble two different basic joints and how to finish a project.</p> <p>UNDERSTANDING: Students identify and analyse the sustainability of the timber industry.</p> <p>Students investigate and make judgments on the characteristics and properties of timber, tools and equipment that are used to create a simple designed solution for a basketball stand.</p> <p>SKILLS: Work safely on a range of measuring and marking hand tools, cutting and percussion tools</p> <p>Students select and use appropriate processes to cut, join and assemble their basketball Stand project.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Skill Toy</p> <p>The skill toy is a project that incorporates timber and plastics. It teaches students basic timber carcass construction with simple jointing techniques. It also exposes them to shaping, bonding and preparing thermosetting plastics (acrylic). This unit contains a small element of design.</p> <p>UNDERSTANDING: Students investigate and make judgments on the characteristics and properties of timber, tools and equipment that are used to create a simple designed solution for a skill toy.</p> <p>SKILLS: Work safely on a range of measuring and marking hand tools, cutting and percussion tools.</p> <p>Students develop and modify their design ideas to create a maze from various materials for their skill toy.</p> <p>Students select and use appropriate processes to cut, join and assemble their Skill Toy project.</p> <p>Students evaluate their skill toy against the design brief given.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Camp Stool</p> <p>This project builds on the student's repertoire of wood working joints and skills. It is a basic scissor frame with a canvas seat.</p> <p>SKILLS: Students develop a project plan to manage themselves and their classmates in producing a camp stool project in a production line fashion.</p> <p>Work safely on a range of measuring and marking hand tools, cutting and percussion tools.</p> <p>Students select and use appropriate processes to cut, join and assemble their camp stool.</p> <p>As a class group students evaluate their camp stool against the design brief given.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>

		Unit 1	Unit 2	Unit 4	Unit 4
Shop A	Y10	<p>I Pod Speaker Case</p> <p>In the I pod speaker case unit students are introduced to complex electronic circuits and components. They build a circuit for a speaker system and then construct the housing for the circuit before final designing and manufacturing a holder for the devices that the speakers will connect to.</p> <p>UNDERSTANDING: Students investigate and make judgments on how the characteristics and properties of timber, electronic components, tools and equipment can be combined to create speaker system.</p> <p>SKILLS: Students develop, modify and communicate their design idea for a holder for devices that their speaker will play.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies to manufacture their speakers.</p> <p>Students evaluate their design ideas.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Personal Case</p> <p>In the personal case project students develop their skills and processes on constructing timber projects. They design and construct a personal carry case to store personal items in. The final finish of the case is selected and applied by individual students.</p> <p>UNDERSTANDING: Students explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.</p> <p>SKILLS: Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make the personal case project.</p> <p>Students evaluate design ideas recognising the need for sustainability.</p> <p>Students develop project plans to plan and manage projects individually and collaboratively.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Coffee Table</p> <p>In constructing the coffee table project students are again given the opportunity to develop their processing skills to construct a quality piece of furniture.</p> <p>SKILLS: Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a coffee table.</p> <p>Students evaluate design ideas against comprehensive criteria for success recognising the need for sustainability.</p> <p>Students develop project plans to plan and manage projects individually and collaboratively taking into consideration time, cost, risk and production processes.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Clock</p> <p>The clock is the final project that Shop A students construct. As such they are given the freedom to design and develop any style of clock they choose within a set of design constraints.</p> <p>UNDERSTANDING: Students critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved.</p> <p>SKILLS: Students develop design ideas by applying design thinking to design a clock.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make the clock project.</p> <p>Students evaluate their design of a clock.</p> <p>Develop project plans using digital technologies to plan and manage projects individually taking into consideration time, cost, risk and production processes.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Shop B	Y9	<p>Carry-All</p> <p>In the carry-all unit students construct a simple galvanised sheet metal tool carry all. This project introduces them to workshop safety, setting and marking out of a carry-all, basic sheet metal working hand tools and simple construction techniques.</p> <p>UNDERSTANDING: Students explain how products, services and environments evolve in the steel industry.</p> <p>SKILLS: Students investigate and make judgments on how the characteristics of sheet metals and associated equipment can be combined to create a carry-all.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make the carry-all project.</p> <p>Develop project plans to manage projects individually.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Can Crusher</p> <p>In the can crusher unit students construct a mild steel frame, Zincaneal body and PVC handle can crusher. This activity introduces students to the concept of accurate limits and tolerance in manufacture. They also use lathes for the first time in their study.</p> <p>UNDERSTANDING: Students investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create designed solutions.</p> <p>SKILLS: Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a can crusher.</p> <p>Students evaluate their can crusher.</p> <p>Students develop project plans to manage the manufacture of the can crusher.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Battery Powered Car</p> <p>Students manufacture and wire up a simple battery powered car. They are introduced to simple electronics in this unit as well as vacuum forming thermoplastics (HIPS). Students have the option of designing a lighting system for their car.</p> <p>UNDERSTANDING: Students investigate and make judgments using simple electronics and basic plastic technologies to create a battery powered car.</p> <p>SKILLS: Students develop, modify and communicate design ideas for the housing of their battery powered car.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a battery powered car.</p> <p>Students evaluate design ideas.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Luminescent Stand</p> <p>The luminescent stand is a multi-material project that enables students to design their own LED luminescent stand. Students fabricate a timber and sheet metal base, wire up a series of LED lights and design the final acrylic sign that will be illuminated.</p> <p>UNDERSTANDING: 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.</p> <p>SKILLS: Students develop a design for the acrylic luminescent face.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make their luminescent stand.</p> <p>Students evaluate design ideas.</p> <p>Students develop project plans to manage the production processes required.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Shop B	Y10	<p>Tool Box</p> <p>In this tool box unit students develop their material processing skills in the area of sheet metal. They manufacture a quality toolbox from zinc anneal using various mechanical fasteners.</p> <p>UNDERSTANDING: Students explain how services in the sheet metal industry evolve with consideration of preferred futures.</p> <p>SKILLS: Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make the tool box.</p> <p>Students evaluate their tool box against comprehensive criteria for success.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</p>	<p>Electric Boat</p> <p>In this unit students vacuum form a thermosetting plastic boat over a mould and then design and manufacture a power system to run it across a pool of water. Students also study boat parts and the effects of a body in liquid to help them determine the best solution.</p> <p>UNDERSTANDING: Students investigate and make judgments on how the characteristics and properties of thermoforming plastics, simple electronic components and associated tools and equipment can be combined to create an electric boat.</p> <p>SKILLS: Students develop, modify and communicate design ideas for a boat hull by applying design thinking, creativity, innovation and enterprise skills.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make an electric boat.</p> <p>Students evaluate the electric boat against a given design brief.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</p>	<p>Camp Shovel</p> <p>In this unit students fabricate a camp shovel using engineering techniques including cutting, welding, taping and filing.</p> <p>SKILLS: Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a camp shovel.</p> <p>Students evaluate the camp shovel.</p> <p>Students develop project plans using to plan and manage projects individually.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</p>	<p>Junior Hacksaw</p> <p>In this unit students design and make their own junior hacksaw from a given set of design parameters.</p> <p>UNDERSTANDING: Students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create a junior hacksaw.</p> <p>SKILLS: Students develop, modify and communicate design ideas by applying design thinking, creativity, innovation and enterprise to design a junior hacksaw.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a junior hacksaw.</p> <p>Students evaluate the junior hacksaw.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</p>

