



College curriculum and assessment plan: Australian Curriculum P–12

Systemic Priorities		Chancellor State College	
Vision: Engaging minds. Empowering futures. Purpose: Providing high quality learning and skilling focused on preparing Queenslanders with the knowledge, skills and confidence to participate effectively in the community and the economy . Focus: Empowerment. Successful learners. Great people. Engaged partners. High standards.		Vision: Our vision is articulated as an action. All members of the Chancellor community contribute to a school that: <ul style="list-style-type: none">• Values all children• Promotes and develops standards of excellence for all• Prepares students for the future• Is owned and loved by its community	
DETE Strategic Plan	Strategic Plan – Every Student Succeeding	Our College Charter expands on our vision to highlight our value for and expectations of:	
Chancellor State College Priorities		The 5 Cs	
Chancellor SC Strategic Plan	2016 CSC implementation Plan	Care: People are our greatest resource. We value caring for one another, our environment and ourselves	
Teaching and Learning Plans	Pedagogical Framework Numeracy Plan Literacy Plan Data Plan	Courtesy: Respect, tolerance and acceptance of difference will characterise our community	
Staff Development Plan	Professional Performance Plans (PPP)	Cooperation: Together we will achieve what no individual is capable of. Positive partnerships and effective teams will be formed to reach our goals	
Effective Resourcing Plan	Facilities Plan	Commitment: As a community of learners, we will be unrelenting in our focus on continuous improvement with every individual accepting personal responsibility and accountability	
Parent and Community Engagement Plan	PACE Framework	Challenge: To be innovative and inspiring in our search for excellence in curriculum, teaching, learning, performance and relationships that produces engaged, robust citizens and lifelong learners capable of shaping our future	
Responsible Behaviour Plan	Chancellor SC Responsible Behaviour Plan for Students	The CORE 4 At the core of student academic success is the focus on ensuring the right conditions for learning. These conditions include regular attendance, active engagement , being well resourced and completing all assessment tasks. These areas of focus are referred to as the CORE FOUR.	
		Attendance: Students are at school ready to learn , they present in uniform each day with the intention to ensure that every lesson counts.	
		Engagement: Students attend each lesson and are committed to learn , their behaviour and work ethic choices reflect their commitment to be the best they can be.	
		Assessment: Students take up the challenge of learning and demonstrate this learning through actively completing classwork and assessment tasks.	
		Resources: Students are resourced to learn , having presented at class with the necessary materials and equipment as outlined in stationery and student resource lists.	



Teaching, learning and assessment term overview across P–10

English		Term 1	Term 2	Term 3	Term 4
Prep	Assessment	Unit Title: Stories of me and my family Unit Learning Goals: <ul style="list-style-type: none">Students engage with a variety of texts for enjoyment and in which the primary purpose is to entertain.Students engage with a variety of texts to explore how language is used to interact with others. Essential Questions: <ul style="list-style-type: none">What is a story?Where do stories come from?How can I tell stories?Who do we tell stories to and why?Who shares stories with you and why?	Unit Title: What makes a story, a story? Unit Learning Goals: <ul style="list-style-type: none">Students understand that stories involve straightforward sequences of events and everyday happenings.Students understand that stories are created with recognisable, realistic or imaginary characters.Students demonstrate their understanding by retelling orally the main events and characters of a story. Essential Questions: <ul style="list-style-type: none">What are the parts of a story?How do I retell a story?	Unit Title: Describing what I see in texts with others Unit Learning Goals: <ul style="list-style-type: none">Students understand that there are different types of texts and that these can have similar characteristics.Students communicate clearly in informal group and whole class settings to convey ideas about an idea or event. Essential Questions: <ul style="list-style-type: none">What is a text?What are imaginative texts? (Purpose, audience and examples)What are informative texts? (Purpose, audience and examples)What do they have in common?What is different about them?	Unit Title: Let Me Share What I'm Thinking Unit Learning Goals: <ul style="list-style-type: none">Students understand that language is used to express our needs, likes and dislikes. Essential Questions: <ul style="list-style-type: none">Why is it important to share my thoughts?How do I share my thoughts?
		Summative Assessment: Receptive: (Open conditions) Spoken/Signed: Retell Retell a familiar story orally and/or visually that relates to them.	Summative Assessment: Receptive: (Open conditions) Spoken/Signed: Discussion/Interview Students create a retell planner of a familiar story. The purpose is to identify the parts of the story for their retell. Productive: (Open conditions) Spoken/Signed: Oral retell Students orally retell a familiar story identifying one or two ideas. They retell using appropriate voice level, eye contact and body language.	Summative Assessment: Productive: (Open conditions) Multi-Modal: Presentation Students report an idea or event to a familiar audience using visual images to support their presentation. E.g. <i>Students present an oral weather report to a familiar audience, using information sourced from informative texts. (TV, newspaper) The students create prompts and use a reference map to support their report.</i>	Summative Assessment: Receptive: (Open conditions) Multi-Modal: Performance Children represent characters from a text through a character portrayal (in role). Productive: (Open conditions) Written: Explanation Students explain in writing why they chose their character.
		Unit Title: That's My Opinion, What's Yours? Unit Learning Goals: <ul style="list-style-type: none">Students understand how to express personal preferences for specific characters.Students understand how characters in texts are developed.Students understand how to listen and respond to the opinions of others.Students understand that imaginative texts are designed to entertain and come from different cultures. Essential Questions: <ul style="list-style-type: none">What is a preference?What is an opinion?How a character is developed eg description, actions, events, reactions and relationships with other characters?How do authors develop characters?How do I express a preference or an opinion for a particular character?How do I listen or respond to other opinions that might be different to my own?	Unit Title: Let's Rhyme! Unit Learning Goals: <ul style="list-style-type: none">Students understand that some imaginative texts that tell stories can rhymeStudents make connections to events, places and characters described in imaginative textsStudents explore and experiment with language (poetry elements, rhyme, patterns, etc.) to describe people, place and events Essential Questions: <ul style="list-style-type: none">Why do people create poems, chants, songs, rhymes? (Purpose and Audience)What are these texts about? (people, places, characters)How are these texts organised? (Structure)What types of language is used in these texts?What are some similarities and differences between different types of imaginative texts (stories, poems, chants, songs)	Unit Title: Information Exploration Unit Learning Goals: <ul style="list-style-type: none">Students understand how informative texts are organisedStudents distinguish between different types of images that provide different types of information for the reader Essential Questions: <ul style="list-style-type: none">Are all informative texts books?How are informative texts organised?How are informative books organised differently to online informative texts?What is the difference between the images in a narrative and information text?	Unit Title: Visualise this – painting a picture with words! Unit Learning Goals: <ul style="list-style-type: none">Students compare different kinds of images in various texts and discuss how they contribute to meaning.Students understand that visualising- by creating mental images of elements in a text – assists them to make meaningStudents understand how parts of the sentence create the mental image. Essential Questions: <ul style="list-style-type: none">How do we read images including photographs?How do images help us to make sense of what we read?How do we use words to create pictures in our heads?How does visualising help us to understand what we are reading?
Year 1	Assessment	Summative Assessment: Receptive: (Open conditions) Written: Making Meaning (Reading Comprehension)	Summative Assessment: Productive: (Open conditions) Written: Rhyming Verse. (e.g. Lazy Daisy, Busy Lizzie)	Summative Assessment: Receptive: (Open conditions) Multi-Modal: Label and share how an online and print informative	Summative Assessment: Receptive: (Open conditions) Multi-Modal: Students respond to a text by creating an image



English

		Term 1	Term 2	Term 3	Term 4
		Students read and interpret a familiar and unfamiliar text and make connections with their own experiences. Receptive: (Open conditions) Spoken/signed: Discussion During a small group discussion, students share their opinions and preferences for particular characters. They give reasons for their preferences and or opinions. They listen and respond to the opinions of their peers.	Students compose an innovation on a known rhyming verse text. Productive: (Open conditions) Recite a Rhyming Verse Students recite their rhyming verse to different audiences (in 'read to someone' routines and then finally to the whole class). Receptive: (Open conditions) Spoken/signed: Discussion: Making Meaning from a rhyming verse. Students respond to an unknown text by making connections and use comprehension strategies to make meaning.	text is organised. Productive: (Open conditions) Written: Students create a short information text on a topic of their own choice or from another curriculum area.	created in their head. Productive: (Open conditions) Create a short paragraph using language to create mental images for the reader.
	Year 2	Unit Title: Playing with poetry Unit Learning Goals: <ul style="list-style-type: none">Students understand that poetry is used to express feelings, attitudes and cultural values.Students understand that poetry is a text form that varies in structure and language feature from other texts.Students learn that imagery enhances the descriptive qualities of a text. Essential Questions: <ul style="list-style-type: none">What is a poem, chant, rhyme or song?How are poems similar and different in structure and purpose from other texts?How do poems reflect feelings, attitudes and cultural values?How do the author's words help the reader create a mental image?	Unit Title: Wings, Stings and Wiggly Things – Finding Out and Informing others Unit Learning Goals: <ul style="list-style-type: none">Students understand the structure and organisation of information texts and how language and visuals (including illustrations and diagrams) are used to communicate information. Essential Questions: <ul style="list-style-type: none">What familiar informative texts are found and used in everyday life?How is information presented in different ways, using illustrations and diagrams to add meaning?How do we choose language to inform an audience?How do I gather relevant information?	Unit Title: There are stories to tell Unit Learning Goals: <ul style="list-style-type: none">Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters, settings and events. Essential Questions: <ul style="list-style-type: none">What do all narratives have in common?What words and groups of words do we use to describe characters, settings and events?How do we use language to create a visual image for the reader?How do these images help us to make meaning of the text?	Unit Title: And the winner is... Unit Learning Goals: <ul style="list-style-type: none">Students understand that similar texts share characteristics (purpose and audience)Students learn to explain their preferences for aspects of texts using other texts as comparisons.Students learn that language can be used to express an opinion and persuade others Essential Questions: <ul style="list-style-type: none">Why do texts have similar features? (Purpose and audience)How do visual representations of characters contribute to or contradict meaning?What criteria do I use to inform my preference?What language do we use to persuade others?
	Assessment	Summative Assessment: Productive: (Open conditions) Multi-Modal: Students compose poems or rhymes by experimenting with different poetry structures and their language features. Students present their own poetry to a familiar audience. Receptive: (Open conditions) Multi-Modal: Making meaning from Poetry Students identify literal and implied meaning from poetry, identifying language features that support meaning. Students create a picture/diagram that represents the imagery drawn from the text. Productive: (Open conditions) Spoken/Signed: Poetry Recital Students individually perform a rehearsed poem to a familiar audience.	Summative Assessment: Productive: (Open conditions) Multi-Modal: Students research and write an information report to present new content about an insect of their choice.	Summative Assessment: Productive: (Open conditions) Multi-Modal: Students independently innovate on a shared text by: <ul style="list-style-type: none">Complete a story board that follows the structure of a narrative which includes title, characters, setting, problem, events, solution and conclusion.Write the innovation and publish into a book to be shared with their peers and community.	Summative Assessment: Receptive: (Open conditions) Written: Students share their preference for a particular text by comparing the features of two selected texts. Multi-Modal: Students show their understanding of literal and implied meaning of texts they have been reading (Can students "read" the character through the use of visual representations, actions, reactions, thoughts and speech?)
	Year 3	Unit Title: Magazine Madness - Writing to Hook and Hold your Audience Unit Learning Goals <ul style="list-style-type: none">Students learn how language devices are used to enhance meaning and shape the reader's reactions.Students learn that writers make choices when considering purpose and audience Essential Questions <ul style="list-style-type: none">What is the purpose of a magazine?Who reads and writes for magazines?What choices do writers make?How do effective writers hook and hold their readers?		Unit Title: Please Inform me! Unit Learning Goals: <ul style="list-style-type: none">Students identify varied sources of information.Students evaluate sources of information.Students understand how diagrams and illustrations extend the text Essential Questions: <ul style="list-style-type: none">What are the sources for locating information?What is an effective source?What is the difference between a diagram and	Unit Title: Don't judge a Book My Its Cover! Unit Learning Goals: <ul style="list-style-type: none">Students identify the qualities that are used to evaluate textsStudents discuss their preferences for particular texts using evaluative language Essential Questions: <ul style="list-style-type: none">How do I discuss my preferences about texts?How do we go about judging texts?What qualities do we use to judge a text?



English

Term 1

Term 2

Term 3

Term 4

- illustration?
- How do diagrams and illustrations support meaning?

- How do images help me understand the meaning of a text?

Assessment

Summative Assessment:
Receptive: (Supervised conditions)
Spoken/Signed: Discussion
Students read and interpret 2-3 persuasive texts. They then participate in a discussion about the most effective elements of a persuasive text. (Receptive mode mapping from criteria sheet)
Productive: (Open conditions)
Multimodal:
Students create three (short) texts and select one with written and visual elements to be included in an online class magazine/s (can be more than one magazine)

Summative Assessment:
Receptive: (Open conditions)
Spoken/Signed: Discussion
Students discuss the elements of an effective source of information. They share their opinions about a range of sources including online websites when locating information.
Productive: (Open conditions)
Multimodal: Information report
Students create an informative text about a topic of their own interest. They use varied sentence structures, punctuation, diagrams and illustrations to extend their text.

Summative Assessment: (Open Conditions)
Receptive: (Open conditions)
Multi-Modal: Creating a response to a text
Students participate in a literary discussion and then create a summary of a personal response to a text (see Year 3 ACARA English folio)

Year 4

Unit Title: Exploring Word Play to Create Humour in Poetry
Unit Learning Goals:

- Students understand that authors make choices and experiment or 'play' with words and a range of devices to 'play' with meaning and audience reaction.

Essential Questions:

- What is poetry? Why is it written? Who is it written for?
- How do authors use poetic devices to engage audiences?
- How do we present our work to best engage our audience?

Unit Title: What are their stories?
Unit Learning Goals:

- Various historical texts including factual and literary recounts, can inform us about our past
- Language is used to add meaning and provide detail
- Various historical texts including factual and literary recounts, can help us make connections to people's stories

Essential Questions:

- How are information texts organised?
- How do images and language in texts contribute to meaning?
- How do we use different texts to help us make connections to experiences of the past?
- How do authors and illustrators make texts exciting, moving and absorbing?

Unit Title: Describe it to me
Unit Learning Goals:

- Students understand that the purpose shapes the language choices used
- Students create texts that show understanding of how images and detail can be used to extend key ideas.
- Students understand how language is used to engage the interest of the audience.

Essential Questions:

- What is the purpose of text?
- What is a literary description?
- What is a technical description?
- How do we use language to describe the same object but for different purposes and different audiences?

Unit Title: How do advertisements persuade me?
Unit Learning Goals:

- Students understand how language and visual elements help to persuade an audience.
- Students understand how to identify and express opinions based on information in a [text](#).

Essential Questions:

- How do advertisements use persuasive language features and visual images to persuade an audience?
- Why is it important to understand how different audiences can be persuaded for different purposes?
- What are the different perspectives that can be held by readers?

Assessment

Summative Assessment:
Receptive: (Supervised conditions)
Written: Response to Reading
Students read, interpret and identify a range of wordplay in a selection of classroom poems and express a point of view.
Productive (Open conditions)
Spoken/Signed:
Students create humorous poems (i.e. innovations on playground rhymes and limericks) to rehearse and deliver to their peers, using a range of vocal effects, such as tone, pace, pitch and volume. They then use peer feedback to reflect on how their work engaged an audience.

Summative Assessment:
Receptive: (Supervised conditions)
Written: Short Answer Responses
Students' demonstration of reading comprehension to make literal and implied meanings from factual and literary recounts.
Receptive: (Supervised conditions)
Written: Short Answer Responses
Students demonstrate their understanding of setting and character from a shared literary recount from earlier times. They identify language features that the author has used to create a profile of a character.

Summative Assessment:
Productive: (Open conditions)
Written: Technical/Literary Description
Students create a Technical and a Literary description of their chosen toy using appropriate technical or descriptive language.

Summative Assessment:
Receptive: (Supervised conditions)
Written:
Students analyse the language features and visual elements to interpret a print advertisement.
Productive: (Open Conditions)
Written:
Students identify the author's viewpoint being presented in an advertisement. They identify their own view and then use the visual elements and language features to support their opinions → Individual work – unassisted.

Year 5

Unit Title: Writers make choices
Unit Learning Goals

- Students understand how [texts](#) vary in purpose, structure and topic.
- Students understand that texts vary in degree of formality according to purpose and audience.
- Students understand that [text structures](#) and [language features](#) used in imaginative, informative and persuasive [texts](#) are shaped by the purpose and intended audience of the text.

Essential Questions

- Why do authors use different text structures?
- How do we recognise different texts for different

Unit Title: Language as a portal to another time
Unit Learning Goals

- Students understand how language features, images and vocabulary influence interpretations of characters, settings and events.
- Students understand that language can help us to understand the past.
- Students understand how language changes over time.

Essential Questions

- What is a ballad?
- What are the purposes and intended audiences of a ballad (past and present)?

Unit Title: Shifty Stories
Unit Learning Goals

- Students identify the literary devices authors use, in particular flashbacks and shifts in time.
- Students explore a range of non-stereotypical characters.
- Students describe the difference between real-world and fantasy settings.

Essential Questions

- What are flashbacks and shifts in time?
- Why do authors use them in narratives?
- What is the difference between real world and

Unit Title: Inform Me!
Unit Learning Goals

- Students understand that [text structures](#) and [language features](#) are shaped by the purpose and intended audience of the text.
- Students understand that the organisation of texts can be used to predict content and to assist navigation/ access to information.
- Students are able to create informative texts for specific purposes.

Essential Questions

- How do texts vary in purpose, audience and structure?



English

		Term 1	Term 2	Term 3	Term 4
		purposes? <ul style="list-style-type: none">How can text structures assist in understanding the text?	<ul style="list-style-type: none">How does the language used, change over time?How does language influence the reader and their interpretation of characters, places and events?	fantasy settings <ul style="list-style-type: none">What are non-stereotypical characters and why would an author use them?	<ul style="list-style-type: none">How can I identify an informative text across various modes?How can the organisation of a text help me navigate to make meaning?
	Assessment	Summative Assessment: Productive: (Open conditions) Written: Students will negotiate a topic of their choice with their teacher. Students will create their choice of text (imaginative – narrative OR informative - non-fiction report OR - persuasive text) based on the topic. Receptive: (Open conditions) Spoken/Signed: Students will read and interpret a range of texts and discuss author choices (around purpose, structure, language choices) based on evidence from explored texts. They will discuss how these choices assist their understanding of the texts they read. Students will keep a folio that demonstrates understanding of a text that persuades, entertains and informs.	Summative Assessment: Productive: (Supervised conditions) Spoken/Signed: Students recite a poem of their own choice from the past experimenting with voice effects such as tone, volume, pitch and pace, recognising the effects these have on audience understanding. Receptive: (Supervised conditions) Written: Students interpret a poem to identify the text and language features that influence the reader and explain their response to the poem. <i>*Whilst a summative assessment for collecting evidence of student writing is not included in this unit, teachers still collect evidence of student writing throughout the term using the 'Year 5 Expectations for Writing' document.</i> <i>Also use assessment from other KLAs</i>	Summative Assessment: Productive: (Open conditions) Written: Create an imaginative narrative that uses the device of shift in time or flashback as a way to engage the audience enhance the character development. Receptive: (Open conditions) Spoken/Signed: Discussion Students read a peer's narrative, interpreting and analysing it to provide feedback, using an agreed upon checklist. Reading: Collect a portfolio of reading responses.	Summative Assessment: Receptive: (Open conditions) Written: Students read and view a variety of texts (print, graphical and on-line) and apply appropriate comprehension strategies to select information recorded in a research portfolio to answer inquiry questions. Productive: (Open conditions) Written: Students create an informative text using the portfolio of collected research notes on the topic to answer inquiry questions.
	Year 6	Unit Title: Dilemmas – More than just a problem Unit Learning Goals <ul style="list-style-type: none">Students identify how authors use dilemmas to add interest, excitement and dimension to a narrative. Essential Questions <ul style="list-style-type: none">What is a dilemma?Why do authors create dilemmas in texts?How do authors create dilemmas?What can I learn about myself or others through investigating dilemmas?	Unit Title: Imagery – A way with words Unit Learning Goals <ul style="list-style-type: none">Students develop their ability to make careful selections of language to effectively create settings through imagery. Essential Questions <ul style="list-style-type: none">Why is imagery an important skill for authors?How do authors become skilful in creating images in the reader's mind?What is a literary description?	Unit Title: Making a Difference- Authors and illustrators have different styles Unit Learning Goals <ul style="list-style-type: none">Students understand that authors have different styles.Students identify and describe a particular author's style.Students evaluate how authors innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects. Essential Questions <ul style="list-style-type: none">What is an author's style?How does author's use of language reflect their style?How do we evaluate texts?	Unit Title: Online environments – staying connected? Unit Learning Goals: <ul style="list-style-type: none">Students learn that online environments can help us to stay connected with people all over the world.Students understand that we can learn about other people and their perspectives from interacting with them in different ways.Students understand that strategies we use to interact can change depending on the complexity of the context and how well we know the audience. Essential Questions: <ul style="list-style-type: none">How has social media changed the way we interact?How can we use online environments provide us with multiple viewpoints and perspectives?How can we make responsible language choices in online environments?How does my relationship, physical proximity shape the way (mode and language choices) I interact with my audience?
	Assessment	Summative Assessment: Receptive: (Open conditions) Spoken/Signed: Literature Circle discussion Participate in a discussion to analyse an imaginative narrative, including its themes and dilemmas. Receptive: (Supervised conditions) Written: An event analysis Students will choose a personally significant scene/event that from a familiar novel. Student analyse the scene/event to determine the dilemma for the character and how it added interest or excitement or depth to the character or storyline. Students share how they made personal connections to their own experiences.	Summative Assessment: Productive: (Open conditions) Written: Literary description Create a literary description of the forest that demonstrates effective use of figurative language	Summative Assessment: Receptive: (Open conditions) Spoken/Signed: Literature Circle Discussion Participate in a discussion to explain (Jackie French's) style as an author. Receptive: (Open conditions) Written: Informative report Create an informative report using text structures and language features to analyse and explain an author's individual style and how it has influenced your view or opinion of the text.	Summative Assessment: Receptive: (Open conditions) Written: Students compare and analyse a series of interactions between "characters" and demonstrate their understanding of literal and implied meaning. Productive: (Supervised conditions) Written: Students create text to respond to a scenario. They explain how their choices may shape the interactions.



English

		Term 1	Term 2	Term 3	Term 4
English	Year 7	<p>Unit Title: Poetry- A way to communicate things that really matter to me and those around me (Poetry and Songs)</p> <p>Description:</p> <p>In this unit students will develop their ability to interpret and analyse poetry.</p> <p>In this unit students will explore the power of social purpose within song lyrics to influence viewpoints about issues, people and events.</p> <p>Key Goals:</p> <p>Students will understand:</p> <ul style="list-style-type: none">• How styles of speech express and create personal and social identities within poetry• How text structure and language features shape meaning for the purpose and audience of poetry• How to analyse language and understand how it creates meaning and effect• The impact and strength of lyrical power to express a point of view• How social and cultural backgrounds influence different ideas and viewpoints about events, issues and characters	<p>Unit Title: Who has the power? (Persuasive Writing)</p> <p>Description:</p> <p>In this unit students will listen to, read and view a range of media texts to interpret and analyse the use of persuasive language techniques and devices.</p> <p>In this unit students will develop their persuasive writing skills to have impact on an audience.</p> <p>Key Goals:</p> <p>Students will understand:</p> <ul style="list-style-type: none">• Point of view, persuasion and how to evaluate persuasive text• The structure of persuasive text including the use of persuasive language techniques and devices• How language creates meaning and effect and can influence emotions and opinions• Viewpoints from different social and cultural contexts• The power of the media to influence	<p>Unit Title: Walking in someone else’s shoes (Novel Study)</p> <p>Description:</p> <p>In this unit students will investigate the perspectives in a range of literature, including narratives that tell stories of different cultural groups.</p> <p>In this unit students will make inferences and synthesise ideas and viewpoints to draw reasoned conclusions and discuss how literature represents different cultural perspectives.</p> <p>Key Goals:</p> <p>Students will understand:</p> <ul style="list-style-type: none">• How language features shape meaning for the purpose and audience of a narrative• How styles of speech express and create characters personal and social identities• How characters, events and settings are combined in a narrative to create purpose and appeal• How social and cultural backgrounds influence different ideas and viewpoints about events, issues and characters• The physical, emotional and mental experiences faced by characters in a narrative	<p>Unit Title: Do you see what I see? (Visual Literacy/Graphic Novel Study)</p> <p>Description:</p> <p>In this unit students will develop their ability to interpret and analyse visual literacy within the visual text of a graphic novel.</p> <p>In this unit students will investigate how the author’s point of view is portrayed through the use of visual elements and is influenced by social and cultural opinions and beliefs.</p> <p>Key Goals:</p> <p>Students will understand:</p> <ul style="list-style-type: none">• How to identify visual elements including graphic novel elements• How point of view is generated in visual texts through chosen visual elements.• How a point of view is generated in visual texts according to social and cultural influences.• How opinions and beliefs influence the way images are viewed and interpreted
	Assessment	<p>Task:</p> <p>Poetry/Song Lyrics Exam</p> <p>(Informative text)</p> <p>Conditions:</p> <p>Supervised; written; completed over 2 lessons</p>	<p>Task:</p> <p>Persuasive Speech</p> <p>(Persuasive text)</p> <p>Conditions:</p> <p>Open; written and spoken</p>	<p>Task:</p> <p>Diary Entries</p> <p>(Imaginative text)</p> <p>Conditions:</p> <p>Draft: Open; written</p> <p>Final: Supervised; written; completed over 1 lesson</p>	<p>Task:</p> <p>Graphic Novel Poster and Analysis</p> <p>(Imaginative and Informative text)</p> <p>Conditions:</p> <p>Open; written</p>
	Year 8	<p>Unit Title: How do writers create interesting narratives?</p> <p>Description: In this unit, students focus on narrative reading and writing. They identify and explain the text structures and language features of short stories, and develop an understanding of the structure of narrative paragraphs. They then create a narrative text from a given stimulus.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• To understand how cohesion is applied in narrative texts• To understand the use of clause structures in narrative texts• To understand the use of correct punctuation conventions for narrative texts• To use their knowledge to write an interesting narrative text	<p>1. Unit Title: How are groups represented in the media?</p> <p>Description: In this unit, students focus on reading and viewing a variety of media texts, and explaining how different points of view are expressed on the same topic. They develop an understanding of the features of persuasive language.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• To understand a variety of news media texts including those taken from digital environments• To understand how individuals, groups and events are represented different• To understand how text structures and language features of news media texts affect these representations <p>2. Unit Title: How are products successfully advertised?</p> <p>Description: In this unit, students Identify key elements of advertising, identify how wordplay and innuendo is used in advertising, investigate and explore a variety of poster advertisements, and explain the impact of the advertisement on the viewer They analyse the structure, purpose and audience of the advertisement.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• To understand the characteristics / elements of a poster advertisement• To understand how to analyse a poster	<p>Unit Title: How is my opinion shaped? A study in visual texts that share the same topic but not the same view. (Terms 3-4 units rotated to ensure adequate access to novel resources.)</p> <p>Description: In this unit, students view a film (Rabbit Proof Fence) and read a novel based on the same event. They compare how the events are portrayed, and the techniques used by the director and the author to achieve their purposes. They develop an understanding of what is now called “The Stolen Generations”.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• To develop an appreciation of Aboriginal experience, especially the experience of the Stolen Generation• To develop an understanding of how ideas are communicated through texts for a range of purposes, audiences and contexts.• To select information from texts that show different points of view• To interpret texts, with an emphasis on implied meaning	<p>Unit Title: How do writers use the interplay of key elements of the novel to successfully tell their stories? (Terms 3-4 units rotated to ensure adequate access to novel resources.)</p> <p>Description: In this unit, students read a novel in groups and they share their knowledge in weekly Literature Circle groups. They create a scrapbook of activities that demonstrate their understanding of plot, character, setting and theme, as developed through the novel they have studied.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• To understand how texts position readers• To interpret and analyse language choices and features of the author• To create a text that depicts events, characters and setting• To use a range of software to create, edit and publish texts imaginatively.



English

		Term 1	Term 2	Term 3	Term 4
			advertisement <ul style="list-style-type: none">To understand the language is used in analysis		
	Assessment	Task: Create a narrative text from a given stimulus Conditions: supervised, written, over 3 sessions. Length 400 – 450 words.	Task 1: Present a point of view in a class debate. Conditions: Three lessons given in class to work on task. Some home time needed to complete notes and practise. Two lessons to be used to present the debates. Task 2: Oral analysis of a poster advertisement Conditions: Three lessons given in class to work on analysis and PowerPoint presentation, and to practise speech. Three lessons to be used to view presentations.	Task: Compare how an event that occurs in the novel and the film “Rabbit Proof Fence” is depicted by both the author of the book, and by the director of the film. Conditions: written essay, 400- 450 words, 3 lessons given in class for preparation of comparative essay, some home time needed to complete and edit essay.	Task: Read a novel of choice and work within Literature Circles to develop an understanding of plot, character, setting and theme within the novel. Design a scrapbook that illustrates your understanding of the interplay between these key elements of the novel, and how the author positions the reader. Conditions: Literature Circle activities completed each week for class lesson. The scrapbook will be at least 8 pages in length. Teacher modelling of types of activities will be used. Class time (one hour) each week and own time will be used to work on Scrapbook.
	Year 9	Unit Title: Tell Me a Story Description – In this unit students focus on memoir and narrative writing. They investigate how authors deliberately use language and structure texts to affect the reader and understand how an author’s writing can be influenced by their cultural background and life experiences. Key Goals: <ul style="list-style-type: none">Students will understand how text structure, vocabulary, language devices and punctuation can be deliberately used by authors to have an impact on their audience.Students will understand how a person’s cultural background and their life experiences can have an impact on how they see the world and how the world sees them.Students will understand how a person’s experiences can be used as a basis for writing imaginative texts.	Unit Title: Which is better - the book or the movie? Description – In this unit students focus on developing their persuasive writing skills through a comparison of the book and movie versions of the same text. They investigate how authors use and manipulate language to create visual images and the film techniques that filmmakers use and the effects these have on the viewer. Key Goals: <ul style="list-style-type: none">Students will understand how text structure, vocabulary, language devices and punctuation can be deliberately used by authors to have an impact on their audience.Students will be able to identify key techniques used in film and the purpose of their use.	Unit Title: Appreciating and Responding to Poetry (note: the Term 3/4 units alternate between classes) Description – Students will complete a poetry study, involving writing their own poetry and analysing their work and the poetry of others. They will investigate how poetry can be used to express emotion and reflect on ideas, feelings and experiences. Key Goals: <ul style="list-style-type: none">Students will understand how poetry can be used as a means of expressing emotions and reflecting on ideas, feelings and experiences.Students will be able to identify the literary techniques that poets use to position the readers and influence how ideas, feelings and experiences are perceived by the reader.Students will be able to understand how language can be used and manipulated in poetry to have specific effects on the reader.	Unit Title: Novel Study (note: the Term 3/4 units alternate between classes) Description – Students will read a novel and will investigate the choices that authors make when representing ideas, characters and relationships in texts. Key Goals: <ul style="list-style-type: none">Students will understand how authors make deliberate choices with ideas and characterisation to have an impact on their audience.Students will be able to identify the key devices and language techniques that authors use to position readers and influence how characters are perceived by the reader.
	Assessment	Task: Narrative - response to unseen stimulus (imaginative text) Conditions: Supervised; written; completed over three lessons. Lesson 1 – stimulus viewing/reading + planning; Lesson 2 – drafting; Lesson 3 – final (typed/handwritten). Min. length 400 words	Task: Feature Article (persuasive text) - students select a text that has been made into a movie (not a novelisation of a movie) and write a feature article to persuade their audience which version of the text is better. Conditions: Open; written; 450-650 words; 9 weeks for completion of task; feature article formatting including image, caption, tear out, headline, by-line,, teaser	Task: Students create five poems on a similar theme and then choose two poems to present in oral and visual formats (ie. one presented orally and one visually). (imaginative task) Conditions: Open; multimodal; 9 weeks for completion of task; Five written poems which are thematically linked, one presented orally - 3-4 minutes (including student outline of inspiration for and main features of their selected poem; one presented as a visual piece (student choice)	Task: Character Explanation (informative text) Conditions: Open; written; 450-650 words; 9 weeks for completion of task; Students will explain how the author of their chosen novel has consciously chosen to represent the characters and their relationships throughout the text (supported but examples/references/quotation)
	Year 10	Unit Title: Media Watching (Alternate Units for T1 and T2) In this unit students understand how visual and written media texts are constructed to position audiences towards specific representations. Students will examine a specific issue in the media and identify how media techniques are used to create bias for audiences.	Unit Title: Representations in youth literature Students will identify how authors use narrative plot structure, symbolism, the title and figurative language to influence readers to recognise the social message of the novel and the relevance to teenagers.	Unit : Film study How are teenage social issues constructed in film to engage audiences and present a key message? Students investigate a youth film and understand how the use of film techniques can invite audiences to accept messages and character representations.	Unit: Shakespeare – Enduring Stories (Romeo and Juliet) Students read and view Shakespeare’s play <i>Romeo and Juliet</i> to identify how these texts construct enduring messages for modern audiences.
	Assessment	Task 1 – Written Short Response Exam - Informative Students will write short responses to questions identifying how journalists use media techniques and how they can persuade audiences towards a specific representation Conditions:	Task 3 – Construction of poetry and visual poster - Imaginative Students construct a written poem and visual poster to expand the protagonist’s perspective from a novel to convey the themes or message. Conditions: <ul style="list-style-type: none">Open, 2 weeks’ notice of task	Task 5 – Persuasive Feature Article Students recognise representations constructed through the use of film techniques and how they are constructed to allow audiences to connect to the main message. <ul style="list-style-type: none">Open conditions4 weeks’ notice of task	Task 6 – Group Presentation - Imaginative oral Students reconstruct a scene from Shakespeare’s <i>Romeo and Juliet</i> for a modern audience. Conditions: <ul style="list-style-type: none">Open, 4 weeks’ notice of task2-3 minutes spoken word per person Task 7 – Analytical Essay - Informative