		Unit 1	Unit 2	Unit 3
Advanced Manufacturing and Design	Y 9	<p>F1 in Schools</p> <p>In the F1 in schools competition students form groups of 3 – 5 members and design and manufacture a small F1 car using CAD software and CAM production techniques. They also develop a design folio before entering a world-wide competition run at regional, state and national levels.</p> <p>UNDERSTANDING: Students investigate and make judgments on how the characteristics and properties of materials and modern manufacturing systems.</p> <p>SKILLS: Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to manufacture an F1 racing car.</p> <p>Students critique needs or opportunities to develop a design brief, and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop the F1 racing car.</p> <p>Students evaluate the F1 car.</p> <p>Students develop project plans using digital technologies.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Bridge Building</p> <p>In the bridge building unit students design and manufacture a bridge in pairs using a given set of materials to specifications. This bridge is then tested. Students will also participate in learning about the forces that enact upon a bridge as part of the unit.</p> <p>UNDERSTANDING: Students explain how civil structures such as bridges evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.</p> <p>Students investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment used in the construction of structures can be combined to create designed solutions.</p> <p>SKILLS: Students develop, modify and communicate design ideas for bridge building by applying design thinking.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a bridge.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Light Up!</p> <p>In this unit students wire up a simple LED light following a specific set of directions. Using this knowledge combined with their knowledge of 3D printing in their previous unit they design and manufacture their own light.</p> <p>UNDERSTANDING: Students critique needs or opportunities to develop a design brief to manufacture a hand held light source.</p> <p>SKILLS: Students develop, modify and communicate design ideas for hand held lights by applying design thinking skills.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a hand held light.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Advanced Manufacturing and Design	Y 10	<p>Sketching</p> <p>This is an introductory unit that enables students to develop their sketching and graphical communication skills. Students participate in a range of activities culminating in a collection of sketches.</p> <p>SKILLS: Students develop, modify and communicate design ideas through sketching.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate sketching technologies and processes to present a collection of work.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>RC Cars</p> <p>In this unit students design and manufacture simple remote control cars using control systems, CAD software and CAM production techniques.</p> <p>UNDERSTANDING: Students investigate and make judgments, within a range of technologies specialisations, on how technologies can be combined to create remote control cars.</p> <p>SKILLS: Students critique needs or opportunities to develop a design brief for a remote control car and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a remote controlled car.</p> <p>Students evaluate the remote control car.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Catapults</p> <p>In this unit students basic forces that enact upon simple structures. They also design and make mini catapult with set specifications to fire a golf ball.</p> <p>SKILLS: Students develop, modify and communicate catapult design ideas. Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a catapult.</p> <p>Students evaluate their catapult.</p> <p>Students develop project plans.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>	<p>Subs in Schools</p> <p>In the Subs in schools competition students form groups of 3 – 5 members and design and manufacture a submarine using CAD software and CAM production techniques. They also develop a design folio before entering state-wide competition.</p> <p>UNDERSTANDING: Students explain how products, services and environments evolve with consideration of preferred futures and the impact of emerging technologies on design decisions.</p> <p>SKILLS: Students critique needs or opportunities to develop a design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas.</p> <p>Students work flexibly to effectively and safely test, select, justify and use appropriate technologies and processes to make a submarine.</p> <p>Students evaluate design ideas.</p> <p>Students develop project plans.</p> <p><i>Work Program link: G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Junior School</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Building and Construction Studies	Y11	<p>Saw Horse</p> <p>This unit introduces students to quality construction techniques.</p> <p>Structure quality depends on tradespeople understanding industry-specific skills, procedures, tools, materials and the accurate interpretation of industry-specific technical drawings and information contained in specifications.</p> <p>Students construct a saw horse from a basic drawing.</p> <p>.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Carry All</p> <p>This unit introduces students to quality construction techniques.</p> <p>Structure quality depends on tradespeople understanding industry-specific skills, procedures, tools, materials and the accurate interpretation of industry-specific technical drawings and information contained in specifications.</p> <p>Students construct a carry-all from a basic drawing</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Dog Kennel</p> <p>The unit introduces students to the industry practices associated with tradespeople, who work cooperatively in teams using construction skills and procedures to safely create quality structures from specifications.</p> <p>Student work in teams to plan and construct a simulated section of a new residential dwelling. This will include basic floor tiling.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Concrete Blocks</p> <p>The unit builds on previous learning of industry practices and construction processes used in the creation of quality structures.</p> <p>Students mix and pour concrete into forms designed for retaining walls.</p> <p><i>Work Program link: In draft on QCAA website</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Building and Construction Studies	Y12	<p>Picnic Table</p> <p>The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures. Building and construction enterprises require tradespeople to cooperate when creating quality structures. Trades are sequenced to efficiently and competitively create quality structures using construction processes that recognise industry costs, price, competition and customer expectations of value.</p> <p>Students work in teams to construct a picnic table from detailed specifications for sale to clients.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Cubby House</p> <p>The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures for the building and construction industry. Building and construction enterprises are managed by supervisors who monitor various trades activities to ensure that structures are constructed safely, meet specifications and maintain a quality that recognises industry costs, price, competition and customer expectations of value.</p> <p>Students work in teams to construct a cubby house from detailed specifications for sale to clients.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Timber Trowel</p> <p>The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures for the building and construction industry. Building and construction enterprises are managed by supervisors who monitor various trades activities to ensure that structures are constructed safely, meet specifications and maintain a quality that recognises industry costs, price, competition and customer expectations of value.</p> <p>Students manufacture a basic timber trowel completely independently from set specifications.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Coffee Table</p> <p>The unit builds on previous learning of industry practices and construction processes used in the safe creation of quality structures for the building and construction industry. Building and construction enterprises are managed by supervisors who monitor various trades activities to ensure that structures are constructed safely, meet specifications and maintain a quality that recognises industry costs, price, competition and customer expectations of value.</p> <p>Students manufacture a quality coffee table from rough sawn timber. Students process the timber to a quality standard before constructing their table.</p> <p><i>Work Program link: In draft on QCAA website</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Engineering Studies	Y11	<p>Sheet Metal Toolbox</p> <p>The unit introduces learning of industry practices and production processes used in the creation of quality products for the engineering industry. The accurate interpretation of industry-specific technical drawings and information contained in specifications facilitates the creation of quality products.</p> <p>Students will individually manufacture a sheet metal toolbox and lid from detailed drawings.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Sliding Bevel</p> <p>The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry. The accurate interpretation of industry-specific technical drawings and information contained in specifications facilitates the creation of quality products.</p> <p>Students will individually manufacture a sliding bevel from detailed drawings.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Trailer Lock</p> <p>The purpose of this unit is for students to review and build on prior knowledge of engineering enterprises and related welding and production skills and procedures. Students analyse manufacturing tasks to;</p> <ul style="list-style-type: none"> organise materials and resources select and apply production skills and procedures plan and adapt production processes to produce metal products from working drawings. <p>As team members, students will manufacture a trailer lock from specifications using a simple production line.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>High Pressure Nozzle</p> <p>This unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry. The accurate interpretation of industry specific technical drawings and information contained in specifications facilitates the creation of quality products.</p> <p>Students will individually manufacture a high pressure nozzle from detailed drawings.</p> <p><i>Work Program link: In draft on QCAA website</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Engineering Studies	Y12	<p>Cantilever Toolbox</p> <p>The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry. The accurate interpretation of industry-specific technical drawings and information contained in specifications facilitates the creation of quality products.</p> <p>Students will individually manufacture a cantilever sheet metal tool box from detailed drawings.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Engineer's Vice</p> <p>The unit introduces students to the industry practices associated with tradespeople, who work cooperatively in teams using production skills and procedures to safely create quality products from specifications. The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry.</p> <p>As team members, students will manufacture an engineer's vice from specifications using a simple production line.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Trailer Winch</p> <p>The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry. The accurate interpretation of industry-specific technical drawings and information contained in specifications facilitates the creation of quality products.</p> <p>Students will individually manufacture a trailer winch from detailed drawings.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Star Picket Driver</p> <p>The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry. The accurate interpretation of industry specific technical drawings and information contained in specifications facilitates the creation of quality products.</p> <p>Students will individually manufacture a star picket driver as specified on a basic drawing.</p> <p><i>Work Program link: In draft on QCAA website</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Industrial Technology Studies	Y11	<p>Yabby Pump</p> <p>The unit introduces students to the industry practices and production processes associated with the plastics industries. Plastics products are created safely and with aesthetic appeal in recognition of customer expectation.</p> <p>Students will individually manufacture a yabby pump from specifications that combines wood, metal and plastic materials.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Camp BBQ</p> <p>The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry. The accurate interpretation of industry-specific technical drawings and information contained in specifications facilitates the creation of quality products.</p> <p>Students will individually manufacture a camp bbq as specified on a basic drawing.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Fish Smoker / Esky</p> <p>The unit introduces students to the industry practices associated with tradespeople, who work cooperatively in teams using production skills and procedures to safely create quality products from specifications. The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the engineering industry.</p> <p>As team members, students will manufacture a fish smoker or esky from specifications using a simple production line.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Small Motors</p> <p>The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the manufacturing industry. Automotive enterprises require workers to be effective team members focused on the safe and efficient creation of quality products.</p> <p>Students disassemble a small engine, successfully identify components and reassemble.</p> <p><i>Work Program link: In draft on QCAA website</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Industrial Technology Studies	Y12	<p>Boat Anchor</p> <p>The unit builds on previous learning of industry practices and production processes used in the safe creation of quality products for the engineering industry. Manufacturing enterprises, in the engineering industry, require tradespeople to cooperate when creating quality products. Products are created at a quality using production processes that recognise industry costs, price, competition and customer expectations of value.</p> <p>Students will manufacture boat anchors for clients from predefined detailed specifications.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Go Kart Frame</p> <p>The unit builds on previous learning of industry practices and production processes used in the creation of quality products for the manufacturing industry. Engineering enterprises require workers to be effective team members focused on the safe and efficient creation of quality products.</p> <p>Students will work in teams to manufacture an off road go kart frame to predefined specifications.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Go Kart Components</p> <p>This unit is a culmination of all the skills and processes that students have learnt in the previous 18 months of study. As teams they will manufacture an Off Road Go Kart to a set of specifications.</p> <p>Students will work in teams to add mechanical components to the go kart frame.</p> <p><i>Work Program link: In draft on QCAA website</i></p>	<p>Go Kart Fairing</p> <p>This unit is a culmination of all the skills and processes that students have learnt in the previous 18 months of study. As teams they will manufacture an Off Road Go Kart to a set of specifications.</p> <p>Students will manufacture plastics fairings for the go kart.</p> <p><i>Work Program link: In draft on QCAA website</i></p>