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English

		Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none">• Closed, unseen questions• 10 minute perusal for annotation• 600 words• 50 minutes <p>Task 2 - Oral Multimodal Presentation - Persuasive Students will choose a specific current affair issue within the media, and construct a research media folio of various media items to inform their presentation analysing how the media positions audiences towards a specific representations</p> <p>Conditions:</p> <ul style="list-style-type: none">• Open, 4 weeks' notice of task• 3-4 minutes of individual speaking	<ul style="list-style-type: none">• Teacher feedback on poem• 300 - 400 words <p>Task 4 - Short Written Response Exam – Informative Students write PEEEL paragraph responses to five different questions to show their understanding of the novel</p> <p>Conditions:</p> <ul style="list-style-type: none">• Closed, unseen questions• 60 minutes• Approximately 100 words per response (500 words)• Novel permitted	<ul style="list-style-type: none">• Seen question• 400-600 words <p>English Foundation - Persuasive Film Review Students recognise the representations of characters in films and how they are constructed to allow audiences to connect to key themes.</p> <ul style="list-style-type: none">• Open conditions• 4 weeks' notice of task• Seen question• 400-600 words	<p>Students compare and construct constructions of modern representations in Baz Luhrmann's film and Shakespeare's play.</p> <ul style="list-style-type: none">• Closed, 2 weeks' notice of task• Seen Question• 100 words permitted in exam• 500-600 words <p>English Foundation – Group Presentation - Imaginative oral Students reconstruct a scene from Shakespeare's Romeo and Juliet for a modern audience.</p> <p>Conditions:</p> <ul style="list-style-type: none">• Open, 4 weeks' notice of task• 2-3 minutes spoken word per person

Humanities

		Term 1	Term 2	Term 3	Term 4
	Prep	<p>Unit Title: History - Our fabulous families</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• Introduce students to the concept of history through their personal history. <p>Essential Questions:</p> <ul style="list-style-type: none">• What does 'family' mean? (Prior knowledge check and foundation understanding)• Who is in my family? (personal connection to the understanding)• How are we related/connected? (widening understanding)• Where was my family born and raised?	<p>Unit Title: Geography - How do we get there?</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• Students understand familiar features of places and represent these features and their location on pictorial maps.• Students understand and use everyday language to describe direction and location. <p>Essential Questions:</p> <ul style="list-style-type: none">• What is geography?• What are places like? (Features)• How can I represent place on maps and globes?	<p>Unit Title: Geography - How do we care for special places?</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• Students to explore and understand the place in which they live and how to care for it. <p>Essential Questions:</p> <ul style="list-style-type: none">• What is geography? (prior knowledge check)• What is a place? (prior knowledge check)• How can I represent place on maps and globes? (prior knowledge check)• What makes a place 'special'?• How can we look after places we live in?	<p>Unit Title: History - Sharing stories about the past</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• I will understand that people commemorate past events in different ways.• I will understand that people tell stories about the past in different ways. <p>Essential Questions:</p> <ul style="list-style-type: none">• What and why do we commemorate/celebrate?• How do we commemorate/celebrate events that are important to us?• How do we share stories of our past?
	Assessment	<p>Summative Assessment:</p> <p>Multimodal: (Open conditions) Students illustrate a past family event and label the relationships of the people in the picture. Class members to ask questions eg Where did they come? Have you always lived here? The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none">• pose questions about their family and/or their family's history• describe their family's make-up and history	<p>Summative Assessment:</p> <p>Spoken/Signed: (Open conditions) Students use geographical methods to represent and describe places. The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none">• describe the features of familiar places• recognise that places can be represented on maps and a globe• represent features of a familiar place on pictorial maps and models• describe their observations of the features of familiar places	<p>Summative Assessment:</p> <p>Written/Spoken/Multimodal: (Open conditions) (1) Drawing of their special place & oral description. (2) Observations/recordings of student questions and contributions to discussions.</p>	<p>Summative Assessment:</p> <p>Written/Spoken/Multimodal: (Open conditions) (3) Develop a question from a given picture, photograph or artefact sourced from family. (4) Relate how your family celebrates a specific event from the past using a range of texts/sources as prompts.</p>
	Year 1	<p>Unit Title: Geography - Our school changes and needs to be cared for!</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• Places have features that change and need to be cared for. <p>Essential Questions:</p> <ul style="list-style-type: none">• What are the different features of places?• How can we care for places?• How have the features of places changed?	<p>Unit Title: History – At this moment in time</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• Students will develop an understanding of terms indicating the passing of time which are frequently used in stories and conversations about the past and how these terms are used to describe dates and changes that have personal significance. <p>Essential Questions:</p> <ul style="list-style-type: none">• What terms do we use to describe the passing of time?• How can I show and describe milestones of my life?	<p>Unit Title: Geography - Changing Places!</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• Students will investigate places, how they are cared for and also how they change over time and through weather and seasons. <p>Essential Questions:</p> <ul style="list-style-type: none">• What's around me? (foundation investigation)• What is a natural feature, a managed feature and a constructed feature?• How do places change through time and through daily and seasonal weather?• How are our local places cared for and by whom?	<p>Unit Title: History - My grandparents, my parents and me!</p> <p>Unit Learning Goals:</p> <ul style="list-style-type: none">• I will understand how to pose questions about the past, plus examine and comment on sources of information about the past.• I will understand how the daily life and family experiences of parents and grandparents are similar and different to mine. <p>Essential Questions:</p> <ul style="list-style-type: none">• What was daily and family life like for my parents and my grandparents when they were kids?



Humanities		Term 1	Term 2	Term 3	Term 4
					<ul style="list-style-type: none">How were their experiences similar and different to mine?
	Assessment	<p>Summative Assessment: Written: (Open conditions) 1. Have students record the natural, managed and constructed features of a local place (within school, windmill park or lake) using a field sketch. Ask students to:</p> <ul style="list-style-type: none">use a viewing frame to study the place being observeddraw a box the same shape as their viewing framemark in prominent natural featuresmark in constructed featuresmark in managed features.Identify what needs to be cared for and how. <p>Spoken/Signed: (Open Conditions) 2. Give a sheet depicting a place via two photographs – students circle and list changes, quick report to teacher</p>	<p>Summative Assessment: Written: (Open conditions) Students construct a personal timeline of their life. Label stages of life and significant events on the timeline. Spoken/Signed: (Open Conditions) They respond to questions about a key milestone and about an object of personal significance, relating answers to significant personal and family events.</p>	<p>Summative Assessment: Written: (Open conditions) A= Seasons – months identified, pictures sorted and descriptions. B= Report Page – about the needs of a place within the school (playground, oval, vegie patch, sand-pit) who meets the needs, when and how.</p>	<p>Summative Assessment: Spoken/Signed: (Open conditions) Pose questions to an adult to find out how daily life, roles and structures have changed. Multimodal: (Open Conditions) Use the information gained from the interview to create and present a narrative, supported by images, describing how life in your grandparents' or special older person's childhood is different from and the same as your childhood.</p>
	Year 2	<p>Unit Title: History - Technology - Changing the way we live. Unit Learning Goals:</p> <ul style="list-style-type: none">Students will investigate and debate about the greatest inventions and innovations in technology of the last 100 years.Students will determine the impact that each invention/innovation has had on our lifestyle and how life might be harder or simpler without it. <p>Essential Questions:</p> <ul style="list-style-type: none">What is 'technology'? (Prior knowledge check – foundation learning)What are the key pieces of 'technology' that we use today?What does <i>it</i> do? What would we use without <i>it</i>?How long has <i>it</i> been around?How would a day be different without 'technology'?How would my day be different if I was a child living 100 years ago?How might life be different in 100 more years?	<p>Unit Title: Geography - Is it Near or Far? Unit Learning Goals:</p> <ul style="list-style-type: none">Students will investigate the locality of Chancellor Park and where it is placed in the wider geographical context of the Sunshine Coast, Queensland and beyond. Students will examine how they are linked to other places in the Sunshine Coast.We will also explore the notion of distance and how distance dictates how regularly we visit another place. <p>Essential Questions:</p> <ul style="list-style-type: none">Where on Earth is Chancellor Park?Why this place is named this?What does this place mean to people?How and why are people connected to different places on the Sunshine Coast?How do I read and create maps?	<p>Unit Title: History - Looking back (through history) on our local community. Unit Learning Goals:</p> <ul style="list-style-type: none">Students will understand how communities today can reveal aspects of the past. <p>Essential Questions:</p> <ul style="list-style-type: none">What is 'our local community'? (Prior knowledge check – foundation learning)What aspects of the past can we still see in our local community today?What do these tell us?Why are these important?	<p>Unit Title: Geography - How are people and places connected? Unit Learning Goals:</p> <ul style="list-style-type: none">Students will investigate locations in the wider context of Australia and the world.They will investigate how places are connected to other places and how people are connected to places throughout the world. <p>Essential Questions:</p> <ul style="list-style-type: none">Where on Earth is Australia?How is this place connected to other places?How are people connected to their place and places throughout the world?What affects our connection with places throughout the world?
	Assessment	<p>Summative Assessment: Multimodal: (Open conditions) Students will complete one task where they identify an item in our home life and:</p> <ul style="list-style-type: none">Draw a picture of what the object looks like now and what it was in the past,Discuss the positive and negative impact of this change in our lives and,Orally describe what their life would be like if this item in our home life didn't exist.	<p>Summative Assessment: Written: (Open conditions)</p> <ul style="list-style-type: none">Knowledge Test on Sunshine Coast area and the historical and cultural significance of place namesConstruct a fictional map, applying their learning of the Sunshine Coast, to demonstrate location, landmarks and connections of people to placeKnowledge test of the states and capital cities of Australia	<p>Summative Assessment: Written: (Open conditions) Students will pose questions to gather information about a site of significance in the local community. They will prepare a narrative describing what the site reveals about the past and its importance today.</p>	<p>Summative Assessment: Written: (Open conditions) 3 x <i>pen pal</i> tasks – Melbourne, Bali & Japan (connections to people and places) Written (Supervised conditions) World test – labelling continents, oceans and equator.</p>
	Year 3	<p>Unit Title: Geography - Exploring similarities and differences in places near and far Unit Learning Goals:</p> <ul style="list-style-type: none">Students become more familiar with the diversity of people and places in their local community and beyond, and how people participate in their communities. <p>Essential Questions:</p>	<p>Unit Title: Geography - Australia's Neighbouring Countries Unit Learning Goals:</p> <ul style="list-style-type: none">Student will understand the common needs between countries and in particular those that are neighbouring our borders. <p>Essential Questions:</p>	<p>Unit Title: History - Our town through time. Unit Learning Goals:</p> <ul style="list-style-type: none">Students will investigate how our local community has evolved over time, what has changed and what things remain the same. <p>Essential Questions:</p> <ul style="list-style-type: none">What is our local area?	<p>Unit Title: History - Celebrate and Commemorate Unit Learning Goals:</p> <ul style="list-style-type: none">Students investigate the origins and significance of important Australian and international celebrations and commemorations.Students will also explore the symbols, emblems and flags associated with these events.



Humanities		Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none">How do symbols, events, individuals and places in my community make it unique?How do people contribute to their communities, past and present?What events do different people and groups celebrate and commemorate and what does this tell us about our communities?	<ul style="list-style-type: none">What and where are our neighbouring countries?Where and what are the main climate types of the world and what are the differences?What would it be like to live in a neighbouring country?	<ul style="list-style-type: none">Who were the first inhabitants in our local area?What was their (Gubbi Gubbi Language Group) life like and their connection to country?How has our local area changed and stayed the same over time?What role has different groups and individuals played in the development and character of our local area?	Essential Questions: <ul style="list-style-type: none">What is a celebration? What is a commemoration?What are the origins and significance of important Australian celebrations and commemorations?What are the origins and significance of important international celebrations and commemorations?What are the symbols and emblems that go along with these celebrations and commemorations? What are their origin and significance?
	Assessment	Summative Assessment: Written/Multimodal: (Open conditions) <ul style="list-style-type: none">Identify and match photos of Australia's natural and manmade features with corresponding state or territoryProduce a map with that illustrates the states, capital cities, neighbouring countries and surrounding oceans and seas.Students compare to locations within Australia and describe similarities and differences between the characteristics of these places.	Summative Assessment: Written/Multimodal: (Open conditions) <ul style="list-style-type: none">Produce a detailed map of one of Australia's neighbouring countries using the cartographic conventions of scale, legend, and title and north point.Produce a multimodal presentation illustrating differences and similarities between Australia and a neighbouring country. Describe what it would be like to live in that country.	Summative Assessment: Written: (Supervised conditions) <ul style="list-style-type: none">Sequence a timeline about history of inhabitants in our local area.Compare and contrast similarities and differences in our local area.	Summative Assessment: Written: (Supervised conditions) Collection of Work/Experimental Investigation <ul style="list-style-type: none">Journal to record investigation and learningStudents will complete a guided investigation and historical narrative based around a seasonal celebration or commemoration. i.e. (Remembrance Day)
	Year 4	Unit Title: Geography - Protecting Resource Earth Unit Learning Goals: <ul style="list-style-type: none">Students will investigate sustainability and the ongoing capacity of the environment to sustain human life and wellbeing.Students will recognise that people have different views on how sustainability can be achieved.Students will learn that sustainability means more than the careful use of resources and the safe management of waste. Essential Questions: <ul style="list-style-type: none">Why is the environment important to us and to all living things?What is sustainable management and how can we use our environment more sustainably?What role do we have as individuals to live in a sustainable way?	Unit Title: History - The Age of exploration and the stories of the First Fleet Unit Learning Goals: <ul style="list-style-type: none">Students will study European exploration and colonisation in Australia up to and including the arrival of the First Fleet. Essential Questions: <ul style="list-style-type: none">Why did the great journeys of exploration occur?Where and when did exploration occur?How do we know that these events occurred?What led to the settlement of Australia by the First Fleet?	Unit Title: History - What was life like for the Aboriginal Peoples before settlement? Unit Learning Goals: <ul style="list-style-type: none">Students explore what life was like for the Aboriginal and/or Torres Strait Islander Peoples before the arrival of the first Europeans to Australia. They will examine the ways that the environment determined how these groups lived, including a focus on cultural systems and practices. Essential Questions: <ul style="list-style-type: none">What was life like for Aboriginal and/or Torres Strait Islander Peoples before the arrival of the Europeans?How did the land that the Aboriginal and/or Torres Strait Islander Peoples lived on affect their way of life?	Unit Title: Geography - Environments – support systems for life Unit Learning Goals: <ul style="list-style-type: none">During this unit, students will investigate how location influences climate and the impact of this on the living things within an environment. Essential Questions: <ul style="list-style-type: none">Where is...?How does the location of this country determine its climate and other wider aspects of the environment?What is the environment of this place like?How does the environment here, support the lives of people and other living things?
	Assessment	Summative Assessment: Research: (Open conditions) Task B – Inquiry Task- students pose questions about waste within the school context, collect and represent data, identify points of view and propose actions in response to the issue to improve sustainability within the school environment.	Summative Assessment: Collection of Work: (Open conditions) <ul style="list-style-type: none">Time line for Captain Cook Written: (Supervised conditions) <ul style="list-style-type: none">Short response summative test Spoken/Signed: (Open conditions) <ul style="list-style-type: none">Posing questions about Captain Cook as part of Technology assessment.	Summative Assessment: Written: (Open conditions) Information report – How did the local indigenous tribes live before the arrival of the Europeans?	Summative Assessment: Collection of Work: Written (Open and supervised conditions) The assessment is collected at points throughout the unit and consists of three main items Task A –Scale map of South America – calculate distances within South America using a scale Task B – A Geographical inquiry task- students choose one from 2 countries in South America and 2 countries in Africa. Describe location, analyse climate statistics to write a description of climate, complete a detailed map of chosen country and sketch and label one plant and one animal adapted to the environment of the country. Task C (Optional) – An endangered animal fact file. Animal chosen from the country selected above and include an explanation for why the animal is endangered.
	Year 5	Unit Title: Geography - How do people manage places and spaces in response to natural hazards? Unit Learning Goals	Unit Title: History - The Development of Australian Colonies Unit Learning Goals	Unit Title: History - The Rush for Expansion Unit Learning Goals <ul style="list-style-type: none">Students will investigate the events and	Unit Title: Geography – The relationship between people and place. Unit Learning Goals



Humanities

		Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none">Students will investigate how people influence, change and manage the human and environmental characteristics of places and spaces within them.Students will explore how the impact of bushfires or floods on people and places can be reduced. Essential Questions <ul style="list-style-type: none">How do people influence the human characteristics of places and the management of spaces within them?How can the impact of bushfires or floods on people and places be reduced?	<ul style="list-style-type: none">The students will develop an understanding of how and why colonies were created and developed around Australia and the impact this had on indigenous inhabitants and the environment. They will analyse sources of information and communicate their learning. Essential Questions <ul style="list-style-type: none">What do we know about the lives of people in Australia's colonial past and how do we know?How did an Australian colony develop over time and why?How did colonial settlement change the environment?How did colonial settlement change the lives of Aboriginal and Torres Strait Islander Peoples?	developments associated with the Early Explorers and the Gold Rush Era and explore the significant impact that these events had on the early Australian colonies of the 1800's. Essential Questions <ul style="list-style-type: none">What was life like during the secondary settlement era?What caused these events to happen?What actually happened during these events?What are all the sides of 'the story'?Are the perspectives of all groups who were involved actually represented in history?What changed as a consequence of this event taking place?	<ul style="list-style-type: none">Students will explore how people and places affect one another. They will explore this through a national scale using countries of Europe and North America Essential Questions <ul style="list-style-type: none">Where is ...? (North America and Europe)How can people have an impact on the environmental characteristic of a place? (people of Europe, Nth America and Australia)How can the environment influence how people live?
	Assessment	Summative Assessment: Multimodal: (Open conditions) You will investigate how extreme natural events affect people and places and how these effects can be reduced.	Summative Assessment: Written: (Open conditions) <ul style="list-style-type: none">Create an annotated timeline identifying key dates in the establishment of the British Colonies in Australia and write the effect on the native people and the environment.Choose a person and write a diary entry about colonial settlement and the impact it had from their perspective.	Summative Assessment: Written or Spoken/Signed: (Open conditions) Students will research the various viewpoints around a significant event of the 1800s. They will present their findings as two brief eye witness accounts or interviews that represent two differing viewpoints.	Summative Assessment: Written: (Supervised conditions) <ul style="list-style-type: none">Students read and interpret given maps and geographical data. Students describe the location of specific countries. Written: (Supervised conditions) <ul style="list-style-type: none">Students use their humanities notebook as a source to provide examples and answer the following questions; 1. Explain how the environment affects how we live. 2. Explain how humans influence the environment.
	Year 6	Unit Title: Geography - How diverse are our Neighbours? Unit Learning Goals: <ul style="list-style-type: none">During this unit, students will understand our neighbouring countries in Asia are culturally and geographically diverse. Essential Questions: <ul style="list-style-type: none">How do places, people and cultures differ across the world	Unit Title: History - Australia: becoming a nation. Unit Learning Goals: <ul style="list-style-type: none">Students will investigate the contribution of individuals and groups to the development of Australia as a democratic nation. Essential Questions: <ul style="list-style-type: none">Why and how did Australia become a nation?How did Australian society change throughout the twentieth century?	Unit Title: History - From all the lands we come... Unit Learning Goals: <ul style="list-style-type: none">Students will investigate the reasons behind migration to the Australia during the 1900s.Students will develop an appreciation of the push and pull factors associated with migration as well as gaining an understanding of the experiences faced by migrant groups. Essential Questions: <ul style="list-style-type: none">What is migration?What were some of the 'push factors' associated with migrates leaving their home countries?What were some of the 'pull factors' for people migrating to Australia?What was life like for a (migrant group or an individual migrant)?What positive contributions have individual or groups of migrants made to Australian society?	Unit Title: Geography - Connected with the world! Unit Learning Goals: <ul style="list-style-type: none">Students will explore Australia's place and connection to other countries, specifically Asian countries. They will explore how these connections change people and places. Essential Questions: <ul style="list-style-type: none">How is Australia connected to other countries?How do our connections with another place shape our awareness of and opinions of it?How do these connections impact on people and places?
	Assessment	Summative Assessment: (Open Conditions) <ul style="list-style-type: none">Part A – Measuring Diversity of Place Describes the location of selected countries in absolute and relative terms, represents data and the location of places and their characteristics in different graphic forms, including small-scale maps that use cartographic conventions. (Open Conditions) <ul style="list-style-type: none">Part B – Cultural Diversity. Identify and compare patterns among phenomena, infer relationships and draw conclusions; use geographical terminology and graphic representations in a range of forms	Summative Assessment: (Open Conditions) Part A – Write a newspaper article about the significance of Henry Parkes (What contribution have significant individual/s made to the development of Australian society?) (Open Conditions) Part B – Annotate a timeline of continuity and change in the status and rights of women during the 20 th century (How has Australian society changed throughout the 20 th Century?) (Open Conditions) Part C – Describe points of view and the causes and	Summative Assessment: (Open Conditions) (1) Students will publish the questions that they have formulated to guide their investigation. (for either investigation) (2) Students will research a migrant who has contributed to Australian society in some way. They present their findings as a biographical profile which must include the reasons for their migration.	Summative Assessment: (Open Conditions) <ul style="list-style-type: none">Research inquiry questionsDevelop their own inquiry questionsDescribe at least one connection between Australia and another country in the Asian region. Describe how this connection impacts on places and affect people (include opinions and awareness)Description should be supported with large and small scale map and representations of data



Humanities

Term 1

Term 2

Term 3

Term 4

Year 7

Unit Title: Geography- Water as a Resource

Description:

In this unit students will examine the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity.

Key Goals:

Students will understand:

- The causes, impacts and responses to an atmospheric or hydrological hazard
- The classification of environmental resources and the forms that water takes as a resource
- The economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region

effects of change to the status and rights of women during the 20th Century indicated in various sources.

Unit Title: Geography- Place and Liveability

Description

In this unit students will investigate the following inquiry questions:

How do people's reliance on places and environments influence their perception of them?

What effect does the uneven distribution of resources and services have on the lives of people?

What approaches can be used to improve the availability of resources and access to services?

Key Goals:

Students will understand:

- 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 Title: History- Investigating the Ancient Past

Description:

In this unit students will seek to identify the tools, techniques and methods used by historians and archaeologists to investigate history, and the range and nature of sources that can be utilised in a historical investigation.

In this unit students will investigate a historical mystery from Ancient Australia that has challenged historians and archaeologists, and examine the importance of and controversies surrounding the conserving of past remains.

Key Goals:

Students will understand:

- The theory that people moved out of Africa around 60 000 BC (BCE) and migrated to other parts of the world, including Australia.
- How historians and archaeologists investigate history, including excavation and archival research
- 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
- 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
- The range of sources that can be used in an

Unit Title: History- Ancient China

Description:

In this unit students study the ancient world of China including the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history.

Key Goals:

Students will understand:

- Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs
- Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion.
- The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there
- The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang
- The significant beliefs, values and practices of Chinese society, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs

Unit Title: History-Greece

Description:

In this unit students study the ancient world of Greece investigating the following key questions:

Why and where did the earliest societies develop?

What emerged as the defining characteristics of ancient societies?

Key Goals:

Students will understand:

- The physical features of ancient Greece (such as its mountainous landscape) and how they influenced the civilisation that developed here
- Roles of key groups in Athenian and/or Spartan society (such as citizens, women, slaves), including the influence of law and religion
- The significant beliefs, values and practices of the ancient Greeks, with a particular emphasis on ONE of the following areas: everyday life, warfare, or death and funerary customs
- Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, colonisation and war (such as the Peloponnesian and Persian wars)
- The role of a significant individual in ancient Greek history such as Leonidas or Pericles



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Humanities		Term 1	Term 2	Term 3	Term 4
			historical investigation, including archaeological and written sources		
	Assessment	Task: Water as a Resource Exam Conditions: Supervised; written; completed over 1 lesson	Task: Geography- Place and Liveability Mapping Task Conditions: Open; written Task: History - Investigating the Ancient Past Paragraph Response Conditions: Supervised; written; completed over 1 lesson	Task: Multimodal Oral Presentation Conditions: Open; written and spoken	Task: Ancient Greece Exam Conditions: Supervised; written; completed over 1 lesson
	Year 8 five units of work in four terms: each unit is approximately 8 weeks long	Unit Title: What key beliefs and values shaped the Medieval World? Weeks 1-8 Description: In this unit, students describe the structure of feudal society and the features of castles and churches. They research inventions and developments in the Islamic world. They also investigate features of crime and punishment of the time, with a focus on change and continuity. They sequence events. The identification of primary and secondary sources is a key aspect of the course. Key goals: To understand <ul style="list-style-type: none">the key features of the medieval world such as feudalismthe social, cultural, economic and political features of Medieval Europe, with a particular focus on the dominance of the Catholic Church and the relationship between Islam and the West through the Crusades.the transformation of the Roman world and the spread of Christianity and Islam Unit Title: Landforms and Landscapes (Weeks 9 - 10 Term 1, Weeks 1-6 Term 2) Description: In this unit, students study landscapes and geomorphological processes, with particular emphasis on deserts and Uluru/Kata Tjuta National Park. The causes and effects of earthquakes and tsunamis are analysed. Key Goals: To understand <ul style="list-style-type: none">Cartographic conventionsDifferent types of landscapes around the world and in AustraliaDesert landscapesFormation and geomorphic processes,Weathering, erosion and transportation by water and windEffects of human interventionWorld Heritage Sites in Australia, and ways of protecting the significant landscape (Uluru)Natural causes of a geomorphological hazard (earthquakes and tsunamis in Japan)	Unit Title: Japan under the shoguns (c.794 – 1867) How did the rule of the shoguns impact on Japanese society and eventually contribute to the downfall of the Tokugawa Shogunate? Weeks 7-11 Term 2; Weeks 1-4 Term 3 Description: In this unit, students locate and use information to describe the way of life in Shogunate Japan, particularly its social, cultural, economic and political features. They locate and use information to describe how the feudal system provided control of Japanese society by the Shogunate from the 12th century. They also frame and focus inquiry questions, set up a record of research, locate relevant sources, note take and present their findings in an oral presentation. Key Goals: to understand <ul style="list-style-type: none">the way of life in Shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun)the role of the Tokugawa Shogunate in reimposing a feudal system, and the increasing control of the Shogun over foreign trade.the use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunatetheories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technologypoints of view, attitudes and values in primary and secondary sources	Unit Title: The Spanish Conquest of the Americas (c.1492 – c.1572) Weeks 5 – 10 Term 3; Weeks 1-4 Term 4 Description: This unit investigates the Age of Exploration and why Europeans set out on the great voyages of discovery. It analyses the motives of Spanish adventurers who explored and settled the Americas. The unit considers the way of life for people in the Americas (principally the Aztecs) before Columbus's arrival, the nature of the interaction between these people and the Spanish, and the impacts of the Spanish conquests both in the Americas and in Europe. Different interpretations of these events and developments will be considered. Key Goals: to understand <ul style="list-style-type: none">Pre-Columbian life in the Americas, including social organisation, city life and beliefs.The impact of the conquest on the Aztecs as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in EuropeThe longer-term effects of colonisation, including slavery, population changes and lack of control over resourcesThe nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the AztecsSequencing of eventsPoints of view attitudes and values in primary and secondary sources	Unit Title: Changing Nations: Urbanisation Weeks 5 – 10 Term 4 Description: In this unit, students analyse the consequences of changes to places and environments and how can these changes be managed. Particular emphasis is placed on a study of urbanisation in Australia, USA and China. An examination of the environmental problems of megacities is also conducted. Key Goals: to understand <ul style="list-style-type: none">how human processes, such as urbanisation, affect the characteristics of placeshow the interconnections between places and people (e.g. through production, consumption, transport and technology) affect the lives of peoplethe consequences of changes to places from urbanisationthe collection of information and data from primary and secondary sources.
	Assessment	(Medieval Europe) Response to Stimulus Test, completed in class in one lesson. (Landscapes) Two in-class written tasks covering cartographic conventions, landforms and connection	Research Assignment: Multimodal product Create an oral presentation that describes a significant individual from Shogunate Japan; and provide a record of their research.	Response to Stimulus Test, completed in class in one lesson.	Written in-class test – one lesson.



Humanities		Term 1	Term 2	Term 3	Term 4
		to country, geomorphic processes / protecting a significant landscape (Uluru)			
	Year 9	<p>Unit Title: Biomes and Food Security</p> <p>Description - This Geography-based unit focuses on the role of the biotic (living) environment and its role in food production. Students investigate the biomes of the world, their significance in the production of food and the environmental challenges facing food production in the future.</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will be able to identify and describe the major aquatic and terrestrial biomes of Australia and the world and their spatial distributionStudents will understand the ways that biomes have been altered in order to facilitate production of food, industrial materials and fibresStudents will be able to describe the environmental, economic and technological factors that influence crop yields in Australia and worldwideStudents will be able to explain the factors challenging food production worldwide.Students will be able to describe the potential impact of future population growth on global food production.	<p>Unit Title: Making a Better World? The Industrial Revolution</p> <p>Description - In this History-based unit, students will investigate the increasing industrialisation and technological developments that occurred during the Industrial Revolution and the impact this had on the development of the modern world.</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will be able to understand the impact of the technological innovations that led to the Industrial Revolution and other conditions that influenced the industrialisation of Britain.Students will understand the impact that the Industrial Revolution had on daily life.Students will be able to identify the short and long-term impacts of the Industrial Revolution.	<p>Unit Title: Making a Nation (note: this unit runs across Terms 2 and 3, commencing Wk 8 Term 3)</p> <p>Description - Students will investigate life in Australia from European arrival in 1788 until 1913.</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will be able to identify the reasons why a British settlement was established in AustraliaStudents will be able to identify the impact of British arrival on Aboriginal and Torres Strait Islander peoples.Students will understand the living and working conditions in Australia in the late 19th/early 20th centuriesStudents will be able to identify the ideas and conditions that led to Federation. <p>Unit Title: World War 1</p> <p>Description - Students investigate key aspects of World War I and the Australian experience of the war, including the nature and significance of World War I in world and Australian history.</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will be able to identify the causes of World War I and significant events during World War I.Students will be able to understand the impact of fighting conditions on the Australian soldiers.Students will understand the impact that World War I had on the Australian people and the Australian identity.	<p>Unit Title: Geographies of Interconnections</p> <p>Description - In this Geography-based unit, students will investigate the interconnections that exist between themselves and the world. They will understand the impact that the production and consumption of goods have on the world around them and the impacts of ICTs on connections between places and people.</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will be able to understand the connections people have with places and how this is influenced by their perceptions.Students will understand how travel, recreational, cultural and leisure choices have a current and future impact on placesStudents will understand that trade and the production and consumption of goods have an impact on places and global environments.Students will understand the impact information and communication technologies (ICTs) have on connections between people and places.
	Assessment	<p>Task: Oral presentation</p> <p>Students will research the impact of an environmental issue on food production/food security on Australia and another country around the world.</p> <p>Conditions: Open; oral + PowerPoint (including a map/diagram/table/graph created by student; 4-5 minutes; 8 weeks for completion of task</p>	<p>Task</p> <p>Conditions: Open; written;</p> <p>450-650 words; 8 weeks for completion of task; two examples of in-text referencing to be included</p>	<p>Task: Exam (Making a Nation)</p> <p>Conditions: Supervised; written; one class lesson; short answer/response to stimulus questions</p> <p>Task: Exam (World War 1)</p> <p>Conditions: Supervised; written, response to stimulus; two class lessons – Lesson 1 (30 minutes) – review stimulus, Lesson 2 – answer two questions comparing the fighting conditions experiences at Gallipoli and the Western Front; students need to reference provided source material in responses.</p>	<p>Task: Exam</p> <p>Conditions: Supervised; written; one class lesson; short answers in response to stimulus materials, eg. articles, graphs, tables</p>
	Year 10	<p>Unit Title: Depth study: World War II</p> <p>In this depth study, students investigate wartime experiences through an in-depth study of World War II. This includes a study of the causes, events, outcomes and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement.</p> <p>Students will:</p> <ul style="list-style-type: none">use chronological sequencing to construct a timeline identifying key events in the European theatre of waruse historical terms and concepts such as "historical sources", "primary and secondary sources", "evidence", "chronology", "timeline", "perspective" and "historiography"identify, select, evaluate and enhance different kinds	<p>Unit Title: Depth study: Rights and freedoms</p> <p>In this depth study, students focus on the struggles for human rights. They investigate how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context.</p> <p>Students will:</p> <ul style="list-style-type: none">use chronological sequencing to demonstrate the relationship between events in different geographical locationsuse terms and concepts such as "liberation", "human rights" and "contestability"identify, select, evaluate and enhance different kinds of questions about the struggles for human rights in Australia and the broader world context, including the US civil rights movement and Australia's involvement	<p>Unit Title: Geographies of human wellbeing</p> <p>The focus of the unit is on developing student understanding of different measures of human wellbeing, the causes and spatial differences in these measures between countries, and programs designed to reduce the gap between differences in wellbeing. Students undertake case studies drawn from Australia, India and across the world as appropriate.</p> <p>Students will:</p> <ul style="list-style-type: none">develop geographically significant questions about human wellbeing and developmentuse geographic tools to collect, select, record and organise data and information that show the different ways of measuring and mapping human wellbeing and developmentevaluate sources for their reliability, bias and	<p>Unit Title: Environmental change and management</p> <p>The focus of the unit is on developing student understanding of the human-induced environmental changes that challenge sustainability and the world views that influence perceptions and responses to these challenges. Students apply human-environment systems thinking to investigate a specific type of environment and environmental change.</p> <p>Students will:</p> <ul style="list-style-type: none">identify human-induced environmental changes (land and coastal degradation) and discuss the challenges that they pose for sustainabilitycompare environmental world views and different approaches to environmental management including those of Aboriginal peoples and Torres Strait Islander peoples



Humanities

Term 1

- of questions about World War II to inquire about causes, events, outcomes and the broader impact of the conflict as an episode in world history, and the nature of Australia's involvement
- identify and locate relevant sources, using ICT and other methods, to consider the importance of historiography in evaluating evidence of Australia's World War II experiences and involvement in international events from 1945 to the present
 - identify the origin, purpose and context of primary and secondary sources and evaluate their reliability and usefulness when examining the significant events, experiences and impact of World War II, including the Holocaust and the atomic bomb
 - process and synthesise information from a range of sources to identify and explain the impact and significance of World War II to Australia's international relationships in the twentieth century, with particular reference to the United Nations, Britain, the USA and Asia
 - develop texts, using evidence from a range of sources, that describe and discuss the causes, events, outcomes, impacts and experiences of World War II.

Term 2

- in the development in the Universal Declaration of Human Rights
- identify and locate sources, using ICT and other methods, to explore the background to the struggles for rights and freedoms in the world context and in Australia, in particular civil rights events for Aboriginal and Torres Strait Islander peoples, such as the right to vote federally, reconciliation, the Mabo decision, the *Bringing them home* report, and the *Apology to Australia's Indigenous Peoples*
 - identify the origin, purpose and context of primary and secondary sources and evaluate their reliability and usefulness when examining the background to the struggles for rights and freedoms in the world context and in Australia, in particular for Aboriginal and Torres Strait Islander peoples
 - identify and analyse perspectives and historical interpretations of how human rights have developed from 1945 to the present, and the continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world
 - investigate methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
 - develop texts, using a range of communication forms, to discuss evidence from a range of sources and describe and discuss rights and freedoms in Australia and the broader world context from 1945 to the present.

Depth study: The globalising world**Electives: Migration /Pop culture/ Environment**

Students will:

- use historical terms and concepts such as "migration", "immigration", "populate or perish" and "refugees"
- identify, select, evaluate and enhance different kinds of questions about the influence of migration, pop culture and environmental issues on Australian society from 1945 to the present
- identify and locate relevant sources, using ICT and other methods, to investigate issues in relation to Australia post-1945 as a consequence of events during World War II and Australia's war time experiences
- identify the origin, purpose and context of primary and secondary sources, and evaluate their reliability and usefulness in identifying historical trends over time
- process and synthesise information from a range of sources for use as evidence in a historical argument that explores one of the issues
- develop texts, using a range of communication forms, to discuss evidence from a range of sources and describe and discuss the influence of migration /pop culture or the environment on Australian society from 1945 to the present.

Term 3

- usefulness,
- represent multi-variable data in a range of forms, such as scatter plots, compound bar graphs, maps and annotated diagrams, using ICT and spatial technology where appropriate
 - investigate reasons for spatial variations between countries
 - investigate development issues that impact on human wellbeing using a case study drawn from a developing country or region in Africa, South America or the Pacific Islands
 - compare and account for spatial variations in human wellbeing on a regional scale within India or another country of the Asian region and in Australia at the local scale
 - identify and explain patterns and trends, infer relationships and predict outcomes
 - evaluate the role of international and national government and non-government organisations' initiatives in improving human wellbeing in Australia and other countries, using examples of particular programs
 - reflect on their findings to propose individual and collective action in response to a human wellbeing and development and explain the predicted outcomes of their proposal
 - present their findings, arguments and explanations in a range of appropriate communication forms using geographical terminology.

Term 4

- develop geographically significant questions and plan an inquiry into a specific environment - coast
- collect, select, record and organise relevant geographical data and information, using ethical protocols, from a range of sources
- evaluate sources for their reliability, bias and usefulness, and represent multi-variable data in a range of forms, such as scatter plots, compound bar graphs, tables and annotated maps and diagrams
- represent the spatial distribution of the specific environment on maps using cartographic conventions
- identify distributions, patterns and trends of environmental change
- compare geographic management strategies for the environmental change being investigated in Australia and another country
- predict outcomes and infer relationships to draw conclusions by applying environmental, social and economic criteria to evaluate management responses to environmental change in the countries selected
- reflect on findings to propose individual and collective action in response to environmental change and management and explain the predicted outcomes of their proposals
- present findings, arguments and explanations in a range of appropriate communication forms using geographical terminology.

Assessment

- **Exam 1 – Short Response 60 minutes**

Essay in response to stimulus
400 – 600 – 80 words preparation

Exam: Analysis of data
60 minutes

Proposal: 500 – 700 word Field Proposal



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Humanities

Term 1		Term 2	Term 3	Term 4
	MC, Mapping, Short answer using stimulus <ul style="list-style-type: none">Exam 2 – Short Response 60 minutes Responses to stimulus	Research assignment timeline of events – 600 words 5 visuals minimum		

Maths

Term 1		Term 2	Term 3	Term 4
Prep	Unit Title: What is Maths? Unit Learning Goals: Students will understand how maths can be used in different situations to solve problems. Essential Questions: <ul style="list-style-type: none">Why do we use numbers?How do we represent these numbers? (pictures, numeral, name, tally marks)What is a pattern?Which one is longer?Where is it?		Unit Title: How does Maths help me make sense of my World? Unit Learning Goals: <ul style="list-style-type: none">Students will understand how maths can be used in different situations to solve problems. Essential Questions: Number and Algebra <ul style="list-style-type: none">How can I share this amount?How many do I have altogether? Measurement <ul style="list-style-type: none">Time- What activity do I do on each day of the week?Mass- Which is heavier? Which is lighter?Capacity- How much does this hold? (Term 4) Data <ul style="list-style-type: none">What question will I ask?What does this information tell me?	
Assessment	Summative Assessment: (Multimodal, Spoken, Written: Open Conditions) Use multiple opportunities across Term 2 to gather evidence and map against criteria. <ul style="list-style-type: none">modelling and problem-solving taskmathematical investigationsupervised assessmentcollection of workobservation record		Summative Assessment: Written/Spoken/Multimodal: (Open conditions) Use multiple opportunities across Term 3 and 4 to gather evidence and map against criteria. Open conditions – a variety of techniques: <ul style="list-style-type: none">modelling and problem-solving task (Data task, Number (Addition and Sharing task)mathematical investigation (Data Task)supervised assessment – Number (Addition and Sharing Task)collection of work – Data Task, Time Taskobservation record – Number (Addition and Sharing Tasks)	
Year 1	Unit Title: Maths is Everywhere! Unit Learning Goals: Students will understand how maths is used in everyday life. Essential Questions: <ul style="list-style-type: none">What do numbers mean?Where do we use numbers?Why are patterns important?Why do we use the same unit of measurement?How do we use questions to show our results?	Unit Title: Numbers are a way to communicate Unit Learning Goals: Students will understand that numbers and symbols are used to describe different aspects of mathematics. Essential Questions: <ul style="list-style-type: none">How do I determine the best numerical representation (pictorial, symbolic)How can we distinguish between small collections of objectsWhat relationships can I see between addition and subtraction?What do I measure time in units of hours?What are the differences & similarities of 2 & 3 dimensional shapes and objects	Unit Title: How do numbers work the same or differently to show different information? Unit Learning Goals: <ul style="list-style-type: none">Students identify features of, and manipulate whole numbers to hundred and half in various forms. They can apply this knowledge to solve addition and subtraction problems and justify their thinking.Students are able to describe units of time and link to real world situations.Students are able to collect and display data effectively. Essential Questions: Number and Algebra <ul style="list-style-type: none">How can we manipulate whole and parts of numbers to show their value and solve problems?How do addition and subtraction work together?How can finding patterns help me understand the way numbers work? Measurement and Geometry <ul style="list-style-type: none">What are the differences in times in the day and in the year?	Unit Title: How do numbers work the same or differently to show different information? Unit Learning Goals: <ul style="list-style-type: none">Students identify features of, and manipulate whole numbers to hundred and half in various forms. They can apply this knowledge to solve addition and subtraction problems and justify their thinking.Students are able to describe units of time and link to real world situations.Students are able to collect and display data effectively. Essential Questions: Number and Algebra <ul style="list-style-type: none">How can we manipulate whole and parts of numbers to show their value and solve problems?How do addition and subtraction work together?How can finding patterns help me understand the way numbers work? Measurement and Geometry <ul style="list-style-type: none">What are the differences in times in the day and in the year? Statistics and Probability <ul style="list-style-type: none">How can I show others the chances of things happening?



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Maths		Term 1	Term 2	Term 3	Term 4
	Assessment	Summative Assessment: Written/Spoken (Open and Supervised conditions) Use multiple opportunities across Term 2 to gather evidence and map against criteria.	Summative Assessment: Written/Spoken (Open and Supervised conditions) * Observational Checklist – Multimodal Assessment in Open Conditions * Multimodal Portfolio- sort and classify objects -Open Conditions	Summative Assessment: Written/Spoken (Open and Supervised conditions) Summative Assessment: Observational Checklist – Multimodal Assessment in Open Conditions * Multimodal Portfolio- sort and classify objects -Open Conditions	Summative Assessment: Written/Spoken (Open and Supervised conditions) Portfolio of work samples Students collect and display data using a picture graph Ask a chance question and time.
	Year 2	Unit Title: My world of maths is getting larger! Unit Learning Goals: Students will understand that currently held understandings and procedures can be used and expanded upon to explore a widening scope of numbers and concepts. Essential Questions: <ul style="list-style-type: none">• How do I use and expand my Year One number sense to numbers up to 1000 and beyond?• How do the 'operations' (+ - ÷ ×) work together and relate to each other?• How do number patterns help me explore the number world?• What is the chance of that?• How do I find out maths data and how do I share this?• Which is bigger? Longer? Holds more?• What is the date? When in the year is this?		Unit Title: As the Fog Clears... Unit Learning Goals: Students see the connectivity of numbers and their relationship to real-world problems Essential Questions: <ul style="list-style-type: none">• How do I represent numbers for different situations?• How do mathematical operations relate to each other?• How do I know which mathematical operation to use?• How do I create and describe a counting pattern• How do I know where to begin when solving a problem?• How are calendars useful for organising events?	Unit Title: Let There Be Light Unit Learning Goals: Students see the connectivity of numbers and their relationship to real-world problems Essential Questions: <ul style="list-style-type: none">• How do I represent numbers for different situations?• How do mathematical operations relate to each other?• How do I know which mathematical operation to use?• How do I create and describe a counting pattern• How do I know where to begin when solving a problem?• How are calendars useful for organising events?
	Assessment	Summative Assessment: Written/Spoken/Signed: (Open and Supervised Conditions) Portfolio of work samples		Summative Assessment: Written/Spoken (Open and Supervised conditions) Portfolio of work samples <ul style="list-style-type: none">• Fraction Assessment• Measurement Assessment• Location and Transformation Assessment• Shape Assessment	Summative Assessment: Written/Spoken (Open and Supervised conditions) Portfolio of work samples
	Years 3	The Numbers in Our World. Unit Learning Goals: <ul style="list-style-type: none">• Students identify features of and manipulate numbers to 1000s.• Students are able to identify, construct and extend patterns. They can apply this knowledge to efficiently solve problems and justify their thinking.• Students are able to use their knowledge of time to solve problems.• Students are able to accurately use metres to solve measurement problems. Essential Questions: Number and Place Value: <ul style="list-style-type: none">• How can finding patterns help me understand the way numbers works?• How does addition and subtraction work together when solving problems?• How does multiplication and addition work together? Measurement. <ul style="list-style-type: none">• How can measurement be used in organising my world and my day?	Where is that and what is that? Unit Learning Goals: <ul style="list-style-type: none">• Students identify features of and manipulate numbers to 1000s.• Students are able to construct and extend patterns and identify the parts of missing patterns. Identify 3d objects in the real world and communicate the parts of them using mathematical language.• Students identify important places on maps by using grid references.• Students can apply this knowledge in real world situations. Students will do chance experiments and discuss the outcomes. Essential Questions: Number and Place Value <ul style="list-style-type: none">• How do mathematical operations relate to each other?• How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation?• How many ways can you show me a dollar? Measurement When do I use measurement? Geometry How are geometric shapes and objects classified? Statistics Why is data collected and analysed? Location and Transformation When do I use mapping in life?	When and where do you use maths in our daily life? Unit Learning Goals: <ul style="list-style-type: none">• Students identify features of and manipulate numbers to 1000s and to 10 000.• Students are able to represent multiplication in different ways.• Students use effective strategies to solve addition and subtraction problems.• Students can apply this knowledge in real world situations. Students will identify time to the nearest minute. Essential Questions: Number and Place Value <ul style="list-style-type: none">• How do mathematical operations relate to each other?• How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation?• Why it's important to know how much change is required? Measurement How does what I measure influence how we measure? Problem Solving How do I decide what strategy will work best in a given problem situation?	Numbers, Shapes and Time- How do they work in my world? Unit Learning Goals: <ul style="list-style-type: none">• Students identify features of and manipulate whole numbers to ten thousand and fractions in various forms. They can apply this knowledge to efficiently solve problems and justify their thinking.• Students can use knowledge of money to solve problems. Students are able to describe and represent 3D shapes and angles in their world.• Students are able to tell and compare times to minute on analogue clock.• Students can interpret maps and use to navigate in the real world. Essential Questions: Number and Algebra <ul style="list-style-type: none">• How can we manipulate whole and parts of numbers to show their value and solve problems?• How do addition and subtraction work together? How do multiplication and division work together? Measurement and Geometry <ul style="list-style-type: none">• How can I represent 3D shapes to show their size and features?• What is the most efficient way to show time in the day? Statistics and Probability <ul style="list-style-type: none">• How can I show others the chances of things happening?



Maths		Term 1	Term 2	Term 3	Term 4
Assessment		Summative Assessment: Written (Supervised Conditions) 1. Monitoring Task – Time test 2. Monitoring Task – Number Detectives (C2C Task) 3. Term 1 Diagnostic- Show Me	Summative Assessment: Written (Supervised Conditions) Number and Place value <ul style="list-style-type: none">Place Value assessment.Number and Patterns assessment. Location and transformation <ul style="list-style-type: none">Where is it assessment? Geometry <ul style="list-style-type: none">3d shape assessment.Statistics.Chance assessment	Summative Assessment: Written (Supervised) Number and Place value <ul style="list-style-type: none">Multiplication assessmentNumber StrategiesMoney assessment on Line (must be done in Class not LAB) Measurement <ul style="list-style-type: none">Measurement VolumeTime Assessment	Summative Assessment: (Multimodal, Spoken, Written: Supervised and Open Conditions) Multiplication part 1 and 2 Fractions C2c shape assessment Term 4 Diagnostic
Year 4		Unit Title: Number for Life Learning Goals: To develop efficient strategies and become a fluent and proficient thinker and problem solver. Essential Questions: <ul style="list-style-type: none">How can I show understanding and make connections when representing numbers?How can I become fluent and efficient in my recall of number facts?What problem-solving strategies can I use to formulate, model and record my thinking?How can I communicate and make reasonable connections in unfamiliar situations?	Unit Title: Time Two Measure Money Learning Goals: To develop efficient strategies and become a fluent and proficient thinker and problem solver Essential Questions: <ul style="list-style-type: none">How can I show understanding and make connections when representing numbers?How can I become fluent and efficient in my recall of number facts?What problem-solving strategies can I use to formulate, model and record my thinking?How can I communicate and make reasonable connections in unfamiliar situations?	Unit Title: A Life of Numbers Learning Goals: To develop efficient strategies and become a fluent and proficient thinker and problem solver. Essential Questions: <ul style="list-style-type: none">How can I show understanding and make connections when representing numbers?How can I become fluent and efficient in my recall of number facts?What problem-solving strategies can I use to formulate, model and record my thinking?How can I communicate and make reasonable connections in unfamiliar situations?	Unit Title: Numbers, Shapes and Chances- How do they work in my world? Learning Goals: Students identify features of, and manipulate whole numbers to tens of thousands. They compare fractions in common and decimal forms. They can apply these knowledges and use all operations to solve problems and justify their thinking. They are able to solve problems with money and calculate change to 5c. Students are able to manipulate 2D shapes to create patterns. Students are able to collect and data and to determine most effective data displays. Number and Algebra How can we manipulate whole and parts of numbers to show their value and solve problems? How do multiplication and division work together when solving problems? Measurement and Geometry How can I manipulate 2D shapes to create patterns? Statistics and Probability What is the best way to share data?
Assessment		Summative Assessment: Portfolio Samples (Written: Supervised Conditions) <ul style="list-style-type: none">C2C – Knowing numbers (Unit 2) Pg 3 and 4Term 1 DiagnosticsC2C – What are the Chances (Unit 2)Small task for Fractions	Summative Assessment: Portfolio Samples (Written: Supervised Conditions) <ul style="list-style-type: none">Number, Place Value and Money (to be made)Legend LandTime	Summative Assessment: Portfolio Samples (Written: Supervised Conditions) <ul style="list-style-type: none">Marvellous MeasurementPlace Value - NumberSizzling SymmetryPlace Value – Algebra	Summative Assessment: Portfolio Samples (Written: Supervised Conditions) Sizzling Symmetry Students show flip, slide and turn symmetry and identify lines of symmetry in objects. Data analysers- Written- Students define the different methods for data collection and representation, and evaluate their effectiveness. They construct data displays from given or collected data. Deadly decimals- Short answer questions- Students demonstrate and explain the connections between fractions and decimals (to hundredths).Term 4 Diagnostic
Year 5		Unit Title: Numbers! How can I use them? Unit Learning Goals <ul style="list-style-type: none">Students are able to choose and apply a range of strategies in order to answer problems involving all four operations. They are able to select a reasonable estimate to check an answer and solve mental computations.Students are able to read and choose measurements and units of measurement for different objects. They are able to read and convert between 12 and 24 hour time. Essential Questions Number and Algebra	Unit Title: Finding Connections Unit Learning Goals: Students make connections between the way the numbers are represented and real world applications. Essential Questions: <ul style="list-style-type: none">How does what I measure influence the procedure I follow?How does the value of a fraction effect what I do with it?How do we decide and represent the probabilities of outcomes?How can we describe and connect two and three dimensional objects	Unit Title: Connecting, Creating and Communicating Efficiently Unit Learning Goals: <ul style="list-style-type: none">Students will understand the relationships, values and continuation of numbers and how to use these connections to solve problems. Essential Questions: <ul style="list-style-type: none">How does the size angle determine its characteristics?How does the value of a decimal effect what I do with it?How does the relationship between multiples and factors help us become more efficient?	Unit Title: Numbers and Chances- How do they work in my world? Unit Learning Goals <ul style="list-style-type: none">Students are able to represent and compare decimal and common fractions in various ways, including equivalence. They are able to apply computational strategies to fractions to solve problems.Students are able to identify and create rules in patterns and use inverse operations to identify unknowns. They are able to collate data and use patterns to analyse probability.Students are able to use map conventions to accurately describe navigational pathways.



Maths		Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none">Can I select and complete the correct operation for a question?Can I check my answer using a reasonable estimate?Can I efficiently use mental computation? Measurement and Geometry <ul style="list-style-type: none">Can I choose the appropriate unit of measurement?Can I read different measurements and use this to solve problems?How can I convert between 12 and 24 hour time?How can I use 12 and 24 hour time to answer problems?		<ul style="list-style-type: none">How can we describe and continue patterns using fractions and decimals?How can we find unknown quantities in number sentences?	Essential Questions Number and Algebra <ul style="list-style-type: none">How can we manipulate whole and parts of numbers to show their value and solve problems?How do operations work together when solving problems? Measurement and Geometry <ul style="list-style-type: none">How can I clearly communicate directions in maps? Statistics and Probability <ul style="list-style-type: none">How can I use data to predict events?
	Assessment	Summative Assessment: (Multimodal, Spoken, Written: Supervised and Open Conditions) <ul style="list-style-type: none">Number Crunch – Students use a range of strategies to solve and check the reasonableness of their answer. Students also apply mental computations to solve problems.Year 5's Great Garden - Students identify different objects units of measurement and show their knowledge of measuring different items.Australia Zoo – Students read and convert between 12 and 24 hour time to solve an inquiry problem.	Summative Assessment: (Multimodal, Spoken, Written: Supervised and Open Conditions) <ul style="list-style-type: none">Fraction short testConduct a chance experiment whilst answering a set of questions about the experimentDesign a new play area using their knowledge on perimeter and areaGeometry Genius	Summative Assessment: (Multimodal, Spoken, Written: Supervised and Open Conditions) <ul style="list-style-type: none">At An Angle – Closed Conditions – Last question recorded on IPADQuiz Me (Multiple & Factors) – Exit Pass at the end of each lesson – Final Question end of unitPattern & Unknown Problem Solving – TestWho is the fastest swimmer? –Decimals Inquiry	Summative Assessment: (Multimodal, Spoken, Written: Supervised and Open Conditions) Term 4 Diagnostic What is the chance of that?- Students mathematically describe chance experiments involving equally likely outcomes and represent those outcomes on a continuum. Perfecting Patterns Maps
	Year 6	Unit Title: Fractions, fractions and more fractions! Unit Learning Goals: <ul style="list-style-type: none">A problem solver understands what has been done, knows why the process was appropriate, and can support it with reasons and evidence.There are many ways to represent a number.The way that data is collected, organized and displayed influences interpretation.The probability of an event's occurrence can be predicted to varying degree. Essential Questions: <ul style="list-style-type: none">How do I know where to begin when solving a problem?How do I determine the best numerical representation for fractions?Why is data collected and analysed?How can predictions be made based on data?	Unit Title: Order of Operations, Powers, Integers and Angles Unit Learning Goals: <ul style="list-style-type: none">There are many ways to represent a number.The relationships among the operations and their properties promote computational fluency.Standard units of measure enable people to interpret results or data.A problem solver understands what has been done, knows why the process was appropriate, and can support it with reasons and evidence. Essential Questions: <ul style="list-style-type: none">How do I know which mathematical operation (+, -, x, ÷, exponents, etc.) to use?Why do I need standardized units of measurement?How does explaining my process help me to understand a problem's solution better?	Unit Title: Percentage, fractions, multiplication and the Cartesian plane. Unit Learning Goals: <ul style="list-style-type: none">There are many ways to represent a number.There can be different strategies to solve a problem, but some are more effective and efficient than others are.Patterns and relationships can be represented numerically, graphically, symbolically, and verbally.Geometry and spatial sense offer ways to interpret and reflect on our physical environment. Essential Questions: <ul style="list-style-type: none">How do I determine the best numerical representation (pictorial, symbolic, objects) for a given situation?How do I decide what strategy will work best in a given problem situation?How do I express a pattern to show a relationship?How do geometric models describe spatial relationships?	Unit Title: Numbers, Shapes and Chance- How do they work in my world? Unit Learning Goals: <ul style="list-style-type: none">Students are able to collate and analyse the validity of data. They apply this knowledge to solve problems.Students can solve multi-step problems, across all operations, with whole and decimal numbers.Students can calculate unknown values in a pattern and angles in a shape using mathematical reasoning.Students can create patterns with numbers and 2D shapes. Essential Questions: Number and Algebra <ul style="list-style-type: none">How can we manipulate whole and parts of numbers to show their value and solve complex problems?How can I use pattern in numbers to solve problems with larger numbers? Measurement and Geometry <ul style="list-style-type: none">How can I manipulate 2D shapes to create patterns?How can I use geometric reasoning to find the size of unknown angles? Statistics and Probability <ul style="list-style-type: none">How can I evaluate the accuracy of data in my world?
	Assessment	Summative Assessment: Written (Open and Supervised Conditions) Portfolio of evidence items collected across the term via various modes of assessment each under specifically appropriate conditions. See detailed plan for more details. Add your way – Unit 1 Mental subtractions – Unit 1 Data decoder – Unit 1	Summative Assessment: Written (Open and Supervised Conditions) Portfolio of evidence items collected across the term via various modes of assessment each under specifically appropriate conditions. See detailed plan for more details. C2C Mighty Animals Thredbo thermometers Order of operations	Summative Assessment: Written (Open and Supervised Conditions) Portfolio of evidence items collected across the term via various modes of assessment each under specifically appropriate conditions. See detailed plan for more details. Percentage Discounts Number Properties Decimals and Place value	Summative Assessment: Written (Open and Supervised Conditions) Portfolio of evidence items collected across the term via various modes of assessment each under specifically appropriate conditions. See detailed plan for more details. Unit 7 – Is the game 'Dice Difference' fair? Which shop is better value?- use fractions of a quantity, the relationships between fractions, decimal



Maths		Term 1	Term 2	Term 3	Term 4
		Rodeo round-up – Unit 2 Term 1 Diagnostic	Investigating Angles		and percentages and calculating percentage discounts and decimal operations to explain which shop from two options is the best value.
	Year 7	Unit Title: Number Students will investigate place value, positive and negative integers and fractions. . Students' knowledge will be applied to familiar and new real-life contexts. Key Goals: Students will be able to <ul style="list-style-type: none">compare and order positive and negative integers and fractions.carry out the four operations with positive and negative integers, and fractions Unit Title: Chance Students will investigate chance outcomes Key goals: Students will be able to <ul style="list-style-type: none">assign probabilities and construct sample spaces for single step experiments.	Unit Title: Numeracy For the first four weeks, students will be focussing on NAPLAN preparation. This will cover the Numeracy aspects of the Maths curriculum. Key Goals <ul style="list-style-type: none">Students will be able to demonstrate their understanding of the numeracy aspects of the Maths curriculum. Unit Title: Data-How mean are you? Students will investigate integers and statistics - describing and interpreting data displays using the measures of central tendency (mean, median and mode) and range Key Goals: Students will be able to <ul style="list-style-type: none">collect and present data in a variety of graphical displays?calculate measures of central tendency from data?interpret graphical displays of data and measures of central tendency and draw valid conclusions?	Unit Title: Geometry Students will classify triangles and quadrilaterals; they name the types of angles formed by a transversal crossing parallel line. They represent transformations in the Cartesian plane. Key Goals: Students will be able to <ul style="list-style-type: none">describe and represent quadrilaterals and trianglesdefine, classify and problem solve with different types of anglesperform transformation on a Cartesian plane. Unit Title: Rates, Ratios and Financial Maths Students will solve problems involving representations of parts of a whole and rates. They compare the cost of items to make financial decisions and they are able to interpret graphical representations Key Goals: Students will be able to <ul style="list-style-type: none">represent ratios including equivalent and simplified versionsunderstand and problem solve that rates are comparisons of two different quantitiesinterpret graphical representations of rates	Unit Title: Perimeter, Area and Algebra Students will explore the use of algebraic concepts to solve perimeter and area problems. They will investigate number patterns, construct rules and make predictions, using algebraic formula, to solve problems. Key Goals: the students will be able to <ul style="list-style-type: none">measure and convert different units of length and apply measurement concepts to solve problems?use determined dimensions to calculate perimeter and area using formulae?substitute known values into given formulae to solve algebraic expressions?plot coordinates and graph linear functions to extrapolate and make predictions?
	Assessment	Task 1: Exam Conditions: Supervised; one class lesson; working must be shown. Task 2: Exam Conditions: Supervised; one class lesson; working must be shown.	Task In-class investigation Conditions: Supervised; Task completed over three sessions.	Task 1: Exam Conditions: Supervised; one class lesson; working must be shown. Task 2: Exam Conditions: Supervised; one class lesson; working must be shown.	Task In-class investigation Conditions: Supervised;
	Year 8	Unit Title: Number, Place Value, Real Numbers and Chance. Description: In this unit, students connect and apply mathematical concepts involving rational and irrational numbers and probability to solve real life problems. They carry out the four operations, investigate decimal numbers, and solve problems involving percentages and profit/loss. They use two-way tables to calculate probabilities. Key Goals: <ul style="list-style-type: none">to use efficient mental and written strategies, and appropriate digital technologies, to solve problems involving rational numbers and integers, including percentages (profit and loss).to describe, identify and solve problems relating to rational, irrational numbers, terminating and recurring decimalsto describe an event using appropriate terminology, perform calculation of chance involving mutually inclusive and exclusive event and recognise complementary events	Unit Title: Index Laws, Algebra & Measurement Description: In this unit, students connect and apply mathematical concepts involving indices, algebra and measurement to solve real life problems. They solve algebraic expressions and apply the distributive law. They factorize algebraic expressions. Students also convert measurement units and find perimeters and areas of 2D shapes. Key Goals: <ul style="list-style-type: none">to use index notation and establish the index laws in four operations, and simplify, expand and factorise algebraic expressions.to calculate the perimeter and areas of parallelograms, trapeziums, rhombuses and kites.to calculate the area and circumference of circles, using their understanding of the relationship between circumference, area, radius and diameter.	Unit Title: Data, Ratios, Rates and Linear Functions Description: In this unit, students connect and apply mathematical concepts involving ratios, rates, linear functions, data and measurement to solve real life problems. They investigate techniques for collecting data, explore the variation of means and proportions of random samples, and investigate the effect of individual data values, including outliers, on the mean and median. They solve a range of problems involving rates and ratios, 12 and 24 hour time. They also plot linear relationships on a Cartesian plane. Key Goals: <ul style="list-style-type: none">to choose and communicate appropriate procedures to solve algebraic equations, analyse and manipulate data, and to analyse linear functions.to apply known rules and procedures to unfamiliar situations.to communicate reasons to explain relationships and support calculations.	Unit Title: Linear Equations, Angles, Congruence and Volume Description: In this unit, students connect and apply mathematical concepts involving relationships and angles in plane shapes, congruence, linear equations and volume of 3D shapes. Students solve problems relating to the volume of prisms. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. They solve linear equations and graph linear relationships on the Cartesian plane. Key Goals: <ul style="list-style-type: none">to solve algebraic equations, analyse and manipulate data, and to analyse linear functions.to understand properties of quadrilaterals, and congruence laws for trianglesto solve problems involving volume of prismsto communicate explanations and support calculations
	Assessment	Key Assessment Task on Probability: three lessons given in class to complete. Written. Due in Week 7 Exam on number and probability, written, in class, one lesson. Week 9.	Exam on index laws, algebra and measurement. Written. One lesson. Week 10.	Key Assessment Task on data: 3 lessons given in class, written. Due in Week 5 Exam on rates, ratios and linear functions. One lesson in class. Written. Week 10.	Exam on angles, congruence, volume and linear equations. Written. In class for one lesson. Week 7
	Year 9	Unit Title: Number & Algebra	Unit Title: Numeracy	Unit Title: Statistics	Unit Title: Probability



Maths		Term 1	Term 2	Term 3	Term 4
		<p>Description - Students will focus on rates and their application to gradients of linear functions, including plotting coordinates and calculating the distance between two points.</p> <p>Key Goals -</p> <ul style="list-style-type: none">Students will be able to solve problems involving direct proportion.Students will explore the relationship between graphs and equations corresponding to simple rate problems. <p>Unit Title: Measurement & Geometry</p> <p>Description - Students will focus on classifying various right-prisms in order to calculate their Volumes and Surface Areas.</p> <p>Key Goals - Students will be able to</p> <ul style="list-style-type: none">calculate the areas of composite shapes.calculate the surface area and volume of cylinders and solve related problemssolve problems involving the surface area and volume of right prisms	<p>Description - For the first four weeks, students will be focussing on NAPLAN preparation. This will cover the Numeracy aspects of the Maths curriculum.</p> <p>Key Goals</p> <ul style="list-style-type: none">Students will be able to demonstrate their understanding of the numeracy aspects of the Maths curriculum. <p>Unit Title: Number and Algebra/ Measurement and Geometry</p> <p>Description – Student will focus on Patterns and Algebra and Geometric Reasoning. Students will be consolidating their knowledge of the Distributive Law and start to factorise binomials before moving on to focus on scale factors, similar triangles and Pythagoras’ Theorem.</p> <p>Key Goals – Students will be able to</p> <ul style="list-style-type: none">graph simple non-linear relations with and without the use of digital technologies and solve simple related equationsapply the distributive law to the expansion of algebraic expressions, including binomials and collect like terms where appropriate.use the enlargement transformation to explain similarity and develop the conditions for triangles to be similar	<p>Description - Students will focus on data representation and interpretation. Students will link their previous knowledge of comparing data displays (using mean, median and mode) to now interpreting numerical data sets in terms of location (centre) and spread.</p> <p>Key Goals – Students will be able to</p> <ul style="list-style-type: none">compare data displays using mean, median and range to describe and interpret numerical data sets in terms of location (centre) and spreadconstruct back-to-back stem-and-leaf plots and histograms and describe data, using terms including ‘skewed’, ‘symmetric’ and ‘bi modal’identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources <p>Unit Title: Measurement & Geometry</p> <p>Description - Students will be shifting their focus to Pythagoras’ Theorem and applying trigonometry to solve right-angled triangle problems.</p> <p>Key Goals – Students will be able to</p> <ul style="list-style-type: none">solve problems using ratio and scale factors in similar figuresuse the enlargement transformation to explain similarity and develop the conditions for triangles to be similarapply trigonometry to solve right-angled triangle problems	<p>Description - Students will be determining probabilities for two-step chance events. These experiments will involve investigating ‘and’ / ‘or’ statements and displaying sample spaces of events with / without replacements.</p> <p>Key Goals – Students will be able to</p> <ul style="list-style-type: none">calculate relative frequencies from given or collected data to estimate probabilities of events involving ‘and’ or ‘or’list all outcomes for two-step chance experiments, both with and without replacement using tree diagrams or arrays.assign probabilities to outcomes and determine probabilities for events <p>Unit Title: Number and Algebra</p> <p>Description - Students will calculate interest charged using the Simple Interest rule and evaluating the true cost of personal loans. They will also start looking at the Index Laws and extend their understanding power notation into Scientific Notation.</p> <p>Key Goals – Students will be able to</p> <ul style="list-style-type: none">solve problems involving simple interestexpress numbers in scientific notationapply index laws to numerical expressions with integer indicesextend and apply the index laws to variables, using positive integer indices and the zero index
	Assessment	<p>Task: Assignment – Drink Can Design</p> <p>Conditions: Open; 4 weeks to complete task</p>	<p>Task: Exam – Linear functions, similar triangles</p> <p>Conditions: Supervised; one class lesson; calculators allowed, working must be shown.</p>	<p>Task: Assignment - Data Investigation</p> <p>Conditions: Open; 5 weeks to complete task</p> <p>Task: Exam – Pythagoras Theorem, trigonometric ratios</p> <p>Conditions: Supervised; one class lesson; calculators allowed, working must be shown.</p>	<p>Task: Exam – probability, scientific notation, index laws</p> <p>Conditions: Supervised; one class lesson; calculators allowed, working must be shown.</p>
	Year 10 Maths Foundation	<p>Unit Title: Pythagoras and trigonometry</p> <p>Though these topics students will develop literacy, numeracy and problem solving skills</p> <p>Key Goals - Students will be able to</p> <ul style="list-style-type: none">Solve right-angled triangle problems including those involving direction and angles of elevation and depression <p>Unit Title: Statistics and Probability</p> <p>Key Goals - Students will be able to</p> <p>Chance</p> <ul style="list-style-type: none">Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independenceUse the language of ‘ifthen’, ‘given’, ‘of’, ‘knowing that’ to investigate conditional statements and identify common mistakes in interpreting such language	<p>Unit Title: Number and Algebra</p> <p>Though these topics students will develop literacy, numeracy and problem solving skills</p> <p>Key Goals - Students will be able to</p> <p><i>Patterns and algebra</i></p> <ul style="list-style-type: none">Substitute values into formulas to determine an unknown <p><i>Linear and non-linear relationships</i></p> <ul style="list-style-type: none">Solve problems involving parallel and perpendicular lines <p>Linear and non-linear relationships (10a)</p> <ul style="list-style-type: none">Solve simple exponential equations	<p>Unit Title: Statistics and Probability</p> <p>Though these topics students will develop literacy, numeracy and problem solving skills</p> <p>Key Goals - Students will be able to</p> <ul style="list-style-type: none">Construct and compare a range of data displays including stem-and-leaf plots and dot plotsCalculate mean, median, mode and range for sets of data. Interpret these statistics in the context of dataDescribe and interpret data displays using median, mean and range <p>Unit Title: Number and algebra</p> <p>Key Goals - Students will be able to</p> <ul style="list-style-type: none">Express one quantity as a fraction of another, with and without the use of digital technologiesRound decimals to a specified number of decimal places .Connect fractions, decimals and percentages and carry out simple conversionsFind percentages of quantities and express one quantity as a percentage of another, with and	<p>Unit Title: Measurement and Geometry</p> <p>Though these topics students will develop literacy, numeracy and problem solving skills</p> <p>Key Goals - Students will be able to</p> <ul style="list-style-type: none">Convert between common metric unitsSolve problems involving comparison of lengths and areas using appropriate unitsEstablish the formulas for areas of rectangles, triangles , and use these in problem-solvingCalculate volumes of rectangular prisms