		Unit 1	Unit 2	Unit 3	Unit 4
Graphics	Y11	<p>Sketching</p> <p>In this 'Industrial Design' unit students are introduced to sketching, design factors and the graphic design process.</p> <p>Design factors studied include:</p> <ul style="list-style-type: none"> • User centred design • Elements and principles of design • Materials • Technologies • Design Strategies • Project management • Legal responsibilities • Sustainability <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>Portable Speaker Folio</p> <p>In this 'Industrial Design' unit students design and produce a set of both three dimensional and two dimensional drawings to pictorially represent a new portable iPod speaker unit.</p> <p>A major focus of this unit is developing basic three dimensional modelling skills on CAD – Inventor. Students also produce working drawings to Australian Standards.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>Teenage Retreat</p> <p>In this 'Built Environment' unit students design a teenager's self-contained one bedroom retreat to be built in the backyard of an existing residence.</p> <p>Students produce simple plans for the building.</p> <p>A major focus of this unit is developing basic architectural modelling skills on CAD – Revit. Students also produce working drawings to Australian Standards.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>Sustainable Housing</p> <p>In this 'Built Environment' unit students produce 3D sketches to communicate how the environmental sustainability of an existing building can be improved.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>

		Unit 1	Unit 2	Unit 3	Unit 4
Graphics	Y12	<p>Sketching</p> <p>In this 'Industrial Design' unit students are further develop sketching skills to communicate design ideas to various audience. They also recall information in relation to design factors and the graphic design process.</p> <p>Design factors revised include:</p> <ul style="list-style-type: none"> • User centred design • Elements and principles of design • Materials • Technologies • Design Strategies • Project management • Legal responsibilities • Sustainability <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>Mechanical Drawing</p> <p>In this 'Industrial Design' unit students redesign an existing product to improve its functionality by making it safer, quicker, easier to use, more adaptable or more efficient.</p> <p>Students are also required to produce quality two dimensional working drawings and three dimensional pictorial representations of their design.</p> <p>Drawings are to be completed to Australian Standards.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>Recreational Hub</p> <p>In this 'Built Environment' unit students redesign an existing recreational space at a local caravan park.</p> <p>Students are also required to produce quality two dimensional working drawings and three dimensional pictorial representations of their design.</p> <p>Drawings are to be completed to Australian Standards.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>House Alterations</p> <p>In this 'Built Environment' unit students design a produce the plans for a shed that is to be converted to a man-cave.</p> <p>Students make design decisions around the use of space, materials, sustainability and elements and principles of design.</p> <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>

		Unit 1	Unit 2	Unit 3
Technology Studies	Y11	<p>Phone</p> <p>In this 'Rapid Prototyping & Design Plastics' unit, students are required to design and manufacture a device that keeps mobile phones organised in one place when it is not used. It must also keep the charger looking neat.</p> <p>Students recall information around the following design factors:</p> <ul style="list-style-type: none"> • User-centred design • Elements and principles of design • Design Strategies • Communication • Manufacturing technologies • Materials <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>Sport / Leisure Product</p> <p>In this 'Sport / Leisure' unit students reverse engineer an article or device that is currently available to consumers in the sport / leisure market. Students are to design and improve the items ergonomic characteristics or functionality.</p> <p>Examples could include reverse engineering gym equipment, athletics equipment, fishing equipment, skateboarding equipment, cycling equipment etc.</p> <p>Students recall information around the following design factors:</p> <ul style="list-style-type: none"> • User-centred design • Elements and principles of design • Design strategies • Communication • Manufacturing technologies • Materials • Sustainable design • Project management skills <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>	<p>At Home</p> <p>In this unit students design and manufacture a household item to meet a specific need of a family.</p> <p>The new item is to be a unique individual design that is of high quality.</p> <p>Students recall information around the following design factors:</p> <ul style="list-style-type: none"> • User-centred design • Elements and principles of design • Design Strategies • Communication • Manufacturing technologies • Materials • Sustainable design • Project management skills <p><i>Work Program link:</i> G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</p>