Maths		Term 1	Term 2	Term 3	Term 4
				without digital technologies. <i>Money and Financial mathematics</i> <ul style="list-style-type: none">Investigate and calculate 'best buys', with and without digital technologies	
	Assessment	Exam – supervised 80 min K& U + PSR	Exam – supervised 80 min K& U + PSR Assignment 4 weeks 3 in class lessons	Exam - one class lesson supervised assessment at end of <i>Statistics and Probability</i> unit. Assignment - in class investigation (data) Exam - one class lesson supervised assessment at end of <i>Number and Algebra</i> unit.	Exam - one class lesson supervised assessment at end of <i>measurement and geometry</i> unit.
	Year 10 Mathematics	Unit Title: Measurement and Geometry Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Pythagoras and trigonometry</i> <ul style="list-style-type: none">Solve right-angled triangle problems including those involving direction and angles of elevation and depression Unit Title: Statistics and Probability Key Goals - Students will be able to <i>Chance</i> <ul style="list-style-type: none">Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independenceUse the language of 'ifthen', 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language	Unit Title: Number and Algebra Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Patterns and algebra</i> <ul style="list-style-type: none">Substitute values into formulas to determine an unknown <i>Linear and non-linear relationships</i> <ul style="list-style-type: none">Solve problems involving parallel and perpendicular lines <i>Linear and non-linear relationships (10a)</i> <ul style="list-style-type: none">Solve simple exponential equations	Unit Title: Measurement and Geometry Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Geometric reasoning</i> <ul style="list-style-type: none">Formulate proofs involving congruent triangles and angle propertiesUsing units of measurementSolve problems involving surface area and volume for a range of prisms, cylinders and composite solidsApply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes Unit Title: Statistics and Probability Key Goals - Students will be able to <i>Data representation and interpretation</i> <ul style="list-style-type: none">Determine quartiles and interquartile rangeEvaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data.Use scatter plots to investigate and comment on relationships between two numerical variables	Unit Title: Number and Algebra Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Money and financial mathematics</i> <ul style="list-style-type: none">Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies
	Assessment	Exam – supervised 80 min K& U + PSR	Exam – supervised 80 min K& U + PSR Assignment 4 weeks 3 in class lessons	Exam – supervised 80 min K& U + PSR Assignment 4 weeks 3 in class lessons	Exam – supervised 60/80 min K& U + PSR
	Year 10 Maths Extension	Unit Title: Measurement and Geometry Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Pythagoras and trigonometry</i> <ul style="list-style-type: none">Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245) <i>Pythagoras and trigonometry (10a)</i> <ul style="list-style-type: none">Establish the sine, cosine and area rules for any triangle and solve related problems (ACMMG273)Use the unit circle to define trigonometric functions, and graph them with and without the use of digital technologies (ACMMG274)Solve simple trigonometric equations (ACMMG275)Apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles (ACMMG276)	Unit Title: Number and Algebra Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Linear and non-linear relationships</i> <ul style="list-style-type: none">Solve linear inequalities and graph their solutions on a number line (ACMNA236)Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237)Solve problems involving parallel and perpendicular lines (ACMNA238)Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate (ACMNA239)Solve linear equations involving simple algebraic fractions (ACMNA240)Solve simple quadratic equations using a range of	Unit Title: Number and Algebra Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Patterns and algebra</i> <ul style="list-style-type: none">Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233)Substitute values into formulas to determine an unknown (ACMNA234)Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269) Unit Title: Statistics and Probability Key Goals - Students will be able to <i>Data representation and interpretation</i>	Unit Title: Number and Algebra Though these topics students will develop literacy, numeracy and problem solving skills Key Goals - Students will be able to <i>Real numbers (10a)</i> <ul style="list-style-type: none">Define rational and irrational numbers and perform operations with surds and fractional indices (ACMNA264)Use the definition of a logarithm to establish and apply the laws of logarithms (ACMNA265) Unit Title: Statistics and Probability Key Goals - Students will be able to <i>Chance</i> <ul style="list-style-type: none">Describe the results of two- and three-step chance experiments, both with and without replacements, assign probabilities to outcomes and determine probabilities of events. Investigate the concept of independence (ACMSP246)Use the language of 'ifthen', 'given', 'of', 'knowing



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Maths		Term 1	Term 2	Term 3	Term 4
		Unit Title: Number and Algebra Key Goals - Students will be able to <i>Linear and non-linear relationships</i> <ul style="list-style-type: none">Solve problems involving linear equations, including those derived from formulas (ACMNA235)	strategies (ACMNA241) <i>Linear and non-linear relationships (10a)</i> <ul style="list-style-type: none">Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269)Solve simple exponential equations (ACMNA270)Describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations (ACMNA267)Apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation (ACMNA268)Factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts (ACMNA269)	<ul style="list-style-type: none">Use scatter plots to investigate and comment on relationships between two numerical variables (ACMSP251)Determine quartiles and interquartile range (ACMSP248)Construct and interpret box plots and use them to compare data sets (ACMSP249)Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250) <i>Data representation and interpretation (10a)</i> <ul style="list-style-type: none">Calculate and interpret the mean and standard deviation of data and use these to compare data sets (ACMSP278)Use information technologies to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship, allowing for variation (ACMSP279) Unit Title: Measurement and Geometry Key Goals - Students will be able to <i>Using units of measurement</i> <ul style="list-style-type: none">Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids (ACMMG242) <i>Using units of measurement (10a)</i> <ul style="list-style-type: none">Solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids (ACMMG271)	that' to investigate conditional statements and identify common mistakes in interpreting such language (ACMSP247) <ul style="list-style-type: none">Investigate reports of studies in digital media and elsewhere for information on their planning and implementation (ACMSP277)
Assessment		Exam – supervised 90 min K& U + PSR	Exam – supervised 90 min K& U + PSR Assignment – inequalities 4 weeks 3 in class lessons	Exam – supervised 90 min K& U + PSR Assignment – Statistics 4 weeks 3 in class lessons	Exam – supervised 90 min K& U + PSR

Science		Term 1	Term 2	Term 3	Term 4
	Prep	Unit Title: What are the needs of living things? Unit Learning Goals: <ul style="list-style-type: none">Students will understand that all living things have basic needs and that as scientists we use our sense to make observations about the world. Essential Questions: <ul style="list-style-type: none">What senses do I use to observe the world around me?What is in my living world? (Identify between living and non-living things)What are the needs of living things?How does 'it' meet its needs?What is the difference between a need and a want?	Unit Title: What's it made of? Unit Learning Goals: <ul style="list-style-type: none">Students examine familiar objects using their senses. Through exploration and discussion, language is focused to describe the properties of the materials from which objects are made.Students then observe and analyse the reciprocal connection between properties of materials, objects and purposes so that they recognise the scientific decision making in everyday life. Essential Questions: <ul style="list-style-type: none">What's it made of?Why use that material?What should I wear?How have clothes changed?	Unit Title: Weather Watchers! Unit Learning Goals: <ul style="list-style-type: none">Students explore daily and seasonal changes in our environment and how these affect our everyday life. Essential Questions: <ul style="list-style-type: none">What are the daily changes in our environment? (Sensory observations, sorting & classifying)What is weather? (Linking prior knowledge to new understandings)How does the weather affect people and their lifestyles?How does the weather affect animals and plants?What are Aboriginal and Torres Strait Islander concepts and beliefs about weather patterns?	Unit Title: Move it, Move it... Unit Learning Goals: <ul style="list-style-type: none">Students observe and ask questions about how things move.Students gather different types of information about factors influencing movement and apply and explain knowledge of movement in a familiar situation. Essential Questions: <ul style="list-style-type: none">How does it move? Does it shake, rattle or roll?What makes it move this way?How does it compare? (investigations, experimentation and observations)What will make it move differently?How can I make it work/move for me? (using movement for a purpose)
Assessment		Summative Assessment: Written (Open conditions) Students are asked to classify and sort items into "Needs" and "Wants".	Summative Assessment: Spoken/Signed (Open conditions) On an individual basis or in small groups, children are asked a series of focussed questions about the	Summative Assessment: Spoken/Signed (Open conditions) Students will individually present to the class as a 'weather presenter'. They will use 3 picture/symbols	Summative Assessment: Written/Spoken/Multimodal (Open conditions) Science LASD Profile... various activities including observations and monitoring.



Science		Term 1	Term 2	Term 3	Term 4
		Multimodal (Open conditions) Students choose a living thing & then identify its needs.	properties of a table top collection of materials and then asked to determine and justify which would be useful to match a particular design application.	cues of weather symbol, activity symbol and clothes symbol, to support their presentation of the weather in a particular place. Written (Open conditions) Student's observations and explanations as noted in their Science journals.	
	Year 1	Unit Title: What can I observe in the sky and on the ground? Unit Learning Goals: <ul style="list-style-type: none">Students understand changes and patterns in the day and night sky. Essential Questions: <ul style="list-style-type: none">What are the changes that occur in the features of the day and night sky and the landscape?How are these changes linked to daily life, Indigenous cultures, and plants and animals?	Unit Title: Material Madness Unit Learning Goals: <ul style="list-style-type: none">Students experience and describe physical changes that can be made to familiar materials and begin to infer cause and effect relationships.Students modify an existing material for a given purpose and explain the results to others. Essential Questions: <ul style="list-style-type: none">What's it made of? (Observation)What will happen if? (I heat it, bend it, freeze it, sink it...etc) (Predictions)How can I change it? (Investigations, experimentation and observations)How can we use this learning? (Real life applications of this knowledge)	Unit Title: Living Adventures Unit Learning Goals: <ul style="list-style-type: none">Students will explore living things. They will look at features, needs and habitats and how the habitat meets the needs of living things. Essential Questions: <ul style="list-style-type: none">What does it look like? (recognise common features of plants and animals)What do plants give us? (Investigations, experimentation and observations)Where are we? (local habitats - exploration and observations)Where does it live? (investigations of different plants and animals, where they live and why)What happens when habitats change? (Investigations of impacts/changes)	Unit Title: Sensory Overload! Unit Learning Goals: <ul style="list-style-type: none">Students will understand that light and sound are produced by a range of sources and can be changed. Essential Questions: <ul style="list-style-type: none">What are our senses and how to they help us? (Prior Knowledge check – foundation understanding)Why can't we see in the dark? (building knowledge of light and illumination)How do we make sound? (Investigations, experimentation and observations)How does that sound different? (Investigations, experimentation and observations)Where do we see light and sound used and for what purposes? (real life connections and applications)
	Assessment	Summative Assessment: Written: (Open conditions) Construct and present representations of the sky and landscape during the day and night. Spoken/Signed: (Open conditions) Students orally describe how this links to events in everyday lives. E.g. "When I wake up the sun is in the sky but is not overhead". "When I go to bed, the sun has set but the moon is not yet up".	Summative Assessment: Multi-Modal: (Open conditions) Rock the Boat – Science Guided investigation <ul style="list-style-type: none">Construction of a boat that will float and then test design by adding weights. Assess and amend design as a result of testing.Self-assessment and reflections of their own abilities.	Summative Assessment: Written: (Supervised conditions) (Students complete a short paper based assessment, where they are asked to draw and label the external features of a chosen animal, identify its needs and what it eats. The assessment also requires the student to make observations of a given environmental diagram to identify the habitats present and then make connections to what living things may live in this habitat. The student then sits with an adult to discuss the needs of their animal and how these needs are met. They also talk about possible threats to the habitat.	Summative Assessment: Written: (Supervised conditions) Students answer a series of questions to demonstrate that light and sound are produced by a range of sources.
	Year 2	Unit Title: What happens when I push or pull something? Unit Learning Goals: Students will understand: <ul style="list-style-type: none">Forces are part of our everyday lifeForces can be used to move objects or change their shape. Essential Questions: <ul style="list-style-type: none">What is a force?What is pushing, pulling and gravity and how does it affect the movement or shape of an object?How are movement and materials related?	Unit Title: Wings, Stings and Wiggly Things Unit Learning Goals: <ul style="list-style-type: none">Students will investigate 'little creatures' to gain an understanding of the stages and cycles of life. Essential Questions: <ul style="list-style-type: none">What is it? (Observations and classification)How does it 'come into the world'? (stages of development)How does it change as it grows older? (stages of life)Does it have a mother and father too? (parents (2?) and offspring)	Unit Title: Mixing & Making Unit Learning Goals: <ul style="list-style-type: none">Students describe different objects and materials in terms of properties and purpose.Students investigate combinations of different materials, analysing the properties and uses Essential Questions: <ul style="list-style-type: none">What's that? (Prior Knowledge – identifying materials)What's it made of? (Investigate why materials are used for particular purposes)What will happen if? (I mix it with...) (Predictions)How can I change it? (Investigations, experimentation and observations)How can it be useful again? - Recycling (Real life applications of this knowledge)	Unit Title: Save Planet Earth Unit Learning Goals: <ul style="list-style-type: none">Students investigate Earth's resources, reflecting on how Earth's resources are used and the importance of conserving resources for the future of all living things.Students will discuss opinions and debate issues of conservation, concluding in them proposing and explaining actions that can be taken to conserve Earth's resources. Essential Questions: <ul style="list-style-type: none">What is a 'resource'? (Prior knowledge, foundation understanding)What are the Earth's resources? How do we use them?Where does it come from? (from source to use)Could we do without it? (predictions and scenarios)What can I/we do to help conserve Earth's resources? (Real life applications of this knowledge)
	Assessment	Summative Assessment: Written: (Open and supervised conditions) 1. Students will draw a diagram that depicts a real life	Summative Assessment: Written: (Open and supervised conditions) Students will draw a labelled diagram of the life cycle	Summative Assessment: Multimodal: (Open and supervised conditions) Undertake a guided scientific investigation to mix two	Summative Assessment: Written: (Open conditions) 1. Water at home



Science		Term 1	Term 2	Term 3	Term 4
		situation of pushing or pulling, where they see these forces in everyday lives. 2. Students will complete a push and pull force arrows picture drawing the push or pull (primary connections page 10, on network) 3. Record and describe the forces in use for the toy designed in technology.	for the insect they chose to study. They will write about its life cycle and explain each stage of development.	materials/substances together to discover the properties and usefulness of the combined mixture.	2. Drip Diagram
	Year 3	Unit Title: Spinning in Space Unit Learning Goals: <ul style="list-style-type: none">Students will demonstrate their knowledge of the Earth's rotation on its axis in relation to the position of the sun to explain how day and night is made.Students will make predictions using their prior experiences and collect and present data on shadows to help answer questions about everyday observations. Essential Questions: <ul style="list-style-type: none">How do the Earth, the Sun and the Moon interact?What causes day and night?What can shadows tell us about the rotation of the Earth?	Unit Title: Hot Stuff Unit Learning Goals: <ul style="list-style-type: none">Students investigate how heat can be produced and transferred. Students explore factors affecting heat transference and safety practices required.The unit provides opportunities to use this knowledge to analyse real life applications of heat production and transference. Essential Questions: <ul style="list-style-type: none">What is a source of heat?How does heat transfer?What are heat conductors and insulators?How do we use and work with heat?How does heat impact on our daily lives?How do we plan and conduct a science investigation?	Unit Title: What is it? - Is it living? Unit Learning Goals: <ul style="list-style-type: none">Students examine how living things can be grouped on the basis of observable features and can be distinguished from non-living things. Essential Questions: <ul style="list-style-type: none">What are the observable features and relationships of living and non-living things?What does the term once-living mean and when do I use it?What is the human impact on living things?	Unit Title: Melting Moments Unit Learning Goals: <ul style="list-style-type: none">Students will investigate the properties of solids and liquids and the effect of adding or removing heat.Students will evaluate how adding or removing heat affects materials in everyday life. Essential Questions: <ul style="list-style-type: none">What are the three states of matter? (Foundation Understanding)How can an object's state be changed?What would happen if we change its state of matter?
	Assessment	Summative Assessment: Multimodal (Open conditions) Students will contribute to the implementation of a shared investigation of shadows.	Summative Assessment: Written: (Open conditions) <ul style="list-style-type: none">Additions to the Ideas Map (Post-assessment)How Does Heat Move? (Revisit - ice cube in hand)Investigate heat conduction in different spoons.	Summative Assessment: Written: (Supervised conditions) <ul style="list-style-type: none">Students classify a series of pictures into living and non-living.Students classify a series of pictures based on their observable features.	Summative Assessment: Multi-Modal: (Open conditions) Investigating melting chocolate and melting ice.
	Year 4	Unit Title: Cycles of life Unit Learning Goals: <ul style="list-style-type: none">Students explore the life cycles of different living things in Australia. They understand that lifecycles are predictable and can change when environmental, animal or human interactions occur. Essential Questions: <ul style="list-style-type: none">What is a 'life cycle'?How are the life cycles of different animals and plants similar and different?How can interactions (environmental/human/animal) impact with a lifecycle?	Unit Title: How do things move? Unit Learning Goals: <ul style="list-style-type: none">In this unit students will investigate and demonstrate how forces affect objects through contact and non-contact forces. They will also identify situations where science is used to ask questions or to make predictions. Students will use their knowledge of forces to make predictions, compare results and suggest possible reasons for their findings. Essential Questions: <ul style="list-style-type: none">What is a force?How do forces make things move?How do forces affect objects?How do different forces act on objects at the same time?	Unit Title: Is it useful? Unit Learning Goals: <ul style="list-style-type: none">This unit involves students investigating a range of physical properties of materials and considering how these influence their selection and use. Essential Questions: <ul style="list-style-type: none">What are natural materials? (Prior Knowledge and foundation learning)What are processed materials? (Prior Knowledge and foundation learning)What are the properties of different materials? (predictions, Investigations, experimentation and observations)How does a property of a material make it more or less useful? (Real life applications of this knowledge)What are the environmental considerations around this material and its use?	Unit Title: Here today, gone tomorrow? Unit Learning Goals: <ul style="list-style-type: none">In this unit students will investigate the effect that human activity, natural disasters and extreme weather have on the weathering and erosion of the earth's surface. Students will also examine the Earth's natural cycles. Students will apply their knowledge to make predictions based on interactions within systems, including those involving the actions of humans. Essential Questions: <ul style="list-style-type: none">What is the Earth made from? (foundation understanding)What are landforms, rocks, fossils, soils? (foundation understanding)What are the Earth's natural cycles and processes?How do these natural cycles and processes affect the surface and landscape of the Earth?Where can we see human impact on the Earth's surface?



Science		Term 1	Term 2	Term 3	Term 4
	Assessment	Summative Assessment: Experimental Investigation: (Open conditions) Students investigate the lifecycle of an Australian animal and identify the factors that impact and threaten it. Written: (Supervised conditions) Focus on annotated diagram of an animal's life cycle and description of the relationships that assist/hinder the survival of living things (i.e. concept map and explanation).	Summative Assessment: Experimental Investigation: (Open conditions) QSA, 'Carpet Sled Investigation' – investigating force and effects of friction.	Summative Assessment: Experimental Investigation: (Open conditions) Students undertake a guided investigation into properties of materials and applying this knowledge to undertake a simple experiment using paper aeroplanes.	Summative Assessment: Experimental Investigation: (Open conditions) QCAT Task – Effects and reactions to cases of erosion. Work samples and targeted experiments across the term. Written: (Supervised) Choose a photo of erosion from the selection of community photos in resources - children are to: decide on the problem, its cause, solution to the problem and include a labelled illustration.
	Year 5	Unit Title: Surviving the Aussie Outback Unit Learning Goals <ul style="list-style-type: none">Students will analyse the structural and behavioural features and adaptations that assist living things to survive in their environment.Students use this knowledge to pose questions and make predictions about the relationship between adaptations and environmental changes. Essential Questions <ul style="list-style-type: none">What is an adaptation- behavioural and structural?How do these adaptations help an animal (and plants) survive in its habitat?What adaptations does a given animal have?	Unit Title: Our Place in Space Unit Learning Goals <ul style="list-style-type: none">Students consider Earth as a component within a solar system and use models for investigating systems at astronomical scales.Students begin to identify stable and dynamic aspects of the Solar System, and learn how to look for patterns and relationships between the eight planets. Essential Questions <ul style="list-style-type: none">How are the planets of Earth's Solar System the same and different?How do they connect with one another and how do we know?What role does the sun play in the solar system?	Unit Title: Now you see it! Unit Learning Goals <ul style="list-style-type: none">Students will investigate the properties of light and the formation of shadows. They explore the role of light in everyday objects and devices and consider how improved technology has changed devices. Essential Questions <ul style="list-style-type: none">What is light and how is it made? (Prior Knowledge check and foundation)How does light travel?How are shadows formed and changed? (Investigations, experimentation and observations)What gives objects their colour?How is light refracted? Where do we see and use this in real-life?	Unit Title: Matter Matters Unit Learning Goals <ul style="list-style-type: none">Students will broaden their classification of matter to include gases and begin to see how matter structures the world around them.Students will investigate the observable properties and behaviour of solids, liquids and gases, and the development of composite materials to meet the needs of modern society. Essential Questions <ul style="list-style-type: none">What are the three states of matter? (prior knowledge check)What are the properties and behaviours of solids, liquids and gases?How do we change the states of matter? (Investigations, experimentation and observations)What are the gases in our world? (Real life applications of this knowledge)
	Assessment	Summative Assessment: Multimodal: (Open conditions) <ul style="list-style-type: none">Analyse a picture of an environment - (desert)Apply knowledge to explain how animals/plants live and survive in this environment. (provide three stimulus, 1 plant and two animals)	Summative Assessment: Multimodal: (Open conditions) <ul style="list-style-type: none">Produce a hand drawn and annotated poster in PublisherExplain the components of the solar system and how these are connected.Identify a person who has contributed to the field of earth and space science. Tell us about the knowledge that has been developed by this person and how it has affected people's lives.	Summative Assessment: Multimodal: (Open conditions) <ul style="list-style-type: none">Students will plan, conduct, evaluate and communicate investigations into how the direction of light can be affected and its appearance changed. They will discuss the effect of an invention on a person's life.	Summative Assessment: Multimodal: (Open conditions) <ul style="list-style-type: none">Students plan, conduct, evaluate and report on an investigation into the amount of evaporation that occurs between two containers (one closed and one open) and apply knowledge of solids, liquids and gases to real life situations.
	Year 6	Unit Title: What happens to the world around me as seasons and society change? Unit Learning Goals: <ul style="list-style-type: none">Students develop a view of Earth as a dynamic system both geologically and meteorologically. Essential Questions: <ul style="list-style-type: none">What are some of the natural disasters that can affect the Australian and Asian environment?How can the effects of one disaster lead to another?How has science helped people to understand and survive disasters?How can a sudden geological affect Earth's surface.	Unit Title: Getting a reaction! Unit Learning Goals: <ul style="list-style-type: none">Students will understand that changes to materials can be reversible or irreversible.Students will plan and implement their own experiment to explore reversible and irreversible changes to materials. Essential Questions: <ul style="list-style-type: none">How can a material be changed?What happens when we mix it up? (Observing and describing)Is it soluble? (Experimentation, observing, recording and comparing)Can we change its state? (Experimentation, observing, recording and comparing)What are irreversible changes?How are irreversible changes used in recycling processes?	Unit Title: Fight 4 Life Unit Learning Goals: <ul style="list-style-type: none">Students will, through the context of a local environment, investigate the relationship between the growth and survival of living things and the physical conditions of their environment. They examine ways in which humans' actions impact on the environment and living things.Students will understand that living things are interdependent and interact with each other and their environment. Essential Questions: <ul style="list-style-type: none">My Plant: what does it need to grow?What will happen if? (Changing conditions, affecting survival)How does it survive there? (Investigations, experimentation and research into organisms in extreme conditions)How can we use this learning in real life? (Real life	Unit Title: Switching Off Unit Learning Goals: <ul style="list-style-type: none">Students explore and infer that electrical circuits provide a means of transferring and transforming electricity.They investigate how energy from a variety of sources can be used to generate electricity and evaluate personal and community choices to use sustainable renewable energy sources. Essential Questions: <ul style="list-style-type: none">What is electricity? (Foundation learning)How do electrical circuits work?What is a conductor? (Investigations, experimentation and observations)What is an insulator? (Investigations, experimentation and observations)How can we reduce our electrical energy usage?What are sustainable source of energy? (Real life applications of this knowledge)



Science		Term 1	Term 2	Term 3	Term 4
	Assessment	Summative Assessment: (Closed Conditions) Closed Book Exam – Covering geological changes and the work of geology. (Closed Conditions) Interpretation of scientific text activity – Newcastle Earthquake.	Summative Assessment: (Open Conditions) Reversible or Irreversible? In your science lessons you have been learning about reversible and irreversible changes. There have been some discussion about what is meant by reversible and irreversible changes and one of your classmates, Bill, claims that: <i>All the changes that occur to materials because of heating can be reversed through cooling.</i> Your task is to plan and conduct an investigation using the materials provided to evaluate Bill's claim.	applications of this knowledge) Summative Assessment: (Open Conditions) Students will independently create a scientific investigation (extended procedure) that report on the experimentation of changing conditions on plant growth. The report will also connect the student's learning to the real life context of human impact.	Summative Assessment: (Open Conditions) Students create and evaluate a model related to generating, transferring and transforming electricity to inform community decisions.
	Year 7	Unit Title: Physics – Forces, Friction, Gravity and Simple Machines Description: Students will Investigate common situations where forces are balanced (e.g. stationary objects) and unbalanced (e.g. falling objects). Key Goals: Students will <ul style="list-style-type: none">understand, identify and measure types of forces.be able to identify dependent, independent and control variables and design a fair testreflect on scientific investigations including evaluating the quality of the data collected, and identifying improvements	Unit Title: Chemistry- Water Description: Students will follow procedures to safely separate mixtures using a range of techniques. Key Goals: Students will <ul style="list-style-type: none">Be able to use the laboratory and its equipment safely and correctlyInvestigate water as a resource, including the water cycle and water qualityUnderstand the states of matter, the difference between mixtures and pure substances and be able to use separation techniques.	Unit Title: Biology – Classification Description: Students will compare differences within and between groups of organisms and be able to classify them accordingly. They will also investigate the interactions that occur between them Key Goals: Students will <ul style="list-style-type: none">Consider the reasons for classification and be able to group a variety of organisms based on their characteristics.be able to use, interpret and create food chains and food webs to show relationships between different organisms in an ecosystem.investigate how living things change their environment and the impact of these changes on other living things.	Unit Title: Earth Science – Earth, Moon, Sun Description: Students will learn about interrelationships between the Sun, Earth and Moon system. Key Goals: Students will <ul style="list-style-type: none">explore predictable phenomena such as eclipses, tides, phases of the Moon and seasons.consider different cultural understandings, and how scientific understandings have changed over time.examines the impact of seasons on animals and plants and human endeavours such as farming and fishing.
	Assessment	Task In-class investigation Conditions: Supervised; Task completed over three sessions.	Task: Exam Conditions: Supervised; written; one class lesson; calculators allowed (if needed)	Task: Exam Conditions: Supervised; written; one class lesson; calculators allowed (if needed)	Task: Exam Conditions: Supervised; written; one class lesson; calculators allowed (if needed)
	Year 8	Unit Title: Chemistry - Matter Description: In this unit, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They will explore particles at a particle level and distinguish between physical and chemical change. Key Goals: to understand <ul style="list-style-type: none">the different states of matterparticle theoryhow particle theory is used to explain phenomena in solids, liquids and gasesidentification of mixtures and solutionshow different substances are similar/differentthe periodic tablethe differences between elements, mixtures and compoundsthe difference between physical and chemical changesionic Compounds	Unit Title: Geological Sciences: We will rock you Description: In this unit students explore different types of rocks and the minerals of which they are composed. The dynamic nature of the rock cycle, the interrelationships between rock types and the role of energy and force are examined. The importance of mining is explored and students are to investigate the economic, social and environmental issues associated with it. Key Goals: to understand <ul style="list-style-type: none">Definitions of rock types and how they are formed and the timescales involvedthe physical and chemical properties used to identify rockshow various rocks and minerals are formedcommon materials mined and the methods of extraction, separation and purificationeconomic, social and environmental effects of mining.	Unit Title: Biology - Cells Description: In this unit, students analyse the relationship between structure and function at cell, organ and body system levels. Key Goals: to understand <ul style="list-style-type: none">the parts of a cellhow to differentiate between Prokaryotes and Eukaryotesthe features of animal cells and plant cells that help them survivethe differences and similarities of cell kingdomshow cells divide and reproducetypes of cells that reproduce asexually/sexuallyrole that each plant part plays in the reproduction processthe reproductive organs and cells in humanshow biological scientists generate solutions to contemporary problems	Unit Title: Energy Description: In this unit, students explore and classify different forms of energy. Students investigate different energy transfers and transformations and the efficiency of these processes. It examines energy converters used by the community, and quantitatively examines the comparison of the efficiency of transformations. This is applied to a real-world situation to make judgments about the efficiency of the energy transformation process from a range of energy sources. Key Goals: to understand <ul style="list-style-type: none">what energy isthe different types of energywhere we get energyhow it is usedhow energy is lost and conservedhow we calculate energy and form energy efficiencyhow we evaluate the impact of renewable and non-renewable energies
	Assessment	Test, written, in class, Week 10	Test, written, in class, Week 4 An environmental impact report to the local MP regarding proposed mine site on the Sunshine Coast – 6 lessons given to prepare and present – due Week 10	Test written, in class, Week 6 Model construction and oral presentation- 5 lessons given to teach and prepare – Week 8	Test, written, in class, Week 8



Science		Term 1	Term 2	Term 3	Term 4
Year 9		Unit Title: Geology Description - Students will investigate the structure of the earth, focussing on continental drift and tectonic plate movement due to geological processes. Students investigate natural disasters occurring as a result of these movements. Key Goals: <ul style="list-style-type: none">Students will understand how geological processes result in tectonic events and changes to the Earth's surfaceStudents will identify patterns and trends in secondary data and evaluate secondary sources to critique validity of claim.Students will describe factors that have impacted on the development of the theory of plate tectonics.Students will calculate the epicentre of an earthquake using magnitude, P and S waves.	Unit Title: Efficient Energies Description - In this unit, students will investigate the various forms of energy – heat, electrical, light and sound. They will use this knowledge of energy systems to design, explain and justify energy within everyday examples. Students will take part in laboratory-based lessons throughout the term. Key Goals: <ul style="list-style-type: none">Students will understand forms of energy (heat, sound, light and electrical)Student will describes models of energy transfer and apply these to explain phenomena	Unit Title: Chemistry Description - During this term students will be investigating and identifying chemical reactions. They will explore and experiment to develop an understanding of matter, atoms and the elements around us. Key Goals: <ul style="list-style-type: none">Students will understand states of matter, atomic structure, elements, compounds and mixturesStudent will comprehend and apply the reactivity seriesStudents will relate chemical reactions to everyday life	Unit Title: Ecology Description - During this term students will be investigating and comparing the internal structure and systems of plants and humans. They will also focus on the ecosystems in our native backyard and developing knowledge of the organisms involved in sustaining these. Key Goals: <ul style="list-style-type: none">Students will understand cell structureStudents will relate cells to organism functions in both animals and plantsStudents will describe functions of different systems within organismsStudents will understand different ecosystems affect organism survival
Assessment		Task: Exam Conditions: Supervised; written; one class lesson; calculators allowed (if needed)	Task In-class investigation Conditions: Supervised; Task completed over two weeks; Group work- conduct an experiment; Individual work: write up the investigation that demonstrates their understanding of all aspects of a report	Task: Investigation Conditions: Supervised; Laboratory research and practical experiment followed by written report under exam conditions with stimulus material	Task: Exam Conditions: Supervised; Completed over two lessons; short answer
Year 10					
Assessment					

Year 10 CORE	Unit Title: Description: At the end of the unit the students should be able to describe humans with respect to their growth, reproduction and change over time and how species evolve. Science Understanding Cell reproduction <ul style="list-style-type: none">Asexual reproduction - mitosisSexual reproduction - meiosis Science as a human endeavour <ul style="list-style-type: none">Nature and development of scienceScientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific communityAdvances in scientific understanding often rely on developments in technology andtechnological advances are often linked to scientific discoveries Use and influence of science <ul style="list-style-type: none">People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictionsAdvances in science and emerging sciences and technologies can significantly affect people's lives, including generating new career opportunitiesThe values and needs of contemporary society can influence the focus of scientific research	Unit Title: Description: students explore chemical and physical evidence for different theories. Atomic theory is developed to understand relationships within the periodic table. Relationships between aspects of the living, physical and chemical world are applied to systems on a local and global scale and this enables students to predict how changes will affect equilibrium within these systems. <ul style="list-style-type: none">What are atoms and elements?How do chemicals react?Practical 1Hoffman's VoltameterWhat states do the elements come in?Properties of metals and non-metalsPractical 2- Metals and non-metalsWhat are metals and what do they do?What forms do the elements come in?How do we use the periodic table?How can Valency be displayed?Work on assignmentWhat are Alkali metals and how do they behave?Practical 3- Alkali Earth MetalsWork on assignmentWhat are transition metals and how do they behave?What is Ionic Bonding?Work on assignmentWhat is Covalent Bonding?What are chemical reactions?	Unit Title: Description: Energy conservation in a system can be explained by describing energy transfers and transformation. The motion of objects can be described and predicted using the laws of physics. <ul style="list-style-type: none">Describe the difference between displacement and distanceDefine velocity and acceleration and state formula to determineState SI units for displacement, velocity and accelerationDescribe what happens to an object when it is acted on by a force.Identify forces acting on an object.State newton's first law of motion.State the equations of motionApply equation of motion to solve problems involving s, t, u, v, a.Explain the effect of Newtons third law of motionDescribe practical examples of how it applies in real lifeState the second law of motionBe able to apply the second law to a range of practical problems Link and apply laws of motion and Newtons second law to solve practical problems (Extension students) <ul style="list-style-type: none">Describe the changes in motion during a vehicle crash.	Unit Title: Description: The universe contains features including galaxies, stars and solar systems and the Big Bang theory can be used to explain the origin of the universe Global systems, including the carbon cycle, rely on interactions involving the biosphere, lithosphere, hydrosphere and atmosphere <ul style="list-style-type: none">identifying the evidence supporting the Big Bang theory, such as Edwin Hubble's observations and the detection of microwave radiationrecognising that the age of the universe can be derived using knowledge of the Big Bang theorydescribing how the evolution of the universe, including the formation of galaxies and stars, has continued since the Big Banginvestigating how human activity affects global systemsmodelling a cycle, such as the water, carbon, nitrogen or phosphorus cycle within the biosphereexplaining the causes and effects of the greenhouse effectinvestigating the effect of climate change on sea levels and biodiversityconsidering the long-term effects of loss of biodiversityinvestigating currently occurring changes to permafrost and sea ice and the impacts of these changesexamining the factors that drive the deep ocean currents, their role in regulating global climate, and
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**Science Inquiry Skills**

Questioning and predicting

- Formulate questions or hypotheses that can be investigated scientifically

Planning and conducting

- Plan, select and use appropriate investigation methods, including field work and laboratory experimentation, to collect reliable data; assess risk and address ethical issues associated with these methods

- Select and use appropriate equipment, including digital technologies, to systematically and accurately collect and record data

Processing and analysing data and information

- Analyse patterns and trends in data, including describing relationships between variables and identifying inconsistencies

- Use knowledge of scientific concepts to draw conclusions that are consistent with evidence

Evaluating

- Evaluate conclusions, including identifying sources of uncertainty and possible alternative explanations, and describe specific ways to improve the quality of the data
- Critically analyse the validity of information in secondary sources and evaluate the approaches used to solve problems

Communicating

- Communicate scientific ideas and information for a particular purpose, including constructing evidence based arguments and using appropriate scientific language, conventions and representations

The recipe of life

During this term students build on concepts learned in the Biological sciences and Earth and space sciences sub-strands across

Years 6–9 and explore genetics and the theory of evolution.

Students will:

- understand relevant terminology, such as genotype, phenotype, gene, allele, dominant, recessive, karyotype, chromosome, variation, hereditary, competition, adaptation, analogous and homologous structures, convergent and divergent evolution
- perform a DNA extraction
- recognise that genetic information passed on to offspring through sexual reproduction is from both parents by meiosis and fertilisation
- predict ratios of offspring genotypes and phenotypes in crosses involving dominant/recessive alleles or in genes that are sex-linked
- describe mutations as changes in DNA or chromosomes and outline the factors that contribute to causing mutations
- represent multigenerational inheritance using pedigree diagrams
- relate genetic characteristics to survival and reproductive rates

- How do I correctly display chemical reactions?
- Practical 4- Closely observing chemical reactions
- What things can influence the rate of a chemical reaction?
- How can we test what things influence reaction rates?
- What different types of reaction are there?
- Practical 5- Precipitation rates 1
- What can precipitation reactions tell us?
- How do we put it all together?

Chemical reactions matter

- During this term students investigate natural and processed materials, learning to classify them by their patterns of interactions with other materials, their properties and structures.
- Students will:
 - research the periodic table and its development and refinement over time
 - recognise that elements in the same group of the periodic table have similar properties
 - understand that atomic structure explains the position of elements in the periodic table
 - relate electronic configuration to the formation of compounds (only ionic compounds)
 - investigate chemical reactions and represent them using word equations and understand balanced symbol equations
 - Experiment with simple catalysts – e.g KI and elephant toothpaste
 - explore a variety of chemical processes and techniques used to identify and produce simple ionic salts and neutralisers

- Apply newtons Laws to collisions
- Identify the link between force and deceleration during collision.
- Quantify decelerations when objects collide.
- Identify safety features in motor vehicles to reduce forces experienced during deceleration.
- Recall definitions for Kinetic and Potential energies
- Be able to calculate KE and GPE
- State the Law of Conservation of Energy
- Draw energy transformation diagrams
- Solve problems using GPE and KE
- Define Energy as the ability to do work
- *Define Static Electricity*
- *Quantify relationship between Structure of atom and its electricity*
- *Describe the properties of Conductors and Insulators and give examples of each.*
- *Charging by induction/conduction*
- *Define Electric current and voltage.*
- *Draw electrical circuits – series and parallel*
- *Identify symbols for electrical components*

Skills

- Construct a displacement/time, velocity/time and acceleration time graphs
 - Able to interpret motion graphs
 - Interpret tickertape time data and be able to construct motion graphs from data
- Undertake an investigation to measure constant velocity and acceleration

Dynamics and Statics

During this term students learn the mathematical and experimental foundations of our understanding of forces, motion and energy. This unit has two overarching aims — that students understand:

- the historical and cultural development of science and how scientific theories can change or be overthrown over time
- the importance of mathematics and precise measurement in physics.

Students will:

- gather data (such as measurements of distance and time, speed, force, mass and acceleration) to analyse motion, using appropriate technology
- represent motion graphically
- interpret graphs of motion
- use Newton's laws to describe and explain the statics and dynamics of objects
- use mathematical equations to solve problems related to the motion of objects
- recognise that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation
- use models to describe how energy is transferred and transformed within systems.
- Consider torque as a turning tendency

their effects on marine life

The First Mars Settlers

This unit considers the aspects of Earth Science and Astronomical Science that are necessary to consider and evaluate to send the first settlers to Mars.

- The requirements for human life to exist on Earth
- the limits of these conditions that will allow life to exist on Mars

Students will:

- research the availability of life's necessities on Mars
- determine how these necessities can be extracted

Students will consider:

- what must the first settlers take with them from Earth
- what must be the skills of the members of the first ship to land
- what will be their priorities on landing
- what will be there long term goals
- who would they suggest be in the second spacecraft to arrive and what should they bring

Students will consider the expected difficulties of the settlers



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		<ul style="list-style-type: none">investigate changes caused by natural selection in a particular population as a result of a specified selection pressureinvestigate common misconceptions of evolution, for example natural selection leads to perfect adaptation.			
	Assessment	Core Science Formative: Summative: Supervised assessment (Exam block) – 65 mins	Core Science Formative: Experimental investigation: Scientific report (Written) – 4 weeks Supervised assessment: Short and extended responses (Written), exam block 65mins	Core Science Formative: <ul style="list-style-type: none">Socrative 15 multiple choice Questions Summative: Experimental investigation: Scientific report (Written) Supervised assessment: Short and extended responses (Written), exam block 70 mins	Core Science Formative: Summative: <ul style="list-style-type: none">Response to open ended questionsScientific report (Written)Supervised assessment: Short and extended responses (Written), exam block 65 mins
	Year 10 SCI-A	Unit Title: Biology Description - Students explain the processes that underpin heredity and evolution. Students analyse how the models and theories they use have developed over time and discuss the factors that prompted their review. Understanding Biological science: <ul style="list-style-type: none">Understanding the physical structure of DNA, chromosomes and genesCells basic unit of lifeUnderstanding the process of reproduction at cellular level.Evolution and change of organisms over timeInteraction of abiotic and biotic factors Transmission of heritable characteristics from one generation to the next involves DNA and genes <ul style="list-style-type: none">describing the role of DNA as the blueprint for controlling the characteristics of organismsusing models and diagrams to represent the relationship between DNA, genes and chromosomesrecognising that genetic information passed on to offspring is from both parents by meiosis and fertilisationrepresenting patterns of inheritance of a simple dominant/recessive characteristic through generations of a familypredicting simple ratios of offspring genotypes and phenotypes in crosses involving dominant/recessive gene pairs or in genes that are sex-linkeddescribing mutations as changes in DNA or chromosomes and outlining the factors that contribute to causing mutations The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence <ul style="list-style-type: none">outlining processes involved in natural selection including variation, isolation and selectiondescribing biodiversity as a function of evolution<i>Sustainability</i>investigating changes caused by natural selection in a particular population as a result of a specified selection pressure such as artificial selection in breeding for desired characteristicsrelating genetic characteristics to survival and reproductive ratesevaluating and interpreting evidence for evolution, including the fossil record, chemical and anatomical similarities, and geographical distribution of species			Unit Title: Chemistry Description - students analyse how the periodic table organises elements and use it to make predictions about the properties of elements. They explain how chemical reactions are used to produce particular products and how different factors influence the rate of reactions. Understanding Chemical science: <ul style="list-style-type: none">All matter is made of atoms which are composed of protons, neutrons and electrons (introduced in term 3).Chemical reactions involve rearranging atoms to form new substances (introduced in term 3); during a chemical reaction mass is not created or destroyed (introduced in term 4).Chemical reactions, including combustion and the reactions of acids, are important in both non-living and living systems and involve energy transfer (introduced in term 4).The atomic structure and properties of elements are used to organise them in the periodic table (introduced in term 3).Different types of chemical reactions are used to produce a range of products and can occur at different rates (introduced in term 4). Nature and development of science <ul style="list-style-type: none">Advances in scientific understanding often rely on developments in technology and technological advances are often linked to scientific discoveries. Scientific understanding, including models and theories, are contestable and are refined over time through a process of review by the scientific community (introduced in term 3). Use and influence of science <ul style="list-style-type: none">People can use scientific knowledge to evaluate whether they should accept claims, explanations or predictions (introduced in term 3).
	Assessment	Formative: In class diagnostic Summative: <ul style="list-style-type: none">Supervised assessment (Exam) in week 9	Formative: In class diagnostic Summative: <ul style="list-style-type: none">Supervised assessment (Exam) in week 9Extended Experiment Investigation (EEI) Due week 9	Formative: short research assignment, OUT in week 3, IN in week 5 Summative: Supervised assessment (exam) in week 10	Formative: supervised assessment (response to stimulus task), week 4 Summative: Supervised assessment (performing an experiment/ analysing data) in week 7
	Year 10 SCI-B	Unit Title: Physics Description - Students explain the concept of energy conservation and represent energy transfer and transformation within systems. They apply relationships between force, mass and acceleration to predict changes in the motion of objects. Understanding Physical sciences			Unit Title: Marine Biology Unit description still to be written Term 4 still to be written. Not sure if this focus should be Marine biology or Earth sciences?



- Recall the definitions (and common units for) and difference between **distance** and **displacement**.
- Recall the definitions (and common units for) and difference between **speed** and **velocity**.
- Use the formula:
 - **average speed = distance / time**
 - (and rearrangements of this formula)
- Be able to convert from **m/s** to **km/h** and vice versa. ($\times 3.6$ or $\div 3.6$)
- Recall the definition and common units of **acceleration**.
- Use the formula: **acc = change in vel / time**
- Know that the gradient of a displacement v time graph represents velocity and the gradient of a velocity v time graph represents acceleration.
- Use negative acceleration to represent **deceleration**.
- Recall the meaning of **stopping distance**, **reaction distance** and **braking distance**.
- Identify/Explain **factors** that affect the **stopping distance** of a car.
- Recall the definition and unit of **force**.
- Draw **force diagrams** involving **balanced** and **unbalanced forces**.
- Know the definition of **inertia**.
- State **Newton's 3 Laws** of Motion and use your understanding of these laws to predict the motion of objects involving **balanced** and **unbalanced forces**.
- Identify **action** and **reaction** forces.
- Use the formula: $a = F_{\text{net}} / m$ (and rearrangements of this formula).
- Use **Newton's Laws** to explain the physics behind common **safety features** on modern cars. (E.g Air bags, crumple zones, seat belts, ABS braking).
- **Recall definitions (and units of) Kinetic Energy and GPE.
- **Use the formula $K.E. = \frac{1}{2} mv^2$ and $GPE = mgh$
- **Know that Total KE + GPE is conserved for an object moving under the influence of gravity (where friction/air resistance is ignored).
- ** **Note** – cover if time permits (last 3 dot points)

Key Skills

The specific techniques, strategies and processes in a learning area

- Be able to collect data using a ticker timer.
- Be able to interpret data collected using a ticker timer.
- Be able to calculate speed and acceleration from ticker tape data.
- Be able to calculate the gradient (including units) of a line on a motion graph.
- Be able to draw and interpret (qualitative and quantitative) motion graphs (displacement – time graphs and velocity – time graphs).
- Be able to draw and analyse graphs relating to stopping distance for different speeds.
- Be able to use video analysis to determine speed and/or acceleration of an object. (Expose students to this technique – will hopefully be used by some students as part of term 2 EEI).
- Be able to analyse data collected using a ticker timer.
- Be able to design and carry out a fair test, record data in a meaningful table and/or graph.
- Be able to use appropriate scientific terminology and text types to write concise and coherent evidence based arguments to communicate science ideas.

Energy conservation in a system can be explained by describing energy transfers and transformations

- recognising that the Law of Conservation of Energy explains that total energy is maintained in energy transfer and transformation
- recognising that in energy transfer and transformation, a variety of processes can occur, so that the usable energy is reduced and the system is not 100% efficient
- comparing energy changes in interactions such as car crashes, pendulums, lifting and dropping
- using models to describe how energy is transferred and transformed within systems

The motion of objects can be described and predicted using the laws of physics

- gathering data to analyse everyday motions produced by forces, such as measurements of distance and time, speed, force, mass and acceleration
- recognising that a stationary object, or a moving object with constant motion, has balanced forces acting on it
- using Newton's Second Law to predict how a force affects the movement of an object

Key Goals:

define and describe marine science concepts

- explain marine systems using concepts and models
- apply understandings to marine environments, issues and problems.
- formulate questions, hypotheses and plans for marine investigations
- collect primary data using marine research skills
- select and organise marine information from primary and secondary sources
- analyse and interpret marine information to identify and explain relationships, trends and patterns.
- evaluate marine information to draw conclusions, and make decisions and recommendations
- justify conclusions, decisions and recommendations about marine environments, issues and problems
- communicate using language conventions to suit audiences and purposes.



		• recognising and applying Newton's Third Law to describe the effect of interactions between two objects			
	Assessment	Formative: Summative: <ul style="list-style-type: none">Supervised assessment (Exam block) – 65 mins	Formative: Summative: <ul style="list-style-type: none">Experimental investigation & Scientific report – 4 weeksSupervised assessment (Exam block) – 65 mins	Formative: Summative: <ul style="list-style-type: none">ERT (issues in marine environments) – 4 weeks	Still to be completed

Teaching, learning and assessment term overview across Years 11–12

English

	Term 1	Term 2	Term 3	Term 4
Year 11 <i>(Formative)</i>	Unit Title: Youth Representation in the Media and Popular Culture <i>How is our perception of 21st Century Youth shaped by Popular Culture?</i> Focus: Students evaluate representations of teenagers in media using a critical literacy framework as the basis of analysis for their presentation. This unit provides students with important tools to deconstruct the way the media and advertising appeals to and targets young people as a lucrative market and examines how the broader community are influenced.	Unit Title: World Literature and Ideology How do historical, social, political and economic contexts of authors and readers shape ideologies? Focus: This unit examines how world issues and resulting ideologies are constructed and communicated through the language and structural elements of prose and drama by world authors. Students examine historical, political, economic and social contexts of other times and places, within a selected novel or play and make connections about how the ideology of that time and place has been represented through characters, events and themes. Students make comparisons, evaluations and connections across the texts and engage with ideological representations constructed through language.	Unit Title: Representations in Australian Film <i>How is indigenous Australian identity represented through people, places and events in Australian film?</i> Focus: Students view and critically analyse how Indigenous Australian identity has been represented over time. Students focus on how historical, social and political contexts contribute to representations of people, places, social groups and events in Australian film. Unit Title: Australian Contemporary Fiction (Term 3 and 4) <i>How are young Australian people, the challenges they face, relationships and events represented in contemporary Australian fiction?</i> Focus: Students will read and reflect on a variety of contemporary Australian novels and will explore how language choices are used by the author to shape readers' perceptions and understandings of characters, relationships and events. Students will examine the central messages constructed in novels by authors and will examine how these may influence their own understanding of Australian identity.	Unit Title: Hypertext Narratives <i>How is emerging technology shaping fictional representations of people, times and places?</i> Focus: Examining and experimenting with a range of traditional and non-traditional print and digital narratives, students will examine how text creators build representations of different social groups, times and places using language and structural choices. Students study the aesthetic elements in text construction and representation. Students will examine how multiple texts can be drawn upon to position audience readings of a text, and investigate how digital narrative features such as hyperlinks can be used for this purpose.
Assessment	Task 1 – Multimodal expository oral Seminar presentation deconstructing the constructed representations of young people and/or issues in popular culture texts. Conditions: <ul style="list-style-type: none">Open, 4 weeks' notice of task2 drafts + consultation permitted3-5 minutes individual speakingnot including visual footage	Task 2 – Monologue dramatic reconstruction oral A monologue of a character from depth study focus novel examining alternative readings of characters to emphasise reading positions. Reflective rationale (included after presentation - not assessed separately) demonstrates and supports links and connections to selected novel/character/events/ language choices/central messages and ideology from original text Conditions: <ul style="list-style-type: none">Open, 4 weeks' notice of task2 drafts + consultation permitted3-4 minutes (individual speaking)Reflective rationale Task 3 – Expository analytical essay (Exam – Unseen) Essay response to literature examining how the techniques constructed by world authors are used to	Task 4 – Persuasive Written (Exam - Seen) Feature Article in response to seen question analysing and comparing key aspects and film codes from an Australian film. Conditions: <ul style="list-style-type: none">Seen, 1 week notice of questionsNo access to feedback2 images and 100 word sheet permittedExam conditions 70 minutes500-700 words	Task 5 – Multi-modal expository oral Multimodal presentation of Australian Identity in literature. Examination of how authors have constructed representations of Australian identity in young adult novels. Conditions: <ul style="list-style-type: none">Open, 4 weeks' notice of the taskTeacher feedback on 2 script drafts3-5 minutes (individual speaking)Teacher consultation allowed Task 6 – Hypertext Narrative Imaginative Written A hypertext narrative developed in response to stimulus items to position audience towards particular discourses and events Conditions: <ul style="list-style-type: none">Open - 3 weeks notice of taskClass time and home time used



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English

	Term 1	Term 2	Term 3	Term 4
		shape representations and convey particular ideologies of historical, social, political and economic contexts. Conditions: <ul style="list-style-type: none">Supervised, Unseen questionsTest conditions (90 mins)Unannotated text permitted500-700 words		<ul style="list-style-type: none">2 drafts + consultation800-1000 words
Year 12 (Summative)	<p>Unit Title: Examining the Media <i>How does the media shape our perceptions of local, national and world issues and events?</i></p> <p>Focus: Students will study a variety of news genres and will track and analyse how different publications and modes of the media can produce different readings of an issue. Students will make connections between media ownership and political and commercial interests in order to further analyse why and how particular perspectives are represented for public consumption. Students will examine how language is used to shape opinion and represent perspectives.</p> <p>Unit Title: (Term 1 and 2): Poetry in a Time of Change <i>How did the social, political and economic upheavals of the 20th century influence poetry of the time?</i></p> <p>Focus: Students study a range of poetry to develop an awareness of how Poets create powerful visual landscapes; emotional impressions and social and cultural messages through the choice of language used in combination with the reader's imagination. Students study the aesthetic elements in text construction and representation.</p> <p>Looking closely at one significant poet of the 20th Century students will examine how this poet's life experiences have influenced their writing.</p>	<p>Unit Title: Enduring Literature <i>How do novels celebrated from different times and places remain relevant to 21st century readers?</i></p> <p>Students choose from a selection of 'world' novels for a depth study analysing how world issues, events and conflicts such as religious and cultural beliefs and divisions, gender, social class, genetic engineering, mental health, racism & colonialism has been represented in texts of those times. Students appreciate the aesthetic elements in text construction and representation.</p> <p>Students build on knowledge previously learning in year 11 and will examine a variety of ways readers can take up positions to the text of the ideological messages constructed by authors and will construct a Feature Article positioning readers into an understanding of the continued relevance of past social and political contexts in world texts.</p>	<p>Unit Title: Capturing the Human Spirit <i>What is it about Shakespeare's tragedies that has allowed them to captivate audiences for over 400 years?</i></p> <p>This unit encourages students to read, interpret and experiment with a classic play to bring a fresh and contemporary reading and performance of the play to modern adolescent audiences.</p> <p>Students will read and examine the text and view a range of productions of the plays and analyse ideal, historical and resistant readings to produce their own alternative reading in a group performance for assessment.</p> <p>Students will hypothesise, analyse and evaluate the power structures within social groups and the ideological messages and central ideas that were constructed in the original texts.</p>	<p>Unit Title: Reflecting on Life <i>Where have I been, where am I going?</i></p> <p>This unit involves students in reading non fiction reflective texts and experimenting with this personal style of writing.</p> <p>They will produce a reflective piece of writing which could be presented as a traditional, oral presentation, multi-modal piece or in hypertext to mark the end of a significant part of their lives.</p>
Assessment	<p>Task 7. Persuasive Seminar Presentation, combining live presentation and visual aides including media footage, focusing on a student selected 'current' issue represented in the media. The Seminar will examine media representations of the issue including political and commercial links, ownership and the role these play in shaping and influencing subsequent representations.</p> <p>Conditions:</p> <ul style="list-style-type: none">Individual Open, 4 weeks' notice of task1 draft + consultation permitted5-7 minutes individual speaking does not include footage	<p>Task 8. Imaginative Written Narrative, exploring a gap in the poet's life OR reconstructing events, characters, and ideology from a selected poem</p> <p>Conditions:</p> <ul style="list-style-type: none">Open, 4 weeks' notice of task1 draft + consultation permitted800-1200 words <p>Task 9. Feature Article – Persuasive, responding to world literature – how ideologies from other times and places, social, political and economic contexts remain relevant and influence 21st Century readers.</p> <p>Conditions:</p> <ul style="list-style-type: none">Seen supervised conditions, 1 week notice of questionsNo access to feedback100 words (notes/quotes) and two images permitted600-800 words90 minutes	<p>Task 10. Imaginative Oral, small group performance of classic play interpreted for contemporary context. Focus on relevance for contemporary audience and ideologies.</p> <p>Conditions:</p> <ul style="list-style-type: none">Open, small group, individually assessed4 weeks notice of taskTeacher feedback, 1 draft4-5 minutes individual speaking <p>Task 11. Analytical/ Expository Written Essay, response to Shakespeare and the power structures within social groups, ideological messages and central ideas constructed in original texts.</p> <p>Conditions:</p> <ul style="list-style-type: none">Unseen test questionsTest conditions (2 hours)600-800 words	<p>Task 12. Reflective Written or oral</p> <p>Autobiographical composition reflecting upon how life events and experiences contribute to shaping the individual.</p> <p>Written OR Spoken (selective updating option)</p> <p>Conditions:</p> <ul style="list-style-type: none">Open, 4 weeks notice of taskTeacher feedback (spoken only)800-1200 words / 5-7 minutes



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English Communication	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Unit Title: Reality? Television: Reality vs Television. What is the difference?</p> <p>Focus: Students will watch, discuss and examine a number of reality TV shows, focusing on the positive and negative elements of them.</p> <p>Unit Title: Reality? Television: Is it real?</p> <p>Focus: students will examine a number of 'Reality TV shows' and the links with reality to analyse whether they are an accurate representation of society or not. Students will choose one Reality TV show and write a review for a teen magazine persuading the audience to accept whether the show is an accurate representation of society or not.</p> <p>(Term 1 and 2)</p>	<p>Unit Title: Healing the global community: Raising awareness of global issues.</p> <p>Focus: Students will research an issue of social justice/concern and examine the way organisations raise awareness around the world to encourage citizens to become active in addressing the issue.</p>	<p>Unit Title: Summer Festivals: What festivals are needed to fill the leisure hours and what work needs to be done to make them happen?</p> <p>Focus: Students will investigate the steps involved in organising a youth festival suitable for the local area. Students will examine the techniques of advertising and develop an advertising pitch for a summer festival suitable for the local area.</p>	<p>Unit Title: Crime Time</p> <p>Focus: Students will examine why we need police in our society and the types of crime being committed. Students will further examine their rights as young people and how the media reports on crime.</p>
Assessment	<p>Task 1: Group Debate – persuasive spoken</p> <p>In small groups, students will participate in a debate focused on the statement 'Reality is better than Television'.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 2 weeks notice• class and home time to prepare• 3-4 minutes spoken per person	<p>Task 2: Persuasive Review</p> <p>Choose one Reality TV show and write a review for a teen magazine persuading the audience to accept whether the show is an accurate representation of society or not.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 1 week notice• 70 minutes in class exam• 80 words of notes and 2 pictures permitted• 250-350 words <p>Task 3. Lobbying Campaign Advertisement – Multi-modal persuasive presentation</p> <p>Create an advertisement raising awareness of a social issue and calling on the public to take action.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 4 weeks notice of task• Class and home time to prepare• 3-4 minutes spoken word	<p>Task 4: Festival Proposal (folio)</p> <p>Students will create their own local youth festival and create a Portfolio to gain support from the council and local businesses.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 4 weeks notice• class and home time to prepare• 400 words <p>Task 5: Advertising Pitch - Spoken</p> <p>Students will now use their poster and the information in their Portfolio to create and present and sales pitch and gain support for their festival.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 3 weeks notice• class and home time to prepare• 3-4 minutes	<p>Task 6. Crime Folio – Written</p> <p>Students will complete two tasks; a news report and police report in relation to a crime which has taken place in community.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 4 weeks notice• class and home time to prepare• 200-300 words
Year 12	<p>Unit Title: Youth Culture: how does the community see young people?</p> <p>Focus: Students will examine how young people are represented in popular culture and media, analyse how these representations affect the community's perception of youth and evaluate the fairness of this perception.</p>	<p>Unit Title: Moving On: are you prepared for moving out and being a responsible community member?</p> <p>Focus: Students will investigate their rights and responsibilities involved in becoming a recognised adult member of the community.</p>	<p>Unit Title: Earning a Living</p> <p>Focus: Finding work is becoming a harder task and presenting an impressive employment package to a potential employer can be the difference in getting an interview or not.</p> <p>Unit Title: Earning a Living: once you have landed a job interview, how do you prepare for your interview?</p> <p>Students will examine the types of interviews questions asked, body language and appropriate responses to give in an interview.</p>	<p>Unit Title: At this moment: how have significant moments in my life shaped who I am today?</p> <p>Focus: Students will consider how different styles of writing can be combined with other modes of media to be used to reflect on where they are in their life and where they would like to head.</p>



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English Communication	Term 1	Term 2	Term 3	Term 4
Assessment	<p>Task 8. Letter to the Editor</p> <p>Students will write a letter to the editor of the Sunshine Coast Daily to inform and persuade readers to identify a point of view of the representation of youth culture.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 2 weeks notice• class and home time to prepare• 350-450 words	<p>Task 9. Problem Solving Scenarios – spoken</p> <p>Students will respond to several scenarios they could potentially be faced with upon leaving school. Students will present a seminar informing fellow school leavers on how to best handle these problems.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 3 weeks notice• class and home time to prepare• 3-5 minutes	<p>Task 11: Employment Folio – written</p> <p>Students will respond to a job ad which they have found themselves. They are to write a letter of introduction and resume.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 3 weeks notice• access to teacher feedback• 450 words+ <p>Task 12: Mock Interview – spoken</p> <p>Students will participate in a mock interview for the job they have applied for in the previous assessment piece (Assessment 11). Students will be asked a series of questions in an environment similar to what they would experience in real life.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 2 weeks notice• One on one interview• 5 minutes per student	<p>Task 13: Reflective Multi-Modal Presentation</p> <p>Students create a reflective piece identifying their current life experiences and their goals and hopes for the future.</p> <p>Conditions:</p> <ul style="list-style-type: none">• 4 weeks notice• class and home time to prepare• 3-5 minutes

Modern History	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Unit Title: Background study – The World at the Turn of the Twentieth Century</p> <p>Inquiry Topic 1 – The Causes and Effects of World War I</p> <p>Description:</p> <ul style="list-style-type: none">• Introduce students to the discipline of history and the historical process of inquiry/ critically analyse and evaluate a range of sources in order to reach a logical and reasoned decision.• The power dynamics of the world's 'leading' nations at the turn of the twentieth century, focusing on the British and German empires,• The inquiry aspect of the causes of World War I, and what the far-reaching and devastating effects of this conflict were.	<p>Unit Title: The Rise of Totalitarian Governments in Europe</p> <p>Inquiry Topic 2 – Cold War Conflicts</p> <p>Description:</p> <ul style="list-style-type: none">• Investigate the rise of Totalitarian rule in Europe in the inter-war period – the rise of Fascist dictatorships and the efforts to avoid conflict.• How the aftermath of World War 2 created a new binary rivalry based on ideology and spheres of influence.• topics for investigation include the Berlin airlift, the Arms race and tensions in Korea and Vietnam.	<p>Unit Title: Background Study – Diversity as an Historical Concept</p> <p>Introductory Study – Australia's First Inhabitants</p> <p>Description:</p> <ul style="list-style-type: none">• Concept of diversity: What is diversity and examples of the diversity of racial, ethnic, political, social, and religious groups in a society, nation or region• Australia's Aboriginal heritage and the roles of Indigenous peoples both in the past and in the present.• The diverse nature of the relationships that have existed between the indigenous and non-indigenous peoples of Australia since 1788.• The development and the nature of Australia's ethnic diversity.• Waves of migration from Europe, Asia, Africa and the Middle East dating back to 1788• The diverse opinions regarding Australia's role as a final destination for contemporary asylum seekers and refugees.	<p>Unit Title: Australia's Ethnic Diversity</p> <p>Inquiry Topic 4 – Racism : Division and Diversity in the Modern World</p> <p>Description:</p> <ul style="list-style-type: none">• The forces that resulted in the 1950s and 1960s being decades of such great social change.• Investigate the rise of popular movements of social change such as the peace movement, the sexual revolution and the women's movement.• Movements that some consider regressive - 'New Right' and economic rationalist ideas which developed in the 'greed is good' 1980s, and the current rise of the rebel "Tea Party" movement in US politics.• Study of individualism, deregulation and competition.• Movements to restore stricter moral codes emerged, such as Christian fundamentalism in the West and Islamic fundamentalism in parts of the Middle East, Asia and Africa – also a backlash against feminism in the United States and Australia.
Assessment	<p>Short Response/ Response to Stimulus test</p> <ul style="list-style-type: none">• supervised test conditions• 90 minutes (plus 10 minutes perusal)• seen and unseen sources• no materials permitted	<p>Extended written response to historical evidence</p> <ul style="list-style-type: none">• supervised test conditions• 90 minutes (plus 10 minutes perusal)• 500-600 word essay• Teacher generated question/hypoth.• unseen question/hypothesis• seen and unseen sources• no notes permitted / clean copies of sources provided for test• no assistance from teacher in interpretation and comprehension of sources	<p>Written Research Assignment</p> <ul style="list-style-type: none">• analytical essay – testing of hypothesis/conclusions• teacher directed topic• 800 -1000 words• class time and student time used• written annotated research notes, drafts, referencing, evidence of responsiveness to issues that arose during research, and bibliography, to be submitted• teacher to provide consultation and feedback on research process and drafts	<p>Multi-Modal Presentation</p> <ul style="list-style-type: none">• 6-10 minute presentation• format and concept negotiated - may include a combination of speech, re-creation, drama, video, computer simulation, visual or performing arts• student generated topic/hypothesis• written, annotated research notes, scripts, drafts, referencing, evidence of responsiveness to issues that arose during research, and bibliography, to be submitted• Extended written response to historical evidence



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Modern History	Term 1	Term 2	Term 3	Term 4
				<ul style="list-style-type: none">• supervised test conditions• 90 minutes• teacher generated question/hypothesis• unseen question/hypothesis• some material provided prior to test / some unseen• no notes / clean copies of sources provided for test• 500-600 words• some assistance from teacher with comprehension and interpretation of sources
Year 12	<p>Unit Title: Power as an Historical Concept <i>The Industrial Revolution and the Power of Capital</i></p> <p>Description:</p> <ul style="list-style-type: none">• The concept of power.• The concept of historiography and the idea that 'Studies of Power' type histories have traditionally been a form of history concerning great nations and powerful men. These concepts were / are hegemonic and need to be critiqued. <p>Industrial Revolution – the Power of Capital</p> <ul style="list-style-type: none">• Investigate the conditions leading to the Industrial Revolution in Great Britain.• Power relations between workers and capitalists, the establishment of unions and the development of social welfare agencies will be evaluated.	<p>Unit Title: The Struggle for Power in India <i>What makes a powerful person powerful? (Nelson Mandela)</i></p> <p>Resistance to power: terrorism</p> <p>Description:</p> <ul style="list-style-type: none">• Britain as an Imperial power and its use of India as a supplier of raw materials and a market for its manufactured goods.• Investigate India's struggle for independence and Britain's reluctance to relinquish power over the 'jewel in the crown'. <p>What makes a powerful person powerful?</p> <ul style="list-style-type: none">• Investigate the rise to power of Nelson Mandela.• Resistance to Power: Terrorism• The rise of terrorism in the modern world and the motivations behind it.• Investigate how terrorist organisations and individuals fight against the established power structures, and how governments responded to this threat to their power.	<p>Unit Title: An overview of the 1950s and 1960s as decades of great social change <i>The Effects of Social Change from the 1950's to the Present</i></p> <p>Description:</p> <ul style="list-style-type: none">• The 1950s and 1960s being decades of such great social change.• Investigate the rise of popular movements of social change such as the peace movement, the sexual revolution and the women's movement.	<p>Unit Title: The rise of twentieth century social movements <i>Backlash, the New Right and fundamentalism</i></p> <p>Description:</p> <ul style="list-style-type: none">• Investigate how the late twentieth century also produced movements that some consider regressive. 'New Right' and economic rationalist ideas which developed in the 'greed is good' 1980s, and the current rise of the rebel "Tea Party" movement in US politics.• Individualism, deregulation and competition.• Movements to restore stricter moral codes emerged, such as Christian fundamentalism in the West and Islamic fundamentalism in parts of the Middle East, Asia and Africa.• Backlash against feminism in the United States and Australia.
Assessment	<p>Extended written response to historical evidence</p> <ul style="list-style-type: none">• supervised test conditions• 110 minutes (plus 10 minutes perusal)• Teacher generated question.• unseen question• 600-800 word essay• Seen and unseen sources• no assistance from teacher in interpretation and comprehension of sources	<p>Short answer and response to stimulus test</p> <ul style="list-style-type: none">• supervised test conditions• 90 minutes (plus five minutes perusal)• no materials permitted• all unseen sources	<p>Multi-modal presentation</p> <ul style="list-style-type: none">• 10-15 minute presentation• student generated topic/hypothesis• format and concept negotiated but may include a combination of speech, re-creation, drama, video, computer simulation, visual or performing arts• all presentations must include annotated notes and scripts, bibliography and evidence of responsiveness to issues that arose during research must be included• teacher observation and feedback on research process and drafts	<p>Written research task</p> <ul style="list-style-type: none">• written assignment – testing of hypothesis/conclusions drawn• teacher directed topic• student generated hypothesis• 1000-2000 words• class time and student time used• written annotated research notes, drafts, referencing, evidence of responsiveness to issues that arose during research, and bibliography to be submitted• teacher to provide consultation and feedback on research process and drafts

Ancient History	Term 1	Term 2	Term 3	Term 4
Year 11				
Assessment				
Year 12	<p>Unit Title: Studies of Conflict Description: <i>Inquiry: Why did the roman Empire Collapse?</i></p> <p>Key Ideas:</p> <p>'For the nobility began to push to excess its claim to dignitas, the people its claim to libertas; ...and the res</p>	<p>Unit Title: Studies of Europe in Transition Description: <i>Inquiry: Why did the Roman Empire Fall?</i></p> <p>Key Ideas:</p> <p>'The poor are being robbed...They seek among the barbarians the Roman mercy, since they cannot</p>	<p>Unit Title: Personalities in History Description: <i>Inquiry: How have the representations of a particular ancient personality changed over time?</i></p> <p>Key Ideas:</p> <p>Why do representations of Ancient personalities in</p>	<p>Unit Title: Personalities in History Description: <i>Inquiry: Did Alexander the great deserve his epithet?</i></p> <p>Key Goals:</p> <ul style="list-style-type: none">• Students will assess the extent to which Alexander deserved his epithet.