		Unit 1	Unit 2	Unit 3
Technology Studies	Y12	<p>Dats Broken</p> <p>In this unit students build on the knowledge and skills gained in year 11 to analyse an existing poorly designed product and make recommendations to improve the identified objects.</p> <p>Students recall information around the following design factors:</p> <ul style="list-style-type: none"> • Elements and principles of design • Design Strategies • Communication • Legal responsibilities <p><i>Work Program link:</i> <i>G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</i></p>	<p>Mine</p> <p>In this unit students draw on all the knowledge and skills gained in year 11 to culminate in identifying a personal need and then researching, designing and producing a product to fulfil that need.</p> <p>Students recall information around the following design factors:</p> <ul style="list-style-type: none"> • User-centred design • Sustainable design • Elements and principles of design • Design Strategies • Communication • Manufacturing technologies • Materials • Project management skills <p><i>Work Program link:</i> <i>G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</i></p>	<p>Everyone</p> <p>In this unit students draw on all the knowledge and skills gained in year 11 to culminate in identifying a real-world local community need. Students then research, design and produce a product to fulfil that need.</p> <p>Students recall information around the following design factors:</p> <ul style="list-style-type: none"> • User-centred design • Sustainable design • Elements and principles of design • Design Strategies • Communication • Manufacturing technologies • Materials • Project management skills • Legal Responsibilities <p><i>Work Program link:</i> <i>G:\Curriculum\2016\Manual Arts\Planning\Work Programs\Senior School</i></p>

BUSINESS AND INFORMATION & TECHNOLOGY FACULTY:

IT & BUSINESS	YEAR 8	<p>IT & BUSINESS – INTRO TO COMPUTERS</p> <ul style="list-style-type: none"> Students are able to select resources & techniques to make products that meet detailed specifications. Students know and understand new products are designed & developed to meet changing needs and wants of intended audiences and these products are influenced by aspects of appropriateness and constraints. Develop keyboard skills, file management, ergonomics, be aware MNSHS computer usage policies, self-management <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 8 ITB\TERM ONE PTA YR8 ITB.doc</p>	<p>IT & BUSINESS – BASIC WORDPRO, PPT, RESEARCH</p> <ul style="list-style-type: none"> Students are able to select resources, tools and techniques to make products that meet detailed specifications and plan & refine production procedures for efficiency. Students know and understand new products are designed & developed to meet changing needs and wants of intended audiences and these products are influenced by aspects of appropriateness and constraints. Display techniques, formatting, proofreading, research techniques, copyright <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 8 ITB\TERM ONE PTB YR8 ITB.doc</p>	<p>IT & BUSINESS – ADV. WORDPRO & EXCEL</p> <ul style="list-style-type: none"> Students are able to select resources, tools and techniques to make products that meet detailed specifications and plan & refine production procedures for efficiency. They are able to evaluate the suitability of products and processes against criteria and recommend improvements. Students know and understand new products are designed & developed to meet changing needs and wants of intended audiences. Newspaper columns, simple tables, spreadsheeting, charts <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 8 ITB\TERM TWO PTA YR8 ITB.doc</p>	<p>IT & BUSINESS – HYM, TECH IMPACT & SCRATCH</p> <ul style="list-style-type: none"> Students are able to select resources & techniques to make products that meet detailed specifications and evaluate the suitability of products & processes against criteria and recommend improvements. Students know and understand new products are developed to meet changing needs and wants of intended audiences and these products are influenced by aspects of appropriateness and predetermined standards. Handling Your Money, Social Impact of Technology, Scratch Project <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 8 ITB\TERM TWO PTB YR8 ITB.doc</p>

BUSINESS /IT (BIT)	YEAR 9	<p>Unit 1</p> <p>BIT- PRACTICAL ACCOUNTING - JOURNALS</p> <ul style="list-style-type: none"> Students are able to record financial information for personal and professional purposes. Nature & groups of accounts, accounting concepts & transactions GJ entries <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 9 BIT\Unit 1_Y9 Practical Accounting GJ.doc</p>	<p>Unit 2</p> <p>BIT – VIDEO PRODUCTION</p> <ul style="list-style-type: none"> Students as a group are to investigate the impact technology has on people and/or the environment. Investigate stages of video production, camera angles/shots, editing and lighting <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 9 BIT\Unit 2_Y9 ICT Work Program.docx</p>	<p>Unit 3</p> <p>BIT – PRACTICAL ACCOUNTING - LEDGERS</p> <ul style="list-style-type: none"> Students are able to record financial information for personal & professional purposes Students know and understand the essential theory of double-entry accounting and put it into practice through a range of graded exercises GJ entries, ledger, chart of accounts <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 9 BIT\Unit 3_Y9 Practical Accounting Ledger.doc</p>	<p>Unit 4</p> <p>BIT – 2D & 3D ANIMATION</p> <ul style="list-style-type: none"> Students will view and review animated products and produce their own animated segment for a video product or an introduction to an online game. Review technique to produce animation, tweening, storyboarding, produce animation using Adobe Flash <p>G:\Curriculum\2016\Business\Administration\CURRICULUM\UNIT OVERVIEWS\YEAR 9 BIT\Unit 4_Y9 ICT Work Program.docx</p>