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Ancient History	Term 1	Term 2	Term 3	Term 4
	<p>publica, which was the bone of contention, was torn to pieces.' Sallust. Why did the Roman Republic collapse?</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will investigate the political structure of the Republic and the ways in which conquest led to conflict between the 'optimates' and 'populares'.They will learn about the ways the actions of the Gracchi brothers, Marius, Sulla, Pompey and Caesar led to the collapse of the Republic.They will also learn about the ways in which Octavian transformed the Republic.Students will further develop their ability to analyse and critique sources.They will examine some factors that influence the way writers represent particular events and personalities.This unit will further develop ideas from the previous term, about the link between social groups and political conflict. It will also introduce the idea of differing historical interpretations of events; examining whether conflict in the Republic was primarily between individual politicians or between social groups. <p>Description: <i>Inquiry: How peaceful was the 'Pax Romana'?</i></p> <p>Key Ideas: 'You made a desert and call it peace' (Tacitus). How peaceful was the 'Pax Romana'?</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will undertake an investigation of the ways in which Roman imperial rule impacted on a particular province or group of people, during the reign of a particular emperor during the first or second centuries.They will reach conclusions about how little or much conflict still existed during the 'Pax Romana'.Students will develop their ability to use a research process and to integrate the use of ancient and modern sources.	<p>endure the barbarous mercilessness they find among the Romans...' (Salvian). Why did the Roman Empire fall? Examining different historical theories.</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will examine the range of different theories that have been developed to explain the fall of the Roman Empire.They will examine how well these connect with the historical and archaeological evidence.They will reach conclusions about the extent to which internal and external conflicts contributed to the fall of the empire.The unit will allow students to examine the way in which continuities and changes at the end of the Roman empire helped shape the development of Europe up to the present day.	<p>literary, artistic and media texts change over time?</p> <p>Key Goals:</p> <ul style="list-style-type: none">Students will explore the way a range of ancient personalities such as Sappho, Hatshepsut, Spartacus, Boudicca and Montezuma have been represented in primary sources and subsequent texts.They will explore the ways in which representations have changed over time and the reasons for these changes.They will select a particular case study to investigate in depth.The unit will allow students to explore in more depth, the importance of the changing nature of representations of the past that have been explored peripherally in the previous units.They will develop the idea that our understanding of the past is problematic and that Ancient personalities can be appropriated by modern governments and social groups for their own purposes.	<ul style="list-style-type: none">They will compare the conclusions of a variety of ancient and modern historians and biographers and develop ideas about why it is difficult to reach definite conclusions.This culminating inquiry will leave students an examination of the ways in which historians views of the Ancient World and its personalities are problematic and under constant review in the light of new research and changes in society.
Assessment	<p>Why did the Roman Republic Collapse?</p> <ul style="list-style-type: none">Response to Stimulus Test90 minutesSeen and unseen sources <p>How peaceful was the 'Pax Romana'?</p> <ul style="list-style-type: none">Written research assignment4 weeks' notice 1000-1500 words	<p>Extended written response to historical evidence</p> <ul style="list-style-type: none">Seen and unseen sources600-800 words120 minutes	<p>Multimodal research presentation</p> <ul style="list-style-type: none">4 weeks' notice10 minutes equivalent	<p>Extended written response to historical evidence</p> <ul style="list-style-type: none">Seen and unseen sources120 minutes600-800 words

Economics	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Unit Title: Markets and Model</p> <p>Description: Economic models help simplify complex relationships on a local, national and international basis.</p>	<p>Unit Title: Population</p> <p>Description: Economic activity is reliant on a nation's human capital. Government policy has a role to play in the</p>	<p>Unit Title: Contemporary micro-economic issues</p> <p>The best use of scarce resources comes from using the cost-benefit model</p> <p>Description:</p>	<p>Unit Title: Share Market</p> <p>Description: The share market plays a role in aggregating a portion of household savings for investment in the domestic</p>



Economics

	Term 1	Term 2	Term 3	Term 4
	<p>Key Ideas:</p> <ul style="list-style-type: none">Economics is the study of scarcityThe circular flow model and the importance of relationships between sectors in the Australian economyThe price mechanism (key terms are quantity, demand, supply, equilibrium, elasticity, extensions and contractions, price ceiling/floor)The cost benefit model opportunity costGovernments actively modify markets intervening in the operation of the price mechanism and the circular flowKey thinkers – Adam Smith <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts, principles and the structure and operation of economic models.Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and informationUse of appropriate conventions of communicationSelection and organisation of data and information from sourcesExamination of data for completeness, relevance, accuracy and bias to determine validityAnalysis of economic relationships through the identification of patterns data and information.Variety of viewpoints, economic ideas and decisions to construct economic understandingAppraisal of economic ideas through the use of criteria to draw conclusionsCommunication of information through sequencing relevant subject matter to convey economic meaning	<p>development of this human capital.</p> <p>Key Ideas:</p> <ul style="list-style-type: none">Demographic patterns and dataLabour forceAgeing populationImmigrationEducation and trainingResource useGovernment policy <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts, principles and the structure and operation of economic models.Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and informationUse of appropriate conventions of communicationSelection and organisation of data and information from sourcesExamination of data for completeness, relevance, accuracy and bias to determine validityAnalysis of economic relationships through the identification of patterns data and information.Variety of viewpoints, economic ideas and decisions to construct economic understandingAppraisal of economic ideas through the use of criteria to draw conclusionsCommunication of information through sequencing relevant subject matter to convey economic meaning	<ul style="list-style-type: none">Choosing between two alternatives – minimise opportunity costThe decisions made by individuals, companies and governments reflect a rational evaluation of costs and benefitsNot all costs and benefits are in the form of moneySunk costs <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts, principles and the structure and operation of economic models.Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and informationUse of appropriate conventions of communicationSelection and organisation of data and information from sourcesExamination of data for completeness, relevance, accuracy and bias to determine validityAnalysis of economic relationships through the identification of patterns data and information.Variety of viewpoints, economic ideas and decisions to construct economic understandingAppraisal of economic ideas through the use of criteria to draw conclusionsCommunication of information through sequencing relevant subject matter to convey economic meaning	<p>and international business sector, the importance of ethical conduct of the share market</p> <p>Key Ideas:</p> <ul style="list-style-type: none">Household sector's savings link to the domestic and international business sector requiring investment fundsShare market fundamental analysisPrice mechanismEthical analysis <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts, principles and the structure and operation of economic models.Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and informationUse of appropriate conventions of communicationSelection and organisation of data and information from sourcesExamination of data for completeness, relevance, accuracy and bias to determine validityAnalysis of economic relationships through the identification of patterns data and information.Variety of viewpoints, economic ideas and decisions to construct economic understandingAppraisal of economic ideas through the use of criteria to draw conclusionsCommunication of information through sequencing relevant subject matter to convey economic meaning
Assessment	Short response test 90 minutes	Research Assignment – Report 1000-1500 words	Essay in response to stimulus 400-600 words Seen stimulus, unseen question	Research Assignment – written /or spoken 1000-1500 words or 5-7 minutes
Year 12	<p>Unit Title: Distribution of income and Wealth</p> <p>Description:</p> <p>Market outcomes are not always fair and governments intervene to alter income and wealth distribution.</p> <p>Key Ideas:</p> <ul style="list-style-type: none">PovertyTaxationStatistical measurementGovernment and non-government welfare institutions, agencies and policies <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts, principles and the structure and operation of economic models.Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and informationUse of appropriate conventions of communication	<p>Unit Title: Contemporary Macro- economic Management</p> <p>Description:</p> <p>Economic activity fluctuates. Government and central banks have roles to play in managing these fluctuations to meet their economic objectives.</p> <p>Key Ideas:</p> <ul style="list-style-type: none">Government economic objectives (e.g. internal balance, price stability, full employment, external balance, economic growth, distribution of income and wealth and sustainability to achieve their goal of improving living standards.Fiscal and monetary policypatterns and trends in economic data (trade/business cycle, economic GDP, inflation, unemployment, growth, current account, trends) to guide the implementation <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts,	<p>Unit Title: International Economics</p> <p>Description:</p> <p>The global economy is influenced by international financial flows. Governments attempt to manage these flows to achieve its economic objectives.</p> <p>Key Ideas:</p> <ul style="list-style-type: none">International sector (e.g. open economy, opportunity cost, specialisation, absolute and comparative and competitive advantage)Relationship – external sector and domestic sectorBalance of PaymentsExchange rates, Trade weighted index <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts, principles and the structure and operation of economic models.Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and information	<p>Unit Title: Globalisation</p> <p>Description:</p> <p>Globalisation, trade issues, government policies, international institutions create challenges, costs and benefits, for all sectors of the economy</p> <p>Key Ideas:</p> <ul style="list-style-type: none">International specialisationImpact of technologyBenefits and costs of globalisation and free tradeGovernment policyInternational institutions and forums facilitategrowth of international free trade <p>Key Goals:</p> <ul style="list-style-type: none">Description of economic terms, facts, concepts, principles and the structure and operation of economic models.Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and information



Economics

	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none">• Selection and organisation of data and information from sources• Examination of data for completeness, relevance, accuracy and bias to determine validity• Analysis of economic relationships through the identification of patterns data and information.• Variety of viewpoints, economic ideas and decisions to construct economic understanding• Appraisal of economic ideas through the use of criteria to draw conclusions• Communication of information through sequencing relevant subject matter to convey economic meaning	<ul style="list-style-type: none">• principles and the structure and operation of economic models.• Application, using simple examples of economic techniques, concepts, models, patterns, similarities and differences in data and information• Use of appropriate conventions of communication• Selection and organisation of data and information from sources• Examination of data for completeness, relevance, accuracy and bias to determine validity• Analysis of economic relationships through the identification of patterns data and information.• Variety of viewpoints, economic ideas and decisions to construct economic understanding• Appraisal of economic ideas through the use of criteria to draw conclusions• Communication of information through sequencing relevant subject matter to convey economic meaning	<ul style="list-style-type: none">• Use of appropriate conventions of communication• Selection and organisation of data and information from sources• Examination of data for completeness, relevance, accuracy and bias to determine validity• Analysis of economic relationships through the identification of patterns data and information.• Variety of viewpoints, economic ideas and decisions to construct economic understanding• Appraisal of economic ideas through the use of criteria to draw conclusions• Communication of information through sequencing relevant subject matter to convey economic meaning	<ul style="list-style-type: none">• Use of appropriate conventions of communication• Selection and organisation of data and information from sources• Examination of data for completeness, relevance, accuracy and bias to determine validity• Analysis of economic relationships through the identification of patterns data and information.• Variety of viewpoints, economic ideas and decisions to construct economic understanding• Appraisal of economic ideas through the use of criteria to draw conclusions• Communication of information through sequencing relevant subject matter to convey economic meaning
Assessment	Research Assignment – Report 1000 – 1500 words	Short response test – Prose 90 minutes Essay in response to stimulus 400 – 600 words Seen stimulus, Unseen question	Short response test – Prose 90 minutes Essay in response to stimulus 400 – 600 words Seen stimulus, Unseen question	Research assignment – Feature Article 800 - 1000 words

Legal Studies

	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: The Legal System Description: The law is part of daily life. It establishes rights and responsibilities to regulate how individuals and groups behave in society. The law is constantly changing to reflect values within society. Informed and active citizens should understand and respect the law, reflect on laws and seek change to benefit society. Focus Questions: How effective is the legal system in promoting peace and resolving conflict within and between nation states?	Unit Title: Indigenous Australians and the Law Description: Legislation affecting Aboriginal peoples and Torres Strait Islander peoples has been controversial in the ways it has attempted to redress Australia's human rights record for Indigenous Australians. Indigenous Australians have been over represented as a group in the penal system. Laws and policies concerning Indigenous Australians have attempted to address human rights. Focus Questions: How effective is the legal system in achieving justice for Aboriginal peoples and Torres Strait Islander peoples?	Unit Title: Criminal Law Description: Criminal law attempts to balance the rights of individuals to freedom from interference with person or property, and society's need for order. Procedural matters, the rights of citizens and powers of the state, specific offences and defences, and punishment and compensation are some of the ways society and the criminal justice system interact. Focus Questions: To what extent does the criminal justice system successfully balance the rights of individuals with society's need for order?	Unit Title: Introduction to Civil Obligations & Civil Wrongs (Torts) and the Law Description: The law regulates private interactions between citizens in society, both planned (contract) and unplanned (negligence). The law imposes elements for a contract to be valid and for a negligence claim to be successful. Both the common law and statutory protection provide stakeholders with remedies. Society requires individuals to make reparations for harm inflicted carelessly or intentionally. A variety of torts seek to protect individual interests as a result of the acts or omissions of others. Focus Questions: How do civil agreements and the laws of negligence impact on citizens in a society? How do civil wrongs (torts) impact on citizens in society?
Assessment	Short Response Test Written: 50-250 words per response 70 minutes	Extended Research Response Feature Article Written: 800-1000	Extended Research Response Multimodal 3-5 Minutes	Extended Response to Stimulus Written: 600-1000 Extended Response Test Unseen question Written: 400-600
Year 12	Unit Title: Technology and the Law Description: Rapid developments occur in the design, development and implementation of technological discoveries. Traditional legal principles and processes are constantly challenged by the need	Unit Title: Independent Study Description: 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	Unit Title: Human Rights Description: The legal and political provision of individual rights creates responsibilities for individuals and society. Australian law attempts to balance the rights and responsibilities of the individual with the	Unit Title: International Law Description: International law is important in providing forums to peacefully settle disputes between nations and in its attempt to limit and regulate modern armed conflict. International law plays a role in



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Legal Studies

	Term 1	Term 2	Term 3	Term 4
	to keep pace with new technologies. Focus Question: How does the law keep pace with technological developments?	issue facing Australian society. Focus Question: What current legal issues could be investigated? What key questions and/or hypothesis could be developed from the legal issue to form an inquiry? How will the inquiry process be planned and implemented?	best interests of the greater community. Focus Question: Does the Australian legal system adequately protect and enforce individual rights?	regulating what nations do within their boundaries and in their external relationships with other nations around the world. Focus Question: How effective is the legal system in promoting peace and resolving conflict within and between nation states?
Assessment	Extended Research Response Multimodal 5-7 mins Extended response Test Written 600-800	Extended Research Response Written 1000-1500	Extended Response to Stimulus Written 800-1200 words	Extended Response Test Seen Questions Written 600-800

Geography

	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Managing Catchments Description: This unit introduces students to the geographical study of catchments. Catchment studies demonstrate the interrelatedness of people and the environment. A catchment is a dynamic systems which includes land, water, vegetation, crops, wildlife, people, animals, farms, industries and cities. Key Ideas: <ul style="list-style-type: none">• River catchments are geographic units that vary in size and complexity of characteristics.• Elements of catchments can be mapped and quantified. Elements include topography, drainage patterns, geology, vegetation cover, rainfall, soil types, land use and settlement patterns.• Land and water resources are basic and interactive components of natural ecosystems within catchments.• River catchments are changing continuously in response to natural processes and human activity.• Changes within a catchment affect the natural systems and the social and economic systems of people living within the catchment.• People make short term responses to changes in a catchment.• Long term responses require planning and coordinated action through the informed action of individual users and managers of resources in order to achieve sustainability and a balance between economic development conservation of land and water resources. Key Goals: <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans	Unit Title: Responding to Natural Hazards Description: This unit introduces students into the study of natural hazards. Natural hazards are rare in most communities. However, their potential to cause immense damage and loss of life is substantial. It is important for geographers to understand their patterns of occurrence and causes, and help plan the strategies for prevention, mitigation, recovery and reconstruction. Key Ideas: <ul style="list-style-type: none">• Natural hazards are a potential source of harm or damage resulting from the forces of nature and occur where decisions have been made to locate human activities in areas where extreme physical event also occur.• Extreme physical events are geographical processes which may be caused by geological, geomorphologic, atmospheric and meteorological processes.• Geophysical processes and associated hazardous events may be described by indicators such as their speed of onset, magnitude, duration, spatial extent and frequency. These indicators help determine the impact of the event.• Many factors 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 can intensify or mitigate the onset and effect of natural hazards.• The levels of economic damage caused by natural hazards tend to be exacerbated in economically less developed countries whereas the loss of human life tends to be more severe in less economically developed areas.• Human perceptions and social, cultural, economic and political structures interact to determine how individuals and communities interpret and respond to the threat, occurrence and effects of natural hazards.• Action is necessary on local, national and	Unit Title: Feeding the World's People Description: This unit provides students with a knowledge of the elements and patterns of variation in development, with two important elements – access to food and the incidence of disease. The ecological, social, political and economic factors that underlie how these differences are explored in relation to their impact on variations in levels of welfare. Key Ideas: <ul style="list-style-type: none">• Agricultural systems are a key element in food production. Such systems involve inputs to the land and a series of processes and transformations to generate a range of outputs.• Economic, social, political and physical factors affect the nature of the inputs, processes and outputs in agricultural systems and, in turn produce variation in the pattern of production, distribution and consumption of food.• Colonial powers from the North created dual economies in the agricultural sectors of nations of the south whereby traditional farming practices were replaced by commercial systems and agribusiness.• Processes of globalisation have led to the emergence of the 'global supermarket' concept.• 'Green Revolution' have been accompanied by the increasing influence of agribusiness from the North in the economic, political and social systems of the South.• Significant numbers of people in both the north and south experience starvation and malnutrition, either ongoing or as crisis events.• Inadequate food supply has an impact on the other aspects of development including health, education, and employment and contributes to the cycles of economic and human poverty.• 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. Key Goals: <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant	Unit Title: Geography and Disease Description: This unit introduces the students to the study of disease as a development issue within the context of people and their environment. The geography of disease includes concepts from economics, sociology, politics and cultural and environmental studies. Key Ideas: <ul style="list-style-type: none">• Some diseases such as HIV/AIDS, malaria tuberculosis and influenza are of global significance because of their impact on the human health, wellbeing and economic development of large numbers of people.• Some diseases have global significance because they have the potential to infect populations throughout the world. Current patterns of international air travel and bird migration are examples of how diseases of global significance can spread rapidly.• The incidence of disease is strongly linked to poverty.• Correlations exist between the incidence of disease and literacy levels, the status of women and the distribution of wealth.• Cultural responses to disease differ and can strongly influence the options for preventing and spreading the disease.• The health and wellbeing of a nation's population impacts on its social and economic development.• Countries have varying capacities to respond to problems related to the health and wellbeing of their populations and can be active in research.• A country's development can be influenced by the social, economic and political, impacts of disease.• A range of strategies to limit the spread and impact of disease is being 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



Geography

	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none">• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.	<p>international scales to plan ways of predicting the onset of natural hazards, preventing them or mitigating their effects, and developing places for relief and constructions.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.	<ul style="list-style-type: none">• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.	<p>of disease.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.
Assessment	Short Response Test (70 mins) Field Report (1000 words)	Short Response Test (70 mins) Data Response Test (100 mins)	Short Response Test (70 mins) Non-Written Presentation (8-10 mins)	Short Response Test (70 mins) Practical Exam (100mins)
Year 12	<p>Unit Title: Living with Climate Change</p> <p>Description: This unit introduces students to the geographical study of physical systems and specifically to the study of the atmosphere. These systems are fundamental to the operation of all interactions within the environment, particularly on a regional and global scale.</p> <p>Key Ideas:</p> <ul style="list-style-type: none">• The earth's climate system is influenced by a range of systems that have observable processes.• The earth's climate system has demonstrably changed on both global and regional scales since the pre-industrial era, with some of these changes attributable to human activities.• These changes can be mapped and observed through a number of indicators: concentration of greenhouse gases and weather.• Human activities have increased the atmospheric concentrations of greenhouse gases and aerosols since the pre-industrial era.• Rising sea levels are of global significance because of population distributions around low-lying coastal communities and river deltas. Rising sea levels affect food production and drinking water because of salt water intrusion, and therefore have an impact on the quality of human life.• Observed changes in regional sea levels and their impacts on ecosystems are linked with the increased risk of extinction of some vulnerable species.• Adaption is a necessary strategy at all scales to	<p>Unit Title: Managing Natural Resources</p> <p>Description: Sustaining biodiversity by maintaining life-sustaining systems in the biosphere is vital for the survival of future generations. It is important for students to understand the complex value systems that underpin the decisions that are being made in relation to resource use and the impact that these decision have on the environment.</p> <p>Key Ideas:</p> <ul style="list-style-type: none">• Biodiversity means the variety of biological life. It includes genetic diversity, species diversity and ecosystem diversity.• The global population explosion means that humans are having a dramatic and sometimes irreversible effect on the earth's biodiversity. Human impacts can be positive, negative and neutral on different elements of biodiversity all at once.• 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 and sustaining biodiversity is a challenge shared by all inhabitants of our planet.• Individuals, groups and governments all have responsibility to sustain biodiversity within biogeographical regions by participating in the wise management of resources.• The concept of intergenerational equity needs to be considered. This is where each generation has a responsibility to use resources such as the world's	<p>Unit Title: Planning People and Places</p> <p>Description: This unit introduces students to urban and rural geography and draws on studies from planning, economics, sociology and ecology. The unit will provide students with an understanding of the variety and complexity of communities from farm to mega-city, and encourage them to examine both the human profile and the structure of the settlements.</p> <p>Key Ideas:</p> <ul style="list-style-type: none">• A community exists within a physical environment and is characterised by features such as landforms, climate vegetation, animal life and the risk of natural hazards.• A community is a system of interacting and interdependent social groups within an area. These groups 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 may be inequitable within communities.• Rural and urban communities are dynamic and are subject to change through processes such as urbanisation, gentrification and population decline.• Planning 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 are totally planned and others have little evidence of planning.	<p>Unit Title: Sustaining Communities</p> <p>Description: This unit introduces students to the geographical study of infrastructure development and planning. The geographical study of infrastructure provision draws on areas of study such as physical geography, economics, regional planning, demography and political geography.</p> <p>Key Ideas:</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.• Access to transport and communication has shaped Australia's development and the nature of Australian communities,• 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 transport and communication systems impact the economic development of a community or region.• Communities need to consider the environmental and social impacts of building infrastructure that



Geography

	Term 1	Term 2	Term 3	Term 4
	<p>complement the reduction of greenhouse gas emissions – involving risk assessment and management.</p> <ul style="list-style-type: none">• Cooperation between governments can result in the removal of barriers preventing the introduction of low emission technology. <p>Key Goals:</p> <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.	<p>physical environment – the atmosphere, biosphere, lithosphere and hydrosphere – are in no worse condition than when they took responsibility for them.</p> <p>Key Goals:</p> <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.	<ul style="list-style-type: none">• Planning should involve community participation to ensure that the interests of all stakeholders can be considered.• Sustainable communities require people to participate actively in the solution of social and ecological problems. The degree of community participation differs throughout the world.• For areas to be sustainable there must be environmental, economic, political and social justice. Where governments and communities work together the opportunities to achieve justice are far greater. <p>Key Goals:</p> <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.	<p>caters for motorised transport.</p> <ul style="list-style-type: none">• Rising fuel costs impact on modes of transport and communication• 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. <p>Key Goals:</p> <ul style="list-style-type: none">• Basic coverage of the geographical facts, major• Spatial information is accurate and relevant• Identification and explanation of geographical patterns and processes• Transformation, interpretation and extrapolation of geographical information• Identification and explanation of simple and complex relationships• Evaluation of alternative proposals, strategies, solutions and plans• Effective and balanced application of appropriate criteria to the decision and justification of decision• Information from relevant sources and settings• Using clear expression, using appropriate language and geographic conventions• Organise and present information using the correct genre• Integration of maps, diagrams, statistics and referencing adhering to geographic conventions.
Assessment	Short Response Test (70 mins) Practical Exam (100 mins)	Short Response Test (70 mins) Field Report (1000 words)	Short Response Test (70 mins) Stimulus Response Test (90 mins)	Short Response Test (70 mins) Non-Written Presentation (8-10 mins)

Italian

	Term 1	Term 2	Term 3	Term 4
Year A	<p>Unit Title: MySpace</p> <p>Focus:</p> <ul style="list-style-type: none">• Greetings• Introducing people• Leave taking• Family dynamics• Physical and personality characteristics• Timetables/routines (inviting/accepting/refusing/invitations)• Using manners in meeting people and in phone calls/asking about and describing manners.	<p>Unit Title: Youth & Love</p> <p>Focus:</p> <ul style="list-style-type: none">• Enquiring/expressing opinions and beliefs• Refusing, negating, asking for/giving, denial• Asking for/giving advice• Discussing adolescent issues• Expressing surprise• Asking about/describing times• Expressing regret, sympathy, contentment• Asking for and giving reasons for feelings and thoughts• Requesting permission to do things• Granting permission to have things done• Contradicting, correcting oneself• Asking about/describing manner• Describing what used to happen, what you were doing, how things were• Making comparisons	<p>Unit Title: The Environment</p> <p>Focus:</p> <ul style="list-style-type: none">• Asking about/describing daily routine• Giving instructions/following instructions• Asking about/describing situations• Enquiring about/expressing opposition• Asking for/giving advice• Probability/improbability• Identifying/asking about things• Expressing opinions on issues• Giving reasons for opinions and feelings• Predicting• Asking about/describing situations <p>Unit Title: The Italians</p> <p>Focus:</p> <ul style="list-style-type: none">• Expressing best wishes, pleasure, tidings• Inquiring about age	<p>Unit Title: Our Electronic World</p> <p>Focus:</p> <ul style="list-style-type: none">• Discussing opinions• Comparing options• Expressing ideas• Agreement/disagreement with travel partner• Expressing needs and wishes• Making suggestions• Discussing travel arrangements• Asking for recommendations• Asking details of travel arrangements. <p>Unit Title: Travel Bug</p> <p>Focus:</p> <ul style="list-style-type: none">• Enquiring about/expressing<ul style="list-style-type: none">○ Opinions○ Fears○ Hope



Italian	Term 1	Term 2	Term 3	Term 4
		Unit Title: Feeling Bored? Focus: <ul style="list-style-type: none">• Expressing agreement/disagreement• Talking about sports• Encouraging and complementing someone• Rejoicing and expressing relief• Expressing a sense of guilt• Saying how good/bad you and others are at something• Asking someone's opinion• Congratulating/praising/blaming• Expressing/inquiring about joy• Making complaints• Expressing your feelings in relation to sport and sports events.	<ul style="list-style-type: none">• Ordering breakfast• Expressing dates and ages• Expressing flavour or style of a particular dish• Expressing admiration, surprise or regret• Recognising events in different months of the year• Asking/describing activities, events and situations• Festivals and celebrations• Special occasions• Cultural values and beliefs• Italian society today	<ul style="list-style-type: none">○ Purpose○ Anger○ Agreement/disagreement○ Certainty/uncertainty○ Possibility/impossibility○ Probability/improbability○ Approval/disapproval
Assessment	Task 1 – Penpal letter (written) Myspace – Letter to a penpal Conditions: <ul style="list-style-type: none">• Supervised 70 minute writing exam with 5 minutes perusal• Write approximately 200 words (150 words for Year 11).• Dictionary allowed in final 10 minutes of examination• Use pencil• Unseen writing scenario• No teacher assistance• Use Italian only Task 2 – Reading exam Myspace – Blog and Letter from an exchange student Conditions: <ul style="list-style-type: none">• Supervised 70 minute reading exam, with 5 minutes perusal• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Write in blue/black biro• Answer all questions in complete English sentences (providing Italian examples where appropriate)	Task 3 – Listening Exam Youth and Love – Conversations between parents and children. Conditions: <ul style="list-style-type: none">• Supervised 70 minute exam• Unseen material• Text played 3 times• No assistance from teacher in interpretation/comprehension of questions• Write in blue/black biro• Answer all questions in English only (providing Italian examples where appropriate) Task 4 – Speaking Exam Feeling Bored – Conversation with a friend. Conditions: <ul style="list-style-type: none">• Teacher/student conversation• 10 minutes preparation with task• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Italian Only• Minimum 3 minutes	Task 5 – Reading exam The Environment – Newspaper article Conditions: <ul style="list-style-type: none">• Supervised 70 minute reading exam, with 5 minutes perusal• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Write in blue/black biro• Answer all questions in complete English sentences (providing Italian examples where appropriate) Task 6 – Listening Exam (Year 12 ONLY) The Environment – Advertisement & Interview Conditions: <ul style="list-style-type: none">• Supervised 70 minute exam• Unseen material• Text played 3 times• No assistance from teacher in interpretation/comprehension of questions• Write in blue/black biro• Answer all questions in English only (providing Italian examples where appropriate) Task 7 – Speaking Exam (YEAR 12 ONLY) The Italians – Discussing events Conditions: <ul style="list-style-type: none">• Teacher/student conversation• 10 minutes preparation with task• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Italian Only• Minimum 3 minutes Task 8 – Writing Exam The Italians – Magazine article Conditions: <ul style="list-style-type: none">• Supervised 70 minute writing exam with 5 minutes	Task 9 – Listening Exam Our Electronic World – Listening to a radio segment Conditions: <ul style="list-style-type: none">• Supervised 70 minute exam• Unseen material• Text played 3 times• No assistance from teacher in interpretation/comprehension of questions• Write in blue/black biro• Answer all questions in English only (providing Italian examples where appropriate) Task 10 – Speaking Exam Travel Bug – Booking a holiday Conditions: <ul style="list-style-type: none">• Teacher/student conversation• 10 minutes preparation with task• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Italian Only• Minimum 3 minutes