		Unit 1	Unit 2	Unit 3	Unit 4
BUSINESS /IT	YEAR 10	<p>BUSINESS PRINCIPLES (BP) - CAREERS</p> <ul style="list-style-type: none"> Students are able to gather and validate evidence & data from a range of relevant resources using a planned approach. Students know and understand consumers and government expect businesses to act responsibly by making informed decisions & using business practices that are socially, ethically, economically & environmentally responsible & sustainable. Changing work patterns, employment types, education & training, industrial relations, workplace legal issues <p>..\..\UNIT OVERVIEWS\YEAR 10 BUSINESS STUDIES\TERM ONE 10BUSINESS STUDIES.doc</p> <p>ICT EXTENSION (ITX) – INTRODUCTION TO PROGRAMMING/ROBOTICS</p> <ul style="list-style-type: none"> Students will investigate programming and write algorithms to learn coding concepts. Algorithms, Pseudo-coding, statements, expressions, objects, methods, event handling, conditionals, variables, loops <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>	<p>BP – PRACTICAL ACCOUNTING</p> <ul style="list-style-type: none"> Students are able to record financial information for personal and professional purposes. Students know and understand the essential theory of double-entry accounting and put it into practice through a range of graded exercises. Nature & groups of accounts, accounting concepts & transactions <p>..\..\UNIT OVERVIEWS\YEAR 10 BUSINESS STUDIES\TERM TWO 10BUSINESS STUDIES.doc</p> <p>ICT EXTENSION (ITX) – ADVANCED MEDIA</p> <ul style="list-style-type: none"> Students will investigate, design and produce resources for game production. File extensions, raster, vector, masking, layer effects, blend modes, clipping masks, pen tool, typography, composition <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>	<p>BP – LEDGER TO T_BALANCE, TAX & LAW</p> <ul style="list-style-type: none"> Students are able to record financial information for personal & professional purposes and develop arguments supported by evidence. Students know and understand the essential theory of double-entry accounting and put it into practice through a range of graded exercises and consumers expect businesses to act responsibly by making informed decisions. GJ entries, ledger, trial balance, chart of accounts, tax & law <p>..\..\UNIT OVERVIEWS\YEAR 10 BUSINESS STUDIES\TERM THREE 10BUSINESS STUDIES.doc</p> <p>ICT EXTENSION (ITX) – GAME DEVELOPMENT (PROGRAMMING)</p> <ul style="list-style-type: none"> Students will consolidate their understanding and knowledge of programming concepts by creating products using Action Script 3 in Flash, Python or JavaScript. Algorithms, Pseudo-coding, statements, expressions, objects, methods, event handling, conditionals, variables, loops <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>	<p>BP – INSURANCE, FINAL A/CS, MYOB</p> <ul style="list-style-type: none"> Students are able to record financial information for personal & professional purposes and develop arguments supported by evidence. Students know and understand the essential theory of double-entry accounting and put it into practice through a range of graded exercises and consumers expect businesses to act responsibly by making informed decisions. Profit & Loss Statement, Balance Sheet, Insurance <p>..\..\UNIT OVERVIEWS\YEAR 10 BUSINESS STUDIES\TERM FOUR 10BUSINESS STUDIES.doc</p> <p>ICT EXTENSION (ITX) – GAME DEVELOPMENT</p> <ul style="list-style-type: none"> Students will apply their knowledge and understanding of programming to produce a game for a client or for real life application. Plan using Gantt chart and/or storyboards, research data for graphics and develop a game using a scripting language such as AS3. <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>

<p>ICT– INTRODUCTION TO PROGRAMMING</p> <ul style="list-style-type: none"> Students will investigate programming and write algorithms to learn coding concepts.(Scratch & ActionScript) Algorithms, Pseudo-coding, statements, expressions, objects, methods, event handling, conditionals, variables, loops <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>	<p>ICT INTRODUCTION TO PROGRAMMING</p> <ul style="list-style-type: none"> Students will investigate programming and write algorithms to learn coding concepts. Algorithms, Pseudo-coding, statements, expressions, objects, methods, event handling, conditionals, variables, loops using visualisation software tools to identify patterns and relationships between sets of data and information, and support abstract reasoning using software such as graphic organisers to determine a fundamental cause of a problem or to represent related elements of a problem that need to be jointly addressed in the digital solution testing a range of text and graphical user interface designs with clients who have different needs on the basis of time taken to complete the task and the number of errors made <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>	<p>ICT– There’s an app for that (Web development - PROGRAMMING)</p> <p>In this unit students will use mark-up language and style sheets to design and create a prototype data driven web app to solve an identified problem, for example, an app to locate the best surfing spots in Queensland. Learning opportunities will include:</p> <ul style="list-style-type: none"> examining existing apps exploring and evaluating examples of solutions developed using big data, for example meteorology, transportation, government etc. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> Transmit data over a network securely collect, manage and analyse data from a range of sources to meet client requirements including privacy and security apply computational thinking skills including abstraction and specification to address complex problems design a user experience of a solution for a data driven web app using storyboards and mock-ups use flowcharts and pseudo code to design algorithms and validate them through tracing and test cases <p>apply scripting languages (HTML5 & CSS3) and object-oriented programming language (JavaScript-jQuery) to implement interactive features</p> <p>plan and manage a client based project using the agile software development cycle evaluate product to client’s expectations</p> <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>	<p>ICT Integrated Project – PRODUCT DEVELOPMENT</p> <ul style="list-style-type: none"> Students will apply their knowledge and understanding of programming to produce a product for a client or for real life application. Plan using Gantt chart and/or storyboards, research data for graphics and develop a game using a scripting language such as AS3. <p>..\..\Technology\ITX Units\YEAR 10 ITX WORK PROGRAM.docx</p>
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BUSINESS/IT VOCATIONAL EDUCATION

Certificate	Description	Year Level	Hyperlink
Certificate II in Business – BSB20112	This qualification reflects the role of individuals who perform a range of mainly routine tasks using limited practical skills and fundamental operational knowledge in a defined context, working under direct supervision.	11/12	..\..\VET\TAS\vet_tas_BSB20112_Certificate II in Bus MNSHS.doc
Certificate II in Information, Digital Media and Technology – ICA20111	This entry level qualification provides the foundation skills and knowledge to use information and communications technology (ICT) in any industry.	11/12	..\..\Technology\VET\TAS\ICA20111_CERT II INFO DIGITAL MEDIA & TECHNOLOGY.doc

		SEMESTER 1	SEMESTER 2	SEMESTER 3	SEMESTER 4
BUSINESS /IT	YEAR 11/12	ACCOUNTING	ACCOUNTING	ACCOUNTING	ACCOUNTING
		<ul style="list-style-type: none"> Students learn to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. CS1 & CS2 – Introduction to Accounting <p>G:\Curriculum\2016\Business\ACCOUNTING SYLLABUS 2010\MNSHS APPROVED ACC COMPOSITE WORK PROGRAM_V3.doc</p>	<ul style="list-style-type: none"> Students learn to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. ES6 Internal Controls, ES8 Accrual Accounting, ES2 Accounting for Cash and ES3 Accounting for Accounts Receivable <p>G:\Curriculum\2016\Business\ACCOUNTING SYLLABUS 2010\MNSHS APPROVED ACC COMPOSITE WORK PROGRAM_V3.doc</p>	<ul style="list-style-type: none"> Students learn to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. ES5 Accounting for Non-Current Assets, CS3 Integrated Accounting Package and CS4 Budgeting <p>G:\Curriculum\2016\Business\ACCOUNTING SYLLABUS 2010\MNSHS APPROVED ACC COMPOSITE WORK PROGRAM_V3.doc</p>	<ul style="list-style-type: none"> Students learn to understand the processes involved in generating, recording, classifying, analysing, interpreting and reporting accounting information as a basis for planning, control and effective decision making. ES9 Analysis Financial Reports, ES11 Cash Flow Statement and ES13 Personal Financing & Investing <p>G:\Curriculum\2016\Business\ACCOUNTING SYLLABUS 2010\MNSHS APPROVED ACC COMPOSITE WORK PROGRAM_V3.doc</p>
		INFORMATION PROCESSING & TECHNOLOGY	INFORMATION PROCESSING & TECHNOLOGY	INFORMATION PROCESSING & TECHNOLOGY	INFORMATION PROCESSING & TECHNOLOGY
		<ul style="list-style-type: none"> Students will engage with the rapid rate of change associated with information technology and learn to appreciate its advantages and disadvantages. IPT is designed to equip students with a repertoire of processes and concepts that may be adapted to accommodate such changes. IPT emphasises problem identification and solution rather than the use of specific applications. Students will study information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Introduction to Algorithms and Software Programming <p>..\..\Technology\IPT\2010_MNSHS_IPT_Work_Program.doc</p>	<ul style="list-style-type: none"> Students will engage with the rapid rate of change associated with information technology and learn to appreciate its advantages and disadvantages. IPT is designed to equip students with a repertoire of processes and concepts that may be adapted to accommodate such changes. IPT emphasises problem identification and solution rather than the use of specific applications. Students will study information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Advanced Algorithms and Software Programming <p>..\..\Technology\IPT\2010_MNSHS_IPT_Work_Program.doc</p>	<ul style="list-style-type: none"> Students will engage with the rapid rate of change associated with information technology and learn to appreciate its advantages and disadvantages. IPT is designed to equip students with a repertoire of processes and concepts that may be adapted to accommodate such changes. IPT emphasises problem identification and solution rather than the use of specific applications. Students will study information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Introduction to Relational Information Systems and Structured Query Language <p>..\..\Technology\IPT\2010_MNSHS_IPT_Work_Program.doc</p>	<ul style="list-style-type: none"> Students will engage with the rapid rate of change associated with information technology and learn to appreciate its advantages and disadvantages. IPT is designed to equip students with a repertoire of processes and concepts that may be adapted to accommodate such changes. IPT emphasises problem identification and solution rather than the use of specific applications. Students will study information systems, algorithms, software programming, human–computer interaction, and the social and ethical issues associated with the use of information technology. Advanced Relational Information Systems and Structured Query Language <p>..\..\Technology\IPT\2010_MNSHS_IPT_Work_Program.doc</p>
INFORMATION TECHNOLOGY & NETWORK	INFORMATION TECHNOLOGY & NETWORK	INFORMATION TECHNOLOGY & NETWORK	INFORMATION TECHNOLOGY & NETWORK		
<ul style="list-style-type: none"> Students will learn how to cope with, and harness to their advantage, the rapid changes associated with IT, now and in the future. Students will focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication and consideration of the social and ethical issues related to IT. Graphic Design <p>..\..\Technology\ITN\2012_MNSHS_ITN_WorkProgram.doc</p>	<ul style="list-style-type: none"> Students will learn how to cope with, and harness to their advantage, the rapid changes associated with IT, now and in the future. Students will focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication and consideration of the social and ethical issues related to IT. Animation <p>..\..\Technology\ITN\2012_MNSHS_ITN_WorkProgram.doc</p>	<ul style="list-style-type: none"> Students will learn how to cope with, and harness to their advantage, the rapid changes associated with IT, now and in the future. Students will focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication and consideration of the social and ethical issues related to IT. Video Production <p>..\..\Technology\ITN\2012_MNSHS_ITN_WorkProgram.doc</p>	<ul style="list-style-type: none"> Students will learn how to cope with, and harness to their advantage, the rapid changes associated with IT, now and in the future. Students will focus their studies through complex problem solving and detailed projects which emphasise management skills, the ability to work individually and in teams, effective communication and consideration of the social and ethical issues related to IT. Web Design <p>..\..\Technology\ITN\2012_MNSHS_ITN_WorkProgram.doc</p>		

HOME ECONOMICS FACULTY:

		Unit 1	Unit 2
Home Economics	Y7	<p>Textiles and Clothing</p> <p>In this unit students will learn:</p> <ul style="list-style-type: none"> - Basic fibre and fabric classification - Sewing machine safety - Textile equipment and uses - Simple pattern following (shorts) - Machine threading and set up - Pattern layout, marking and cutting out - Subject specific language – eg. fabric terminology, fibre sources, pattern terms - Evaluation and reflection techniques - G:\Curriculum\2016\Home Economics\ADMIN\Work Program 2016\Junior Home Economics Work Program 2016.doc 	<p>Food and Nutrition</p> <p>In this unit students will learn:</p> <ul style="list-style-type: none"> - The Australian Guide to Health Eating – food groups, serving sizes, nutrients - A range a practical cookery skills and techniques - Kitchen safety - Team work - Healthy living concepts - Analysis of individual diets - Importance of physical activity and overall health and wellbeing - Evaluation and reflection techniques - G:\Curriculum\2016\Home Economics\ADMIN\Work Program 2016\Junior Home Economics Work Program 2016.doc