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Italian	Term 1	Term 2	Term 3	Term 4
			perusal <ul style="list-style-type: none">• Write approximately 200 words (150 words for Year 11).• Dictionary allowed in final 10 minutes of examination• Use pencil• Unseen writing scenario• No teacher assistance• Use Italian only	
Year B	Unit Title: The Treasures of Life Focus: <ul style="list-style-type: none">• Expressing opinions• Discussing opinions• Comparing works from artists• Discussions of music, art, literature, artists• Expressing joy, preference, purpose, agreement/disagreement, possibility, impossibility• Enquiring about/expressing how things were, what used to happen Unit Title: The World in Which We Live Focus: <ul style="list-style-type: none">• Expressing anger• Expressing wants and needs• Expressing certainty/uncertainty about the future• Commenting on aspects of Italian history• Comprehend issue related to immigration and multiculturalism• Giving advice• Making promises• Getting and giving explanations• Using probability/improbability expressions• Expressing fears/purpose• Contradicting	Unit Title: Lifestyle Focus: <ul style="list-style-type: none">• Making suggestions• Offering and taking advice• Asking for help• Giving health warnings• Giving commands• Raising concerns• Expressing opinions, preferences, wants and needs, intentions, purpose, likes/dislikes, pleasure/displeasure, agreement/disagreement. Unit Title: Welcoming Exchange Visitors Focus: <ul style="list-style-type: none">• Greetings• Introducing people• Leave taking• Formal and informal speech• Asking about/describing activities, events, situations, people/places/things/problems• Physical features, colours• Counting• Making suggestions• Inviting, accepting/refusing invitations• Using manners in meeting people and in phone calls/asking about and describing manners• Explaining routines• Inviting/enquiring• Interpreting signs and icons• Expressing sympathy and empathy/regret and surprise• Making comparisons• Giving reasons	Unit Title: When I Grow Up Focus: <ul style="list-style-type: none">• Discussing school life• Comparing and contrasting opportunities and post-school options• Expressing one's doubts, hopes, wishes, fears etc in the present and the past.• Hypothesising and reality/possibility/impossibility• Applying for jobs• Discussing future plans, prospects. Future trends and life goals.	Unit Title: Italians in Australia Focus: <ul style="list-style-type: none">• Asking for/giving:<ul style="list-style-type: none">◦ Advice, permission, clarification, reasons, meaning, denial• Expressing/enquiring about:<ul style="list-style-type: none">◦ Opinions, preferences, intention◦ Agreement/disagreement◦ Probability/possibility◦ Improbability/impossibility◦ Approval/disapproval◦ Affection◦ Hope, blame, fears, anger• Contradicting and challenging opinions• Comparing statistics• Asking about/fulfilling obligations• Identifying/asking about:<ul style="list-style-type: none">◦ Misunderstandings, problems, cultural barriers, manners, cultural imperialism, beliefs
Assessment	Task 1 – Reading Exam Treasures of Life – Review on famous works Conditions: <ul style="list-style-type: none">• Supervised 70 minute reading exam, with 5 minutes perusal• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Write in blue/black biro• Answer all questions in complete English sentences (providing Italian examples where appropriate) Task 2 – Listening Exam Treasures of Life – Interview with a musician.	Task 4 – Listening Exam Lifestyle – Discussion between doctor and patient Conditions: <ul style="list-style-type: none">• Supervised 70 minute exam• Unseen material• Text played 3 times• No assistance from teacher in interpretation/comprehension of questions• Write in blue/black biro• Answer all questions in English only (providing Italian examples where appropriate) Task 5 – Speaking Exam Welcoming Exchange Students – Introducing self, family, friends and area in which you live.	Task 6 – Writing Exam When I Grow Up – Response to email/blog Conditions: <ul style="list-style-type: none">• Supervised 70 minute writing exam with 5 minutes perusal• Write approximately 200 words (150 words for Year 11).• Dictionary allowed in final 10 minutes of examination• Use pencil• Unseen writing scenario• No teacher assistance• Use Italian only Task 7 – Reading Exam When I Grow Up – Magazine excerpt & Interview	Task 9 – Listening Exam Italians in Australia – Phone call from a migrant. Conditions: <ul style="list-style-type: none">• Supervised 70 minute exam• Unseen material• Text played 3 times• No assistance from teacher in interpretation/comprehension of questions• Write in blue/black biro• Answer all questions in English only (providing Italian examples where appropriate) Task 10 – Speaking Exam Italians in Australia – Discussion about history. Conditions:



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Italian

	Term 1	Term 2	Term 3	Term 4
	<p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute exam• Unseen material• Text played 3 times• No assistance from teacher in interpretation/comprehension of questions• Write in blue/black biro• Answer all questions in English only (providing Italian examples where appropriate) <p>Task 3 – Writing Exam The World in Which We Live – Letter to local member.</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute writing exam with 5 minutes perusal• Write approximately 200 words (150 words for Year 11).• Dictionary allowed in final 10 minutes of examination• Use pencil• Unseen writing scenario• No teacher assistance• Use Italian only	<p>Conditions:</p> <ul style="list-style-type: none">• Teacher/student conversation• 10 minutes preparation with task• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Italian Only• Minimum 3 minutes	<p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute reading exam, with 5 minutes perusal• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Write in blue/black biro• Answer all questions in complete English sentences (providing Italian examples where appropriate) <p>Task 8 – Speaking Exam When I Grow Up – Interview with head of university.</p> <p>Conditions</p> <ul style="list-style-type: none">• Teacher/student conversation• 10 minutes preparation with task• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Italian Only• Minimum 3 minutes	<ul style="list-style-type: none">• Teacher/student conversation• 10 minutes preparation with task• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Italian Only• Minimum 3 minutes

Japanese

	Term 1	Term 2	Term 3	Term 4
Year A	<p>Unit Title: Exchange Students</p> <p>Focus:</p> <ul style="list-style-type: none">• Introduce yourself• Write a profile• Describe your neighbourhood• Write letters and emails• Discuss technology• Understand how to behave in a Japanese home• Explain school rules	<p>Unit Title: Family Life and Celebrations</p> <p>Focus:</p> <ul style="list-style-type: none">• Recognise formal and informal language• Be able to speak informally• Be able to write a diary entry• Be able to make comparisons• Express giving and receiving• Be able to talk about and compare family life in Japan and Australia• Discuss celebrations in Japan and Australia	<p>Unit Title: Leisure and Fitness</p> <p>Focus:</p> <ul style="list-style-type: none">• Be able to talk about your leisure interests• Be able to make comparisons• Discuss fitness and sport• Discuss music and movies	<p>Unit Title: Social and Environmental Issues</p> <p>Focus:</p> <ul style="list-style-type: none">• Discuss graffiti, recycling and the environment• Discuss bullying and way to combat it• Discuss water conservation• Express your feelings about the environment
Assessment	<p>Task 1: Listening Exam Speech: Exchange students</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute listening exam• Text read/played three times• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences <p>Task 2: Reading Exam Personal letter: Japanese family</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute reading exam• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences	<p>Task 3: Writing Exam Diary entry: New Years in Japan</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute writing exam• Unseen material• Dictionary allowed – Webster's Pocket Japanese Dictionary• Use genkouyoushi paper provided – write vertically/traditional style• Informal writing style (register)• No assistance from teacher in interpretation/comprehension of sources <p>Task 4: Reading Exam Blog entry: Celebrations in Australia</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute reading exam• Unseen material• No dictionary allowed• No assistance from teacher in	<p>Task 6: Speaking Exam Interview: Interests / Hobbies / Entertainment</p> <p>Conditions</p> <ul style="list-style-type: none">• Teacher/Student Conversation• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Japanese only <p>Task 7: Listening Exam Role-play: Hobbies / Sport / Entertainment</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute listening exam• Text read/played three times• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences <p>Task 8: Writing Exam</p>	<p>Task 9: Writing Exam Letter to the Editor: Environmental Issues</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute writing exam• Unseen material• Dictionary allowed – Webster's Pocket Japanese Dictionary• Use genkouyoushi paper provided – write vertically/traditional style• Formal writing style (register)• No assistance from teacher in interpretation/comprehension of sources <p>Task 10 (Year 12 only): Speaking Exam Persuasive Speech (forum): Recycling / Water Conservation</p> <p>Conditions:</p> <ul style="list-style-type: none">• Teacher/Student Conversation• No assistance from teacher in interpretation/comprehension of questions



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Japanese	Term 1	Term 2	Term 3	Term 4
		<p>interpretation/comprehension of sources</p> <ul style="list-style-type: none">• Answer all questions in complete English sentences <p>Task 5: Speaking Exam <i>Conversation: Rules and School / Home life</i></p> <p>Conditions</p> <ul style="list-style-type: none">• Teacher/Student Conversation• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Japanese only	<p>Comparative Magazine Article: Sports / Hobbies / Healthy Lifestyles</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute writing exam• Unseen material• Dictionary allowed – Webster's Pocket Japanese Dictionary• Use genkoyoushi paper provided – write vertically/traditional style• Formal writing style (register)• No assistance from teacher in interpretation/comprehension of sources	<ul style="list-style-type: none">• Answer all questions in Japanese only <p>Task 11 (Year 11 only): Reading Exam Comparative Report: Environmental Protection</p> <p>Conditions</p> <ul style="list-style-type: none">• Supervised 70 minute reading exam• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences
Year B	<p>Unit Title: Travel</p> <p>Focus:</p> <ul style="list-style-type: none">• Discuss sightseeing in Japan• Understand Japanese year reckoning• Describe places and events• Make travel arrangements• Understand how to use ticket vending machines	<p>Unit Title: Tourism and Part Time Jobs</p> <p>Focus:</p> <ul style="list-style-type: none">• Understand and use Keigo• Understand necessary attributes to be a tour guide and a shop assistant• Understand shop assistants in Japan• Know how to behave as a waiter catering to Japanese tourists	<p>Unit Title: The Last Year of School</p> <p>Focus:</p> <ul style="list-style-type: none">• Discuss positives and negatives of getting a driver's licence and owning a car• Discuss accidents here and in Japan• Discuss the school formal and end of year celebrations• Describe the Japanese coming of age celebration	<p>Unit Title: Dreams of the Future</p> <p>Focus:</p> <ul style="list-style-type: none">• Discuss your options / plans for the future• Discuss post-school options in Japan
Assessment	<p>Task 1: Reading Exam Advertisements and Social Media Message: Travel advice</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute reading exam• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences <p>Task 2: Speaking Exam Conversation: Travel advice – Holiday Planning and Itinerary</p> <p>Conditions:</p> <ul style="list-style-type: none">• Teacher/Student Conversation• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Japanese only	<p>Task 3: Writing Exam Application Letter: Tourism / Part Time Job</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute writing exam• Unseen material• Dictionary allowed – Webster's Pocket Japanese Dictionary• Use genkoyoushi paper provided – write vertically/traditional style• Formal writing style (register)• No assistance from teacher in interpretation/comprehension of sources <p>Task 4: Listening Exam Interview and Speech – Tourism / Part Time Job</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute listening exam• Text read/played three times• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences <p>Task 5: Reading Exam Article: Tourism / Part Time Job</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute reading exam• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences	<p>Task 6: Writing Exam School Magazine: Driving / Final Year of School</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute writing exam• Unseen material• Dictionary allowed – Webster's Pocket Japanese Dictionary• Use genkoyoushi paper provided – write vertically/traditional style• Formal writing style (register)• No assistance from teacher in interpretation/comprehension of sources <p>Task 7: Listening Exam Radio Program Interview: Youth Celebrations</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute listening exam• Text read/played three times• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences <p>Task 8: Speaking Exam Conversation: Driving / Final Year of School – Celebrations</p> <p>Conditions:</p> <ul style="list-style-type: none">• Teacher/Student Conversation• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Japanese only <p>Task 9 (Year 12 only): Reading Exam Letter: Driving / Final Year of School</p>	<p>Task 10: Speaking Exam Interview: Future Plans</p> <p>Conditions:</p> <ul style="list-style-type: none">• Teacher/Student Conversation• No assistance from teacher in interpretation/comprehension of questions• Answer all questions in Japanese only <p>Task 11 (Year 11 only): Reading Exam Letter: Future Plans</p> <p>Conditions:</p> <ul style="list-style-type: none">• Supervised 70 minute reading exam• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences



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Japanese	Term 1	Term 2	Term 3	Term 4
			Conditions: <ul style="list-style-type: none">• Supervised 70 minute reading exam• Unseen material• No dictionary allowed• No assistance from teacher in interpretation/comprehension of sources• Answer all questions in complete English sentences	

Prevocational Maths	Term 1	Term 2	Term 3	Term 4
Year 11	Unit 1 – Maths in Health Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: The student can read, write, interpret, compare and do calculations with a calculator involving: <ul style="list-style-type: none">• whole numbers• common fractions, decimal fractions and common percentages• ratios, rates and proportions• for personal, work or community life purposes. Topics: Numbers in the Workplace (covering basic operations with and without a calculator, fractions, decimals, ratios, percentages, proportion, converting units of measurement, collecting data, mean, median and mode)	Unit 2 – Calculating Probabilities Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: <ul style="list-style-type: none">• collect, access and organise data using different methods• identify experimental and theoretical probability• display/present/represent data in the form of tables and graphs• interpret trends in data• for personal, work or community life purposes. Topics: Probability (percentages, language of probability , calculating probabilities, lotteries, horse betting, gambling)	Unit 3 – Earning and paying tax Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: <ul style="list-style-type: none">• know how to obtain an income• can make informed choices about spending, investing and borrowing money• knows that consumers have rights and responsibilities. Topics: Getting a Job and leaving Home, (covering, finding a job, wages and salaries, working for yourself, tax)	Unit 4 – Event Planning Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: <ul style="list-style-type: none">• read and use maps to locate points and places using the conventions of distance and location• interpret time, clocks and timetables for personal organisation needs such as time management and planning. Topic: Seeing Queensland (Covering: using mud maps, scale maps and planning a trip)
Assessment	Assessment #1.1 – Maths in Health (Fitness/ Food) Investigation Culmination of 4 weeks' work, collecting data, displaying data, comparing data. Individual work, teacher help available Assessment #1.2 In class Test Condition: Open book , class notes allowed	Assessment #1.3 – Calculating Probabilities Assignment In class, Assignment, calculating probability of success and failure 4 weeks, Individual work, teacher help available Assessment #1.4 In class test Condition: Open book , class notes allowed	Assessment #2.1 – Earning and paying tax Assignment 4 weeks available, research a job, wages conditions, calculate tax. individual work (teacher help available). Assessment #2.2 In class test Condition: Open book , class notes allowed	Assessment #2.3 – Event Planning Assignment In class – eg. Big Day Out (Planning your trip, costing and budgeting, using timetables) PowerPoint presentation (min 10 slides), 4 weeks available, individual work (teacher help available).
Year 12	Unit 1 – Moving out of home Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: Read, write, interpret, compare and do calculations with a calculator involving: <ul style="list-style-type: none">• whole numbers• common fractions, decimal fractions and common percentages• ratios, rates and proportions for personal, work or community life purposes.<ul style="list-style-type: none">○ Interpret the usage details on an electricity bill; visit website to find tariff rates.○ Solve simple everyday <i>common</i> fraction problems on a calculator○ Budgeting, including the preparation of a budget	Unit 2 – Buying your own home Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: Read, write, interpret, compare and do calculations with a calculator involving: <ul style="list-style-type: none">• whole numbers• common fractions, decimal fractions and common percentages• ratios, rates and proportions for personal, work or community life purposes.<ul style="list-style-type: none">○ Calculations of area, volume and capacity in life-related situations○ Solve simple everyday <i>common</i> fraction problems on a calculator.○ Learn how to input data into a spreadsheet that	Unit 3 – Starting a business Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: Read, write, interpret, compare and do calculations with a calculator involving: <ul style="list-style-type: none">• whole numbers• common fractions, decimal fractions and common percentages• ratios, rates and proportions for personal, work or community life purposes.<ul style="list-style-type: none">○ Solve simple everyday <i>common</i> fraction problems on a calculator○ Business applications, including profit, loss, mark-up○ Carry out calculations to work out income derived	Unit 4 – Overseas holiday Through these topics students will develop literacy, numeracy and problem solving skills Key Goals: Read, write, interpret, compare and do calculations with a calculator involving: <ul style="list-style-type: none">• whole numbers• common fractions, decimal fractions and common percentages• ratios, rates and proportions for personal, work or community life purposes.<ul style="list-style-type: none">○ Solve simple everyday <i>common</i> fraction problems on a calculator○ Discuss the things to consider when planning travel.○ Discuss the characteristics of useful calendars;

Prevocational
Maths

	Term 1	Term 2	Term 3	Term 4
	<p>plan</p> <ul style="list-style-type: none">Discuss the purposes of a personal budget. Investigate the implications of running over budget, use a spreadsheet with given formulae and hypothetical data.Examine star rating on appliances. Discuss ways of conserving energy in the home.Use advertising brochures to find costs of grocery items; determine 'best buys' for particular consumer. Explore different ways to advertise discount, for example, buy one and get the second item for half price.Discuss some of the problems associated with managing mobile phone costs based on own experience or that of others.	<p>has formulae in place, and then present it in different forms.</p> <ul style="list-style-type: none">Discuss the purposes of a personal budget. Investigate the implications of running over budget (could apply this to the state and federal budgets if students are interested). Use a spreadsheet with given formulae and hypothetical data.As a class, explore the financial risks in different situations involving investing and borrowing money.Calculate simple interest using a given rule and compound interest, by means of on-line calculators or tables	<p>in different ways, full time, part time, casual, short-term contracts, weekly/fortnightly/monthly earnings given annual salary, wage plus commission, piece rates, bonuses, retainers, award rates and conditions including superannuation</p> <ul style="list-style-type: none">Investigate how to make an effective complaint, for example, through the Small Claims Tribunal.Investigate where to get (independent) information and where to get assistance with financial problems.Practise completing payslips.Investigate entitlements as outlined in awards in a relevant industry. Discuss and compare entitlements in different industries in which students have part-time jobs.	<p>compare different calendars.</p> <ul style="list-style-type: none">Play video games that require the use of maps or site plans. Compare different ways of presenting maps or site plans in video games.Access timetables and service times for different types of public transport.Compare methods of giving directions.Use a map or street directory or google maps website journey planner to plan the route for a sightseeing tour.Read and interpret a variety of timelines.Investigate time zonesExplain choices such as fastest journey based on distance, direction and speed of travelInterpret and solve problems related to time management and time zones, for example, internet and mobile phone usage, travel.
Assessment	Assignment – 4 weeks on Planning to leave home (Knowing, Applying, Explaining) Exam – supervised assessment 70 min open book (Knowing, Applying, Explaining)	Assignment – 4 weeks on Building your own home (Knowing, Applying, Explaining) Exam – supervised assessment 70 min open book (Knowing, Applying, Explaining)	Assignment – 4 weeks on Starting your own business (Knowing, Applying, Explaining) Exam – supervised assessment 70 min, open book (Knowing, Applying, Explaining)	Assignment – 4 weeks on Travelling Overseas (Knowing, Applying, Explaining)

Maths A

	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Unit 1 – Applied geometry Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Elements of applied geometry</p> <ul style="list-style-type: none">Calculations of area, volume and capacity in life-related situationssimple algebraic manipulations of relevant formulas <p>Unit 2 – Statistics and probability: Data collection and presentation</p> <ul style="list-style-type: none">types of data and variables (continuous and discrete)practical aspects of collecting and handling data for observation, experimentation or survey, including possible data problemswhat a sample represents, how it relates to populations and whether it is appropriatedescriptions of key features of data with reference to suitable selections of graphical and tabular displayssample means and medians as measures of central tendency	<p>Unit 3 – Financial maths Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Managing money 1</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 appropriatebudgeting, including the preparation of a budget planspending, including discount and foreign exchange <p>Unit 4 – Applied geometry Linking 2 and 3 dimensions</p> <ul style="list-style-type: none">interpretation of scale drawings and plansdrawing simple scale drawings and plans	<p>Unit 5 – Statistics and probability Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Data collection and presentation</p> <ul style="list-style-type: none">data displays including scatterplots, simple and compound stem-and-leaf plots and box-and-whisker plotssample means and medians as measures of central tendencysample standard deviations and interquartile range as descriptors of spread <p>Units 6 – Financial maths Managing money 1</p> <ul style="list-style-type: none">taxation, including taxable income, gross income, net income, goods and services tax (GST), deductions, rebates and leviesbusiness applications, including profit, loss, mark-u	<p>Unit 7 – Applied geometry Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Elements of applied geometry</p> <ul style="list-style-type: none">applications of Pythagoras' theoremapplications of trigonometry using sine, cosine and tangent ratiossimple algebraic manipulations of relevant formulas <p>Unit 8 – Statistics and probability Exploring and understanding data</p> <ul style="list-style-type: none">use summary statistics to draw and analyse conclusions, represent data and make inferencesinterpret and use sample statistics (including sample means and medians) as estimates of parameters to predict underlying population values or of values in a model <p>Unit 9 – Financial maths Managing money 2</p> <ul style="list-style-type: none">calculate investments such as savings accounts, term deposits, real estate and stockmarketsimple algebraic manipulation of financial formulas <p>Unit 10 – Applied geometry</p>



Maths A	Term 1	Term 2	Term 3	Term 4
				Linking 2 and 3 dimensions <ul style="list-style-type: none"> • calculation of bracing for rigidity • practical tests for squareness, plumbness and levels
Assessment	Exam – supervision assessment 140 min (KAPS MAPS CAJ)	Exam – supervision assessment 140 min (KAPS MAPS CAJ) Assignment – 4 weeks on Managing Money (KAPS MAPS CAJ)	Exam – supervision assessment 140 min (KAPS MAPS CAJ)	Exam – supervision assessment 140 min (KAPS MAPS CAJ) Assignment – 4 weeks on Exploring and understanding data (KAPS MAPS CAJ)
Year 12	Description Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 11 – Financial maths Managing money 2 <ul style="list-style-type: none"> • simple interest and compound interest for various compounding periods; effective and nominal rates. • Calculations on inflation, appreciation and depreciation • The notion of present value of a lump-sum payment • simple algebraic manipulation of financial form Units 12 – Statistics and probability Exploring and understanding data <ul style="list-style-type: none"> • relationships between variables and make predictions by identifying and using trend lines (both linear and non-linear) • 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 of row and column percentages in contingency tables Unit 14 – Financial maths Managing money 2 <ul style="list-style-type: none"> • consumer credit including personal loans, credit cards, debit cards, housing loans (including fees and charges). • simple algebraic manipulation of financial formulas 	Description Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 13 – Applied geometry Linking 2 and 3 dimensions <ul style="list-style-type: none"> • estimation of quantities and costs in a variety of construction areas Unit 15 – Applied geometry Elements of applied geometry <ul style="list-style-type: none"> • latitude, longitude and measurement of time and distance • simple algebraic manipulations of relevant formulas Unit 16 – Maps and compasses Navigation (elective topic) <ul style="list-style-type: none"> • compass bearings and reverse bearings • magnetic variation • nautical miles and knots • use of maps and charts, compasses, dividers and parallel rulers or their equivalent • plot and determine compass bearings and reverse bearings • use of magnetic variation to explain the link between true bearings and magnetic bearings. Navigation (elective topic) <ul style="list-style-type: none"> • methods of fixing position which may include bearing fix, dead reckoning, running fix, GPS (not double angle on the bow) • calculate speed and distances <ul style="list-style-type: none"> ◦ with reference to latitude ◦ using nautical miles and knots 	Description Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 17 – Operations Research Networks & queuing (elective topic) <ul style="list-style-type: none"> • Identify and use network terminology, including node, branch, path and tree • Shortest path through a network • Minimum spanning tree for a network • Choose and use the shortest path or minimum spanning tree as applicable to the context • Identify and reflect upon the effect of critical steps in project networks • Identify and reflect upon the impact of slack time in a project network • Investigate single and multiple server queue situations with constant arrival and service times using a variety of representation • Investigate the effects on a queuing system of random arrival and service times. 	Description Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 19 – Maps and compasses <ul style="list-style-type: none"> • methods of fixing position which may include plot courses and determine location by doubling the angle on the bow <ul style="list-style-type: none"> ◦ using maps, charts, compasses, dividers and parallel rulers or their equivalent ◦ a variety of methods of fixing position which may include bearing, dead reckoning, running fixes and GPS. Unit 18 – Statistics and probability Exploring and understanding data <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 and use of relative frequencies to estimate probabilities of individual values for discrete variables (including categories) and of intervals for continuous variables
Assessment	Exam – supervision assessment 140 min (KAPS MAPS CAJ) Assignment – 4 weeks on Managing Money (KAPS MAPS CAJ)	Exam – supervision assessment 140 min (KAPS MAPS CAJ)	Exam – supervision assessment 140 min (KAPS MAPS CAJ) Assignment – 4 weeks on Network and queing (KAPS MAPS CAJ)	Exam – supervision assessment 140 min (KAPS MAPS CAJ)

Maths B	Term 1	Term 2	Term 3	Term 4
Year 11	Unit 1: Introduction to Functions 1 (Syllabus Topic - Introduction to Functions) <ul style="list-style-type: none"> • Concepts of function, domain and range. 	Unit 3 – Periodic Functions and Applications 1 (Syllabus Topic – Periodic Functions and Applications)	Unit 5 – Introduction to Functions 2 (Syllabus Topic - Introduction to Functions) <ul style="list-style-type: none"> • Review of key concepts from Unit 1 relating to 	Unit 7 – Periodic Functions & Applications 2 (Syllabus Topic – Periodic Functions and Applications)



Maths B

	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none"> Mapping tables and graphs as representations of functions and relations. Graphs as representations of the points whose coordinates satisfy an equation. Plotting points using Cartesian coordinates. Distinction between functions and relations. Essential algebraic manipulations including solving algebraic equations and rearranging formulae. Gradient of a straight line. Equation of a straight line given different conditions. Using linear functions to model the relationships between variables. Calculation and estimation with and without instruments. Practical applications of linear functions including direct variation and simple interest. Solving simultaneous (linear) equations using algebraic and graphical techniques (including the use of graphics calculators). <p>Unit 2 – Applied Statistical Analysis 1 (Syllabus Topic – Applied Statistical Analysis)</p> <ul style="list-style-type: none"> Identification of variables and types of variables and data (esp continuous and discrete). Appropriate graphical and tabular displays for different types of data (including pie charts, bar / column graphs, tables, histograms, stem & leaf, box and whisker and cumulative frequency (ogives). Use of summary statistics including mean, median, standard deviation and interquartile range as appropriate descriptors of features of data. Use of appropriate graphical displays and summary statistics in comparing data sets. Calculation and estimation with and without instruments - (esp % and % difference). Using technology (esp graphics calculators and Excel) as an aid in organizing and displaying data and performing statistical calculations 	<ul style="list-style-type: none"> Definition of a radian and its relationship with degrees. Trigonometry including the definition of and practical applications of the sin, cos and tan ratios. Practical applications of the sine and cosine rules (the ambiguous case is not essential). Definition of a periodic function, the period and amplitude. Definitions of the trigonometric functions sin, cos and tan of any angle in degrees and radians. Graphs of $y = \sin x$, $y = \cos x$ and $y = \tan x$. Significance of the constants A, B, C and D on the graphs of $y = A \sin (Bx + C) + D$ and $y = A \cos (Bx + C) + D$. Applications of periodic functions. Basic algebraic manipulations and use of graphics calculators in solving trig related problems. Use of graphics calculators and software programs (e.g Logger Pro, Excel, Graphmatica, Autograph) as an aid in investigating periodic functions. <p>Unit 4 – Rates of Change 1 (Syllabus Topic – Rates of Change)</p> <ul style="list-style-type: none"> Concept of rate of change. Calculating the gradient of a straight line. Calculation of average rates of change in practical and purely mathematical situations. Interpretation of the average rate of change as the gradient of the secant. Interpretation of the instantaneous rate of change at a point as the gradient of the tangent at that point. Practical applications of instantaneous rates of change. Applications of the chain rule to life-related situations involving three variables. 	<p>functions.</p> <ul style="list-style-type: none"> General shapes of functions (especially polynomial functions to degree 2). Solutions to quadratic equations. Practical situations involving quadratic equations. Practical applications of quadratic functions. Solutions to simultaneous equations in two variables (graphically using technology and algebraically for linear and quadratic equations). Use of technology (e.g. graphics calculators, Excel and Graphmatica) to investigate shapes of different functions. <p>Unit 6 – Exponential & Log Functions and Applications (Syllabus Topic – Exponential & Log Functions and Applications)</p> <ul style="list-style-type: none"> Index laws and definitions. Definitions of a^x and $\log_a x$ for $a > 0$. Logarithmic laws and definitions. Graphs of and the relationships between $y = a^x$ and $y = \log_a x$ Solutions of equations involving indices. Use of logarithms to solve equations involving indices. Development of algebraic models from appropriate datasets using exponents. Life-related applications of exponential and logarithmic functions. Use of graphics calculators and software programs (e.g Logger Pro, Excel, Graphmatica, Autograph) as an aid in investigating exponential and logarithmic functions. 	<p>Unit 8 – Rates of Change 2 (Syllabus Topic – Rates of Change)</p> <ul style="list-style-type: none"> Review concept of rate of change from Unit 4. Understanding of a limit in simple situations. Definition of the derivative of a function at a point. Derivative of simple algebraic functions from first principles. Evaluation of the derivative of a function at a point. Interpretation of the instantaneous rate of change at a point as the gradient of the tangent at that point and as the derivative at that point. Rules for differentiating polynomial functions. Rules for differentiating: more complex functions: product rule and chain rule. Interpretation of the derivative as the gradient function. Practical applications of instantaneous rates of change (including equation of the tangent and velocity from a displacement – time function). <p>Unit 9 – Optimisation 1 (Syllabus Topic – Optimisation)</p> <ul style="list-style-type: none"> Positive and negative values of the derivative as an indication of the points at which the function is increasing or decreasing. Zero values of the derivative as an indication of stationary points. Concept of relative maxima and minima and greatest and least values of a function. Methods of determining the nature of stationary points. <p>Unit 10 – Introduction to Integration 1 (Syllabus Topic – Introduction to Integration)</p> <ul style="list-style-type: none"> Definition of the indefinite integral. Indefinite integrals of simple polynomial functions.
Assessment	<p>Supervised Exam (approx. 140 min) Criteria assessed = KAPS MAPS CAJ</p>	<p>Assignment Practical Applications of Periodic Functions (4 weeks) Supervised Exam (approx. 140 min) Criteria assessed = KAPS MAPS CAJ</p>	<p>Assignment Practical Applications of Exponential and Logarithmic Functions (4 weeks) Supervised Exam (approx. 140 min) Criteria assessed = KAPS MAPS CAJ</p>	<p>Supervised Exam (approx. 140 min) Criteria assessed = KAPS MAPS CAJ</p>
Year 12	<p>Unit 11 – Periodic Functions and Applications 2 (Syllabus Topic – Periodic Functions and Applications)</p> <ul style="list-style-type: none"> Review of key concepts of Unit 3 (focusing on periodic functions). Applications of periodic functions Pythagorean Identity: $\sin^2 x + \cos^2 x = 1$ Solution of simple trigonometric equations within a specific domain (algebraically and using technology) 	<p>Unit 14 – Exponential & Log Functions and Applications 2 (Syllabus Topic – Exponential & Log Functions and Applications)</p> <ul style="list-style-type: none"> Review of key concepts from Unit 6. Index laws and log laws. Definition of the exponential function e^x. Graphs of, 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 $k \neq 0$. 	<p>Unit 16 – Introduction to Integration 2 (Syllabus Topic – Introduction to Integration)</p> <ul style="list-style-type: none"> Trapezoidal rule for the approximation of the value of a definite integral numerically. Use of integration to find area. Practical applications of integration and the trapezoidal rule. Use of technology to approximate definite integrals and areas (e.g Monte-Carlo technique). 	<p>Unit 19 – Exponential & Log Functions and Applications 2 (Syllabus Topic – Exponential & Log Functions and Applications)</p> <ul style="list-style-type: none"> Review use of logarithms to solve equations involving indices. Review of percentages and simple interest as an application of linear functions. Applications of geometric progressions to compound interest including past, present and future values. Applications of geometric progressions to annuities and amortising a loan.



Maths B

	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none">Derivatives of functions involving $\sin x$ and $\cos x$.Applications of derivatives of $\sin x$ and $\cos x$ in life-related situations. Unit 12 – Optimisation 2 (Syllabus Topic – Optimisation) <ul style="list-style-type: none">Positive and negative values of the derivative as an indication of the points at which the function is increasing or decreasing.Zero values of the derivative as an indication of stationary points.Concept of relative maxima and minima and greatest and least values of a function.Methods of determining the nature of stationary points.Greatest and least values of a function in a given interval.Recognition of the problem to be optimised (maximised or minimised).Identification of variables and construction of the function to be optimised.Application of derivatives to optimisation in life-related situations using a variety of function types. Unit 13 – Rates of Change 2 (Syllabus Topic – Rates of Change) <ul style="list-style-type: none">Interpretation of the derivative as an instantaneous rate of change.Practical applications of instantaneous rates of change.	<ul style="list-style-type: none">Solutions of equations involving indices.Use of logarithms to solve equations involving indices.Development of algebraic models from appropriate datasets using logarithms and/or exponents.Derivatives of exponential and logarithmic functions for base e.Applications of exponential and logarithmic functions and the derivative of exponential functions. Unit 15 – Introduction to Integration 2: (Syllabus Topic – Introduction to Integration) <ul style="list-style-type: none">Review of key concepts from Unit 10.Definition of the definite integral and its relation to the area under a curve.The value of the limit of a sum as a definite integral.Rules for integration.Indefinite integrals of simple polynomial functions, simple exponential functions, $\sin(ax+b)$, $\cos(ax+b)$, $1/(ax+b)$Use of integration to find area.Practical applications of the integral.	Unit 17 – Applied Statistical Analysis 2 (Syllabus Topic – Applied Statistical Analysis) <ul style="list-style-type: none">Identification of variables and types of variables and data (esp continuous and discrete).Use of relative frequencies to estimate probabilities; the notion of probabilities of individual values for discrete variables and intervals for continuous variables.Probability distribution and expected value for a discrete variable.Identification of a 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.Tree diagrams as a tool for defining sample spaces and estimating probabilities. Unit 18 – Optimisation 2 (Syllabus Topic – Optimisation) <ul style="list-style-type: none">Review of key concepts from Unit 12.Recognition of the problem to be optimised (maximised or minimised).Identification of variables and construction of the function to be optimised.Application of derivatives to optimisation in life-related situations using a variety of function types.	
Assessment	Assignment Life-Related Applications of Periodic Functions (4 weeks) Supervised Exam (approx. 140 min) Criteria assessed = KAPS MAPS CAJ	Supervised Exam (approx. 140 min) Criteria assessed = KAPS MAPS CAJ	Assignment Applications of Integration (4 weeks) Supervised Exam (approx. 140 min) Criteria assessed = KAPS MAPS CAJ	Supervised Exam (approx. 120 min) Criteria assessed = KAPS MAPS CAJ

Maths C

	Term 1	Term 2	Term 3	Term 4
Year 11	Description: Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 1 – Real and Complex Numbers Elements Of Real and Complex Numbers <ul style="list-style-type: none">Set TheoryWhole, Rational and Real NumbersSurdsAbsolute Values and Inequalities Unit 2 – Introduction to Groups Elements Of Introduction to Groups <ul style="list-style-type: none">OperationsBinary Operations and proofsIdentity, Inverse, Associativity,	Description: Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 3 – Matrices and Applications Elements Of Matrices and Applications <ul style="list-style-type: none">Matrix definition and notationMatrix operationsGroup propertiesTranspositionInverse and identity matricesGaussian elimination Unit 4 – Real and Complex Numbers Elements Of Complex Numbers <ul style="list-style-type: none">Imaginary numbers	Description: Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 6 – Structures and Patterns Elements Of Structures and Patterns <ul style="list-style-type: none">Arithmetic progressionsGeometric progressionsFibonacci sequenceMathematical Induction Unit 7 – Vectors and Applications Elements Of Vectors and Applications <ul style="list-style-type: none">2-D vectors3-D vectorsApplications (flights, course made good)	Description: Though these topics students will develop literacy, numeracy and problem solving skills Key Goals: Unit 9 – Vectors and Applications Elements Of Vectors and Applications <ul style="list-style-type: none">3-D transformations on a planeForces on inclined planes Unit 10 – Dynamics Elements Of Dynamics <ul style="list-style-type: none">Displacement, velocity, acceleration using calculusProjectile motion (2-D) Unit 11 – Calculus Elements Of Calculus



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	<p>Commutativity.</p> <ul style="list-style-type: none">• Group Properties• Cayley Tables	<ul style="list-style-type: none">• Operations involving complex numbers• Conjugates, argand diagrams• Cartesian, Polar and Trigonometric forms <p>Unit 5 – Vectors and Applications Elements Of Vectors and Applications</p> <ul style="list-style-type: none">• 2-D Geometric vectors• Vector operations• Projections	<p>Unit 8 – Matrices and Applications Elements Of Matrices and Applications</p> <ul style="list-style-type: none">• Graphs on complex plane• Quadratic equations with complex solutions• Complex sequences and the Mandelbrot set.	<ul style="list-style-type: none">• Trapezoidal rule• Simpsons rule• Applications
<i>Assessment</i>	Supervised Exam KAPS MAPS CAJ	Assignment, 4 weeks KAPS MAPS CAJ Supervised Exam KAPS MAPS CAJ	Assignment 4 weeks KAPS MAPS CAJ Supervised Exam KAPS MAPS CAJ	Supervised Exam KAPS MAPS CAJ
Year 12	<p>Unit 12 – Real and Complex Numbers Elements Of Real and Complex Numbers</p> <ul style="list-style-type: none">• De Moivre's Theorem• Trigonometric applications• Solving equations using De Moivre's Theorem <p>Unit 13 – Conics Elements Of Conics</p> <ul style="list-style-type: none">• Locus• Circle• Parabola• Tangents and normal to conic equations• Polar and parametric equations for circles and parabolas	<p>Unit 14 – Calculus (Integration) Elements Of Calculus (Integration)</p> <ul style="list-style-type: none">• Simpson's Rule• Integration by substitution• Integration by parts <p>Unit 15 – Dynamics Elements Of Dynamics</p> <ul style="list-style-type: none">• Vectors and forces• Forces on inclined plane• Projectile motion <p>Unit 16 – Matrices and applications Elements Of Matrices and Applications</p> <ul style="list-style-type: none">• Determinant• Cofactor matrix and 3x3 Inverse• Cramer's Rule <p>Unit 15- Structures and Patterns Elements Of Structures and Patterns</p> <ul style="list-style-type: none">• Permutations• Combinations	<p>Unit 17 – Dynamics Elements Of Dynamics</p> <ul style="list-style-type: none">• Simple harmonic Motion• Angular velocity and uniform circular motion• Hooke's Law and modulus of elasticity• Non-uniform acceleration• Conical pendulums and banking angles <p>Unit 18 – Calculus (Integration) Elements Of Calculus (Integration)</p> <ul style="list-style-type: none">• Integration using linear substitution• Integration using trigonometric substitution using identities• Integration of $\tan^{-1}(x/a)$• Applications of integration (Volumes of revolutions) <p>Unit 19 – Conics Elements Of Conics</p> <ul style="list-style-type: none">• Ellipse• Hyperbola• Polar and parametric forms for ellipse and hyperbola	<p>Unit 20 – Vectors and Applications Elements Of Vectors and Applications</p> <ul style="list-style-type: none">• Scalar product• Vector product• Applications (areas and volumes) <p>Unit 15 – Calculus (Differential Calculus and Partial Integration) Elements Of Calculus (Differential Calculus and Partial Integration)</p> <ul style="list-style-type: none">• Form $df/dx=kf$• Form $df/dx=kf+c$• Partial integration
<i>Assessment</i>	Supervised Exam KAPS MAPS CAJ	Assignment, KAPS MAPS CAJ Exam KAPS MAPS CAJ	Supervised Assignment KAPS MAPS CAJ Exam KAPS MAPS CAJ	Exam KAPS MAPS CAJ

Engineering & Technology

	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Description: Technology, Industry and society Engineering and related professions and engineering graphics</p> <p>Engineering Mechanics Introductory mechanics and Statistics</p> <p>Key Goals: Industry, Technology and Society</p> <ul style="list-style-type: none">• Engineering courses: course structures from bachelor, diploma and certificate qualifications; institutes that offer engineering courses such as university, TAFE and private providers• Careers: the role of an engineer, various fields,	<p>Description: Engineering materials Materials classifications, materials properties and polymers</p> <p>Control Systems Overview and fundamentals of control systems</p> <p>Key Goals: Engineering materials</p> <ul style="list-style-type: none">• Classification of engineering materials — metals, polymers, ceramics, composites and organics. Elements, compounds and mixtures. Ferrous and non ferrous alloys• Atomic and molecular bonding. Crystalline	<p>Description: Engineering Mechanics Dynamics</p> <p>Control Systems Components – input, processors & output</p> <p>Technology, Industry and society Sustainable engineering and Indigenous perspectives</p> <p>Key Goals: Sustainable engineering</p> <ul style="list-style-type: none">• Social: sustainability principles, sustainable living, recycling• Environmental: clean technology, nuclear energy, biofuel, geothermal power, hydropower, solar	<p>Description: Engineering materials <i>Metals, material properties, ceramics and composites.</i></p> <p>Key Goals: Engineering materials</p> <ul style="list-style-type: none">• Classification of engineering materials — metals, polymers, ceramics, composites and organics. Elements, compounds and mixtures. Ferrous and non ferrous alloys• Atomic and molecular bonding. Crystalline structures. Macro and micro structures. Primary and secondary bonds• Physical properties — conductivity, melting point,



- career profiles, career outcomes, job activities
- Social, economic, environmental and cultural implications, including Indigenous cultures
 - Environmental: clean technology, nuclear energy, biofuel, geothermal power, hydropower, solar power, tidal power, wave power, wind power, carbon sinks
 - Australian Standards: layout, subtitles, dimensioning, printing
 - Drawing methods: technical sketching, orthographic projection, pictorial drawing
 - Computer-aided design
- Engineering Mechanics Statics**
- Mass, force and gravity. SI units. Newton's laws. Levels of accuracy. Principle of transmissibility of a force. Scalar and vector quantities. Free body diagrams. Vector addition — graphical and analytical. Force polygons. Resultant and equilibrant forces
 - Trigonometry and Pythagoras' theory relating to engineering problems. Force components. The three-force rule. Concurrent, co-linear and non-concurrent forces — 2D. Conditions of equilibrium for coplanar forces
 - Moments and couples. Centre of gravity of a body and applications of force systems and moments in engineering
 - Beams and frameworks. Types of loads. Internal forces in beams. Resultant of non-concurrent forces on a beam. Types of supports and basic reactions at supports. Forces acting on members and joints. Compression and tension in members
 - Trusses, struts and ties. Internal and external forces. Redundant assemblies. Types of trusses. Method of joints and method of sections in determining forces in members

- structures. Macro and micro structures. Primary and secondary bonds
- Physical properties — conductivity, melting point, colour, lustre, density
 - Mechanical properties — tensile and compressive strength, elasticity, hardness, ductility, malleability, toughness, creep and shear strength, fatigue, failure
 - Deformation — elastic, plastic, slip, twinning and work hardening
 - Properties testing — hardness, impact, fatigue, torsion and non-destructive testing
 - Properties analysis — plotting and calculations, Young's modulus, stress/strain diagrams for steel, aluminium alloys, copper alloys, polymers, ceramics and composites
 - Structure and properties — close packed crystalline structures and related physical and mechanical properties. Dendrites and cast grain structures. Alloying and phases. Cooling curves and phase diagrams. Iron-carbon phase diagram. Solubilities of alloy systems. Steel alloys and uses. Transformation of phases
 - Introduction to corrosion. Nonferrous metals and alloys
 - Industrial and engineering applications of metals
 - Structure and properties — molecular structure and related physical and mechanical properties. Clay bodies, cements, glass-bonded ceramics, semiconductors, industrial ceramics and bioceramics
 - Degradation of ceramics — mechanical degradation due to low fracture toughness and wear abrasion
 - Industrial and engineering applications — insulators, semiconductors, abrasives, optics, refractories in electrical, biomedical and aerospace industries
 - Structure and properties — physical and mechanical properties

Control Systems

- Domestic, commercial, industrial applications
- Implications of control systems on society
- Control elements — input, process, output; control loop; feedback; sequential logic
- Some possible systems may include:
- Flow charts, event-timing diagrams, functional block diagrams, industrial programming techniques, e.g. ladder logic, statement list, basic
- Practical application of control systems using input/output devices connected to a control device, e.g. PLCs, CNC machines, robotics, household appliances, manufacturing plants, traffic-light systems, conveyor systems

power, tidal power, wave power, wind power, carbon sinks

- Economic: ethical economics, peak oil, carbon tax, life cycle assessment, footprint analysis, green buildings, decarbonisation, car-free movement

Indigenous perspectives

- Indigenous peoples' connections to country, lifestyles and access to specific places and spaces
- Traditional sites — middens and ceremonial places; protection of sacred sites; protection of significant and other sites (e.g. government settlements)
- Access to Indigenous land — permits; heritage listing; custodial rights to lands; native title (Native Title Act 1993; National Native Title Tribunal)
- Impact of mining, pastoral and other industries on land rights
- Negotiated agreements between Indigenous people, non-Indigenous people and governments on the sustainable use of natural resources

Introductory mechanics

- Mass, force and gravity. SI units. Newton's laws. Levels of accuracy. Principle of transmissibility of a force. Scalar and vector quantities. Free body diagrams. Vector addition — graphical and analytical. Force polygons. Resultant and equilibrant forces
- Applications of force systems and moments in engineering
- Dynamics – Displacement, velocity and acceleration. Displacement–time graphs. Velocity–time graphs. Acceleration–time graphs. Linear motion equations and engineering problems
- Forces and moving bodies. Mass, force and acceleration problems
- Work, energy and power problems
- Friction formula. Coefficient of friction. Static and kinetic friction, problems involving frictional forces on a horizontal and inclined plane

Machines

- Load, effort, and mechanical advantage, velocity ratio and efficiency for simple mechanical systems. First, second and third-class levers
- Examples of simple machines: levers, wheel and axle, screw-jack, worm and wheel and pulley systems
- Gears, belts and pulleys. Velocity ratio for gear systems. Function of different types of gears in a range of objects. Types of belt or chain drive systems. Pulley systems. Mechanical advantage of pulley systems. Inclined planes and screw threads. Engineering applications of machines

Overview of control systems

- Domestic, commercial, industrial applications
- Implications of control systems on society
- Fundamentals of control systems Control elements — input, process, output; control loop; feedback; sequential logic

Applying control systems

- Simulation of integrated systems using modelling techniques
- Flow charts, event-timing diagrams, functional block

colour, lustre, density

- Mechanical properties — tensile and compressive strength, elasticity, hardness, ductility, malleability, toughness, creep and shear strength, fatigue, failure
- Deformation — elastic, plastic, slip, twinning and work hardening
- Properties testing — hardness, impact, fatigue, torsion and non-destructive testing
- Properties analysis — plotting and calculations, Young's modulus, stress/strain diagrams for steel, aluminium alloys, copper alloys, polymers, ceramics and composites
- Structure and properties — close packed crystalline structures and related physical and mechanical properties. Dendrites and cast grain structures. Alloying and phases. Cooling curves and phase diagrams. Iron-carbon phase diagram. Solubilities of alloy systems. Steel alloys and uses. Transformation of phases
- Introduction to corrosion. Nonferrous metals and alloys
- Industrial and engineering applications of metals
- Structure and properties — molecular structure and related physical and mechanical properties. Clay bodies, cements, glass-bonded ceramics, semiconductors, industrial ceramics and bioceramics
- Degradation of ceramics — mechanical degradation due to low fracture toughness and wear abrasion
- Industrial and engineering applications — insulators, semiconductors, abrasives, optics, refractories in electrical, biomedical and aerospace industries
- Structure and properties — physical and mechanical properties

Control Systems

- Domestic, commercial, industrial applications
- Implications of control systems on society
- Control elements — input, process, output; control loop; feedback; sequential logic
- Some possible systems may include:
- Flow charts, event-timing diagrams, functional block diagrams, industrial programming techniques, e.g. ladder logic, statement list, basic
- Practical application of control systems using input/output devices connected to a control device, e.g. PLCs, CNC machines, robotics, household appliances, manufacturing plants, traffic-light systems, conveyor systems



			diagrams, industrial programming techniques, e.g. ladder logic, statement list, basic <ul style="list-style-type: none">• Practical application of control systems using input/output devices connected to a control device, e.g. PLCs, CNC machines, robotics, household appliances, manufacturing plants, traffic-light systems, conveyor systems	
Assessment	1) Research Report and construction task D- Design, construct and test a scale modelled crane. C- 8 weeks 2) Supervised Assessment D- Forces Exam (WP-Mechanics exam) C- 90 mins	3) Supervised Assessment D- Materials & controls systems Exam C- 90 mins	4) Research Report and construction task D- Design, construct and test a model rollercoaster. C- 5) Supervised Assessment D- Engineering dynamics & controls systems Exam C- 90 mins	6) Supervised Assessment D- Engineering Materials Exam C- 90 mins
Year 12	Description: Technology, Industry and society <i>Evolution and influence over technology on society</i> Engineering Mechanics <i>Statistics</i> Key Goals: Industry, Technology and Society <ul style="list-style-type: none">• Australian Standards: layout, subtitles, dimensioning, printing• Drawing methods: technical sketching, orthographic projection, pictorial drawing• Computer-aided design Engineering Materials <ul style="list-style-type: none">• Mechanical properties — tensile and compressive strength, elasticity, hardness, ductility, malleability, toughness, creep and shear strength, fatigue, failure• Properties testing — hardness, impact, fatigue, torsion and non-destructive testing Engineering Mechanics Statics <ul style="list-style-type: none">• Mass, force and gravity. SI units. Newton's laws. Levels of accuracy. Principle of transmissibility of a force. Scalar and vector quantities. Free body diagrams. Vector addition — graphical and analytical. Force polygons. Resultant and equilibrant forces• Trigonometry and Pythagoras' theory relating to engineering problems. Force components. The three-force rule. Concurrent, co-linear and non-concurrent forces — 2D. Conditions of equilibrium for coplanar forces• Moments and couples. Centre of gravity of a body and applications of force systems and moments in engineering• Beams and frameworks. Types of loads. Internal forces in beams. Resultant of non-concurrent forces on a beam. Types of supports and basic reactions at supports. Forces acting on members and joints. Compression and tension in members• Trusses, struts and ties. Internal and external forces. Redundant assemblies. Types of trusses. Method of joints and method of sections in determining forces in members	Description: Control Systems <i>Applying control systems</i> Engineering Materials <i>Metals</i> Key Goals: Technology, industry and society <ul style="list-style-type: none">• Project management and current industry management practices: may include batch production, assembly line production, just in time (JIT), computer integrated manufacturing (CIM), total quality management (TQM)• Workplace health and safety• History of technological change as applied to materials choice and design such as bridges, mobile phones or household appliances• Influence of advances in engineering on technological change and the effect on society• Economic: ethical economics, peak oil, carbon tax, life cycle assessment, footprint analysis, green buildings, decarbonisation, car-free movement Engineering materials <ul style="list-style-type: none">• Classification of engineering materials — metals, polymers, ceramics, composites and organics. Elements, compounds and mixtures. Ferrous and non ferrous alloys• Atomic and molecular bonding. Crystalline structures. Macro and micro structures. Primary and secondary bonds• Physical properties — conductivity, melting point, colour, lustre, density• Mechanical properties — tensile and compressive strength, elasticity, hardness, ductility, malleability, toughness, creep and shear strength, fatigue, failure• Deformation — elastic, plastic, slip, twinning and work hardening• Properties testing — hardness, impact, fatigue, torsion and non-destructive testing• Properties analysis — plotting and calculations, Young's modulus, stress/strain diagrams for steel, aluminium alloys, copper alloys, polymers, ceramics and composites• Structure and properties — close packed crystalline structures and related physical and mechanical properties. Dendrites and cast grain structures. Alloying and phases. Cooling curves and phase	Description: Technology, Industry and society <i>Evolution and influence over technology on society</i> Engineering Mechanics <i>Dynamics & Machines</i> Key Goals: Sustainable engineering <ul style="list-style-type: none">• Social: sustainability principles, sustainable living, recycling• Environmental: clean technology, nuclear energy, biofuel, geothermal power, hydropower, solar power, tidal power, wave power, wind power, carbon sinks• Economic: ethical economics, peak oil, carbon tax, life cycle assessment, footprint analysis, green buildings, decarbonisation, car-free movement Indigenous perspectives <ul style="list-style-type: none">• Indigenous peoples' connections to country, lifestyles and access to specific places and spaces• Traditional sites — middens and ceremonial places; protection of sacred sites; protection of significant and other sites (e.g. government settlements)• Access to Indigenous land — permits; heritage listing; custodial rights to lands; native title (Native Title Act 1993; National Native Title Tribunal)• Impact of mining, pastoral and other industries on land rights• Negotiated agreements between Indigenous people, non-Indigenous people and governments on the sustainable use of natural resources Introductory mechanics <ul style="list-style-type: none">• Mass, force and gravity. SI units. Newton's laws. Levels of accuracy. Principle of transmissibility of a force. Scalar and vector quantities. Free body diagrams. Vector addition — graphical and analytical. Force polygons. Resultant and equilibrant forces• Applications of force systems and moments in engineering• Dynamics – Displacement, velocity and acceleration. Displacement–time graphs. Velocity–time graphs. Acceleration–time graphs. Linear motion equations and engineering problems• Forces and moving bodies. Mass, force and acceleration problems	Description: Technology, Industry and society <i>Indigenous perspectives</i> Control Systems <i>Applying control systems</i> Engineering Mechanics <i>Statistics & Machines</i> Engineering Materials <i>Metals, ceramics, polymers and composites</i> Key Goals:



		<p>diagrams. Iron-carbon phase diagram. Solubilities of alloy systems. Steel alloys and uses. Transformation of phases</p> <ul style="list-style-type: none">• Introduction to corrosion. Nonferrous metals and alloys• Industrial and engineering applications of metals• Structure and properties — molecular structure and related physical and mechanical properties. Clay bodies, cements, glass-bonded ceramics, semiconductors, industrial ceramics and bio ceramics• Degradation of ceramics — mechanical degradation due to low fracture toughness and wear abrasion• Industrial and engineering applications — insulators, semiconductors, abrasives, optics, refractories in electrical, biomedical and aerospace industries• Structure and properties — physical and mechanical properties• Cermet's. Engineered woods. Fibre production, influence of length, orientation and concentration• Ceramic composites, concrete, glass fibre, carbon fibre and aramid fibre composites• Industrial and engineering applications — fibre reinforced plastics (e.g. Kevlar), dental, marine, aerospace and military <p>Control Systems</p> <ul style="list-style-type: none">• Domestic, commercial, industrial applications• Implications of control systems on society• Control elements — input, process, output; control loop; feedback; sequential logic• Some possible systems may include:• Pneumatic and electro-pneumatic — compressors, motors, cylinders, pressure regulators, valves (three- and five-port, solenoid-operated, flow-control)• Hydraulic — pumps, motors, cylinders, valves (three- and four-port, solenoid-operated, pressure-relief)• Simulation of integrated systems using modelling techniques• Flow charts, event-timing diagrams, functional block diagrams, industrial programming techniques, e.g. ladder logic, statement list, basic• Practical application of control systems using input/output devices connected to a control device, e.g. PLCs, CNC machines, robotics, household appliances, manufacturing plants, traffic-light systems, conveyor systems	<ul style="list-style-type: none">• Work, energy and power problems• Friction formula. Coefficient of friction. Static and kinetic friction, problems involving frictional forces on a horizontal and inclined plane <p>Machines</p> <ul style="list-style-type: none">• Load, effort, and mechanical advantage, velocity ratio and efficiency for simple mechanical systems. First, second and third-class levers• Examples of simple machines: levers, wheel and axle, screw-jack, worm and wheel and pulley systems• Gears, belts and pulleys. Velocity ratio for gear systems. Function of different types of gears in a range of objects. Types of belt or chain drive systems. Pulley systems. Mechanical advantage of pulley systems. Inclined planes and screw threads. Engineering applications of machines <p>Overview of control systems</p> <ul style="list-style-type: none">• Domestic, commercial, industrial applications• Implications of control systems on society• Fundamentals of control systems• Control elements — input, process, output; control loop; feedback; sequential logic <p>Applying control systems</p> <ul style="list-style-type: none">• Simulation of integrated systems using modelling techniques• Flow charts, event-timing diagrams, functional block diagrams, industrial programming techniques, e.g. ladder logic, statement list, basic• Practical application of control systems using input/output devices connected to a control device, e.g. PLCs, CNC machines, robotics, household appliances, manufacturing plants, traffic-light systems, conveyor systems	
Assessment	<p>7) Research Report and construction task D- Design, construct bridge to required dimensions C- 8 weeks</p> <p>8) Supervised Assessment D- Engineering statistics C- 90 mins</p>	<p>9) Supervised Assessment D- Engineering materials & control systems C- 90 mins</p>	<p>10) Research Report and construction task D- Design, construct, test and evaluate a vehicle using rigid materials C- 8 weeks</p> <p>11) Supervised Assessment D- Engineering Dynamics & control systems C- 90 mins</p>	<p>12) Extended Research Task D- Student choice project C-</p>



Chemistry

Year 11

Term 1

Description:**Do we live in a material world?**

This unit is an introduction to basic concepts and principles in chemistry. Students will develop their understandings of; atoms, elements, compounds, simple stoichiometry, balancing equations and learning the skills required for analytical chemistry. *On Earth, we are surrounded by millions of different materials, In everything from clothes to computers, from medicines to machines, from food to fuels we use a vast range of materials that have been made by chemically altering the raw materials of the Earth to suit our needs and requirements.*

Key Goals:

S1.1 Matter is composed of atoms which, in turn, contain protons and neutrons in a nucleus, and electrons outside the nucleus.

S1.2 The number of positively charged protons is equal to the number of negatively charged electrons in a neutral atom, and determines all the chemical properties of an atom.

S1.3 An element is a substance in which all atoms have the same number of protons.

S1.4 Atoms of an element may contain different numbers of neutrons, and are known as isotopes.

- mass number

- radioactivity

S1.5 Every element is assigned a unique chemical symbol.

S1.6 The atomic mass of an atom is arbitrarily defined relative to the mass of the isotope carbon-12.

S1.7 In modern theories of atomic structure, electrons are viewed as occupying orbitals which are grouped in electron shells.

- electron configuration

S2.1 From theory of electronic structure it is predicted that elements will display periodic variations in their chemical and physical properties.

- the trends across a period or down a group in the periodic table for properties such as melting or boiling point, reactivity, ionisation energy, atomic radius, metallic character, nature of oxides

- terms used to describe groups and periods of the periodic table; alkali metals, alkali earth metals, halogens, noble gases, lanthanides and actinides

- the relationship between the number of valence electrons for an element, its position in the periodic table, and its chemical properties

- properties of an element (e.g. combining power, general reactivity) and relationship to its position in the periodic table

- anomalies in the properties of an element

S2.2 The macroscopic properties are related to their microscopic and atomic properties.

- classification of materials in appropriate bonding categories

- common macroscopic properties

- comparison of models of bonding in metallic, ionic, covalent molecular and covalent network

Term 2

Description:**How can we look after the water we have?**

Students will investigate the properties of water, and what makes it special. They will perform titration experiments to develop their understanding of concentration and acid-base relationships. Students will develop their own experiments to test and improve water quality.

NOTE: This unit is closely linked with Geography *Although we generally take water for granted, it is a remarkable compound with unique properties that account for its life supporting role. As it is a good solvent, many substances dissolve in it and so measures of concentration are required.*

Key Goals:

S2.2 The macroscopic properties are related to their microscopic properties.

S2.3 Pairs of atoms may be bound together by the sharing of electrons between them in a covalent bond.

S2.4 Two or more atoms bound together by one or more covalent bonds form a molecule, with definite size, shape and arrangement of bonds

S2.8 Forces weaker than covalent bonding exist between molecules.

R1.2 Precipitation reactions result in the appearance of a solid from reactants in aqueous solution.

R1.3 Acid-base reactions involve transfer of protons from donors to acceptors.

R3.4 The use of molarity for expressing concentration allows easy interconversions between volume of solution and moles of solute.

R4.1 Techniques such as volumetric and gravimetric analysis are used to determine amounts of reactants and products.

In work program but not unit plan

S1 (2, 3, 5, 7)

S2 (1, 5, 6, 7, , 10, 11)

R3 (1, 2, 3,)

R4 (2, 3)

R5 (2)

Term 3

Description:**How can we release energy?**

In this unit the students will investigate enthalpy, energy, entropy and investigate activation energy, reaction rates and develop an EEI.

Energy is the ability to do work or make change. But how do we release energy to drive processes and make things happen?

Key Goals:

R1.3 Acid-base reactions involve transfer of protons from donors to acceptors.

(This learning goal continues from Y11 term 2 and will be developed here in a new thermodynamic context)

R5.4 Reversible chemical reactions may reach a state of dynamic balance known as equilibrium which, when disturbed, will be re-established.

R2.1 All chemical reactions involve energy transformations

R1.1 Redox reactions involve a transfer of electrons and a change in oxidation number. (this learning goal will be limited to the combustion of fuels in Y11 and will be developed further in Y12 Term 1)

R2.2 The spontaneous directions of chemical reactions are towards lower energy and greater randomness.

(This statement will be explored to include the concepts of entropy and enthalpy but not Gibbs Free Energy in Y11. The opportunity to develop this further exists in Y12 term 1)

EEI – planning the extended experimental investigation, problem solving and systematic analysis of primary data (generated through experimentation by the student) and secondary data to evaluate a hypothesis

In work program but not unit plan

S1.5

S2.2,2.3,2.4,2.72.8, 2.10,2.11.

R3.1,3.2

R4.2

R5.2,5.3,5.

Term 4

Description:**How can we decrease the severity of the climate change (greenhouse effect)?**

Students will research and manipulate gas laws to help solve basic → complex gas law problems. They will investigate the causes of the greenhouse effect and the chemical principles behind strategies to reduce it in the future

The effects of climate change are large and wide reaching; it is a big concern to everyone on Earth.

CO2 in the atmosphere is of natural origin but increased human contributions are the chief cause of concern about the greenhouse effect.

Key Goals:

S1.5 Every element is assigned a unique chemical symbol.

S1.7 In modern theories of atomic structure, electrons are viewed as occupying orbitals which are grouped in electron shells.

- electron configuration

S2.2 The macroscopic properties are related to their microscopic and atomic properties.

- classification of materials in appropriate bonding categories

- common macroscopic properties

- comparison of models of bonding in metallic, ionic, covalent molecular and covalent network substances

- the properties of solids, liquids and gases using the kinetic particle theory and relating the theory to phase changes

- the physical properties of different types of materials

S2.3 Pairs of atoms may be bound together by the sharing of electrons between them in a covalent bond.

- single and multiple covalent bonds

S2.4 Two or more atoms bound together by one or more covalent bonds form a molecule, with definite size, shape and arrangement of bonds.

- how a dipole arises with reference to electronegativity, polar bonds and the effect of molecular shape

- polar and non-polar covalent bonds and molecules

- electron dot diagrams and Lewis valence structures for simple inorganic and organic molecules

- shapes of simple covalent molecules

- VSEPR theory to predict molecular shape

S2.5 An atom or group of atoms covalently bound together may gain or lose one or more electrons to form ions.

S2.7 When chemical bonds, whether ionic or covalent, are formed between different elements, a chemical compound is obtained, which can be represented by a chemical formula.

- chemical formulas' interpretation

- naming a molecular compound given its formula and vice versa

- anions and cations and the symbols/formulas and charges on those designated to be learnt

- formulas' deduction for ionic substances



substances

- the properties of solids, liquids and gases using the kinetic particle theory and relating the theory to phase changes
- the physical properties of different types of materials

S2.3 Pairs of atoms may be bound together by the sharing of electrons between them in a covalent bond.

- single and multiple covalent bonds

S2.5 An atom or group of atoms covalently bound together may gain or lose one or more electrons to form ions.

S2.6 Ionic bonding occurs when positive and negative ions are held together in a crystal lattice by electrostatic forces.

S2.7 When chemical bonds, whether ionic or covalent, are formed between different elements, a chemical compound is obtained, which can be represented by a chemical formula.

- chemical formulas' interpretation
- naming a molecular compound given its formula and vice versa
- anions and cations and the symbols/formulas and charges on those designated to be learnt
- formulas' deduction for ionic substances

S2.9 The structure of a metal involves positive ions embedded in a sea of electrons.

- the properties of metals (thermal, conductivity, electrical conductivity, lustre, physical state, ductility, malleability) and relationships to structure
- ways in which metals can be modified and the effects of this on their properties
- alloys

S2.10 Materials may be elements, compounds or mixtures.

- elements, mixtures and compounds can be differentiated experimentally
- operation techniques of different types of mixtures
- composition of pure substances and mixtures
- mixtures can be liquid or non-liquid

R2.1 All chemical reactions involve energy transformations.

- the law of conservation of energy
- the terms exothermic, endothermic, combustion, enthalpy, entropy, activated complex, activation energy
- ΔH and identify whether a reaction is exothermic or endothermic given ΔH values
- potential energy-reaction coordinate diagrams change if a catalyst is present in a reaction
- the origin of heat of reaction in terms of the breaking and forming of bonds and bond energy
- enthalpy changes in a reaction in relationship to bond energies
- the relationship between amount and heat of reaction
- thermochemical equations including heat of reaction in them
- heats and molar heats of formation and combustion and neutralisation
- calorimetry and its use in measuring and calculating the heat content of fuels

S2.8 Forces weaker than covalent bonding exist between molecules.

- Van der Waal's dispersion forces, dipole-dipole forces, hydrogen bonding and the factors affecting their strength
- the properties of polar and non-polar compounds and models of intermolecular bonding to explain these properties
- molar heats of fusion and vaporisation, specific heat capacity, melting point, boiling point, vapour pressure and surface tension, and the relationship these physical properties have with the strength of intermolecular forces

S2.10 Materials may be elements, compounds or mixtures.

- elements, mixtures and compounds can be differentiated experimentally
- operation techniques of different types of mixtures
- composition of pure substances and mixtures
- mixtures can be liquid or non-liquid

R2.1 All chemical reactions involve energy transformations.

- the law of conservation of energy
 - the terms exothermic, endothermic, combustion, enthalpy, entropy, activated complex, activation energy
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 - enthalpy changes in a reaction in relationship to bond energies
 - the relationship between amount and heat of reaction
 - thermochemical equations including heat of reaction in them
 - heats and molar heats of formation and combustion and neutralisation
 - calorimetry and its use in measuring and calculating the heat content of fuels
 - specific heat (Q) capacity
 - Hess's law of the heats of summation
- R3.1** The mole, defined arbitrarily using the isotope carbon-12, is the basic quantity in stoichiometric calculations.

- Avogadro's number, relative atomic mass, relative molecular mass and relative formula mass, molar mass, molar volume, molarity, empirical and molecular formulas, percentage composition

R3.2 Every chemical reaction can be represented by a balanced equation, whose coefficients indicate both the number of reacting particles and the reacting quantities in moles.

- law of conservation of mass
- coefficients, subscripts of state, formulas
- molecular and ionic equations, half and net ionic equations

R3.5 The ideal gas equation may be used to relate the volume of a gas at defined temperature and pressure



- specific heat (Q) capacity
 - Hess's law of the heats of summation
- R3.1** The mole, defined arbitrarily using the isotope carbon-12, is the basic quantity in stoichiometric calculations.
- - Avogadro's number, relative atomic mass, relative molecular mass and relative formula mass, molar mass, molar volume, molarity, empirical and molecular formulas, percentage composition
- R3.2** Every chemical reaction can be represented by a balanced equation, whose coefficients indicate both the number of reacting particles and the reacting quantities in moles.
- law of conservation of mass
 - coefficients, subscripts of state, formulas
 - molecular and ionic equations, half and net ionic equations
- R3.3** A balanced equation can be used when determining whether reagents are limiting or in excess.
- R4.1** Techniques such as volumetric and