		Unit 1	Unit 2	Unit 3	Unit 4
Home Economics	Y11/12	<p>Technology in Textiles</p> <p>In this unit, students will learn about how:</p> <ul style="list-style-type: none"> • Household and industrial textiles have the potential to make a significant contribution to the well-being of consumers. • Fibre types, fabric construction and fabric finishes all contribute to textiles available and their potential end uses. • Advances in these areas have impacted on choices available to the consumer and the skills required by the consumer to navigate successfully through this selection. <p>This unit enables students to develop understandings and skills to select, use and care for textiles items. Textile construction techniques will be explored focusing on the use of technology to enhance this process</p> <p>G:\Curriculum\2016\Home Economics\ADMIN\Work Program</p>	<p>Technology in Life</p> <p>In this unit, students will learn about:</p> <ul style="list-style-type: none"> • How the food industry is driven by technology with new product development occurring continuously. • The dramatic change in how and what is eaten by individuals and families due to technology. • How marketing practices related to food need to be challenged by consumers to enhance their wellbeing both nutritionally and socially. • The concept of the modern family and the influence of technology on the structure, roles and functions that they carry out. <p>G:\Curriculum\2016\Home Economics\ADMIN\Work Program</p>	<p>Sustainable Textiles</p> <p>In this unit, students will focus upon:</p> <ul style="list-style-type: none"> • The impact of current agricultural, industrial, manufacturing and marketing practices in the textiles industry on the environment and consumer. • Issues relating to how ethical and environmental points of view will impact on the fashion industry and consumer textile choices. • Design elements and principles in relation to solving practical design challenges. • Experimentation and skill development with fibres, fabrics, embellishments, construction and design will also be incorporated throughout the unit. <p>G:\Curriculum\2016\Home Economics\ADMIN\Work Program</p>	<p>Sustainable Life</p> <p>In this unit, students will learn about how:</p> <ul style="list-style-type: none"> • sustainable our food choices are economically/ socially, environmentally and nutritionally. • The relationship between food and health is significant in the enhancement of the well-being of individuals. • Students will explore a variety of dietary selection tools in order to evaluate menus and make recommendations about positive changes for a given individual. <p><i>Link to location of work program on G drive</i></p> <p>G:\Curriculum\2016\Home Economics\ADMIN\Work Program</p>

		Unit 1	Unit 2
Food Major	Y9	<p>Nutrition the Building Blocks</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> Identify the Relationship between food, health and wellbeing Classify and analyse Dimensions of health Australian Guide to Healthy Eating Australian Dietary Guidelines Nutrition Nutrients (sources, functions, deficiencies) Range of practical cookery skills and methods – and be able to demonstrate in practical lessons Hygienic and safe practices Influences on food choices Recipes and work plans/design brief <p>- G:\Curriculum\2016\Home Economics\ADMIN\Work Program 2016\Junior Home Economics Work Program 2016.doc</p> <p>-</p>	<p>Food for Design</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> Develop and practice and range of cookery skills and techniques The design process Recipe development Recipe evaluation Recipe improvements (ingredients, time management and skills) Use of key sources of nutrients for recipes Food groups and consumption in todays world Vegetartianism Food allergies and intolerances Food selection models (target on health, AGHE) G:\Curriculum\2016\Home Economics\ADMIN\Work Program 2016\Junior Home Economics Work Program 2016.doc <p>-</p>

		Unit 1	Unit 2
Food Major	Y10	<p>Nuts about nutrition / Around the World</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> Practice and develop a range of practical cookery skills Study nutrition – background Food selection models Staple foods Cultural influences on food selection Foods from around the world Indigenous Australian food backgrounds Global changes to food intake <p><i>Link to location of work pgram on G drive</i></p> <p>- G:\Curriculum\2016\Home Economics\ADMIN\Work Program 2016\Junior Home Economics Work Program 2016.doc</p> <p>Over view doc G:\Curriculum\2016\Home Economics\SUBJECTS\FOOD MAJOR TEN\Subject overview Sem 1\Yr 10 Overview.doc</p>	<p>Make a meal of it / Techno Food</p> <p>In this unit, students:</p> <ul style="list-style-type: none"> Practice and develop a range of practical cookery skills Work in a team to achieve successful outcomes in all practical cookery lessons Work as an individual to follw recipes and prepare quality food products each week Identify meals – breakfast, lunch, dinner – what should be considered when making choices Meal consumption and adolescence (eg. statistics show that it is common for teens to skip meals) Balanced meals Food technolgy (eg. caramelisation, browning, destrinisation) Ability to idneitfy the food science in specific recipes Food sensory analysis <p><i>Link to location of work pgram on G drive</i></p> <p>- G:\Curriculum\2016\Home Economics\ADMIN\Work Program 2016\Junior Home Economics Work Program 2016.doc</p>

Balance and coverage of general capabilities and cross-curriculum priorities across P-10

Key		Literacy Numeracy ICT capability Critical and creative thinking Ethical behaviour Personal and social capability Intercultural understanding Aboriginal and Torres Strait Islander histories and cultures Asia and Australia's engagement with Asia Sustainability																															
		Term 1								Term 2								Term 3								Term 4							
English	7	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	8	✓		✓	✓	✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	9	✓		✓	✓		✓	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		
	10	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Mathematics	7	✓	✓	✓	✓						✓	✓	✓	✓	✓				✓	✓	✓	✓	✓					✓	✓	✓	✓		
	8	✓	✓	✓	✓					✓	✓	✓	✓	✓				✓	✓	✓	✓	✓					✓	✓	✓	✓	✓		
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Science	7	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
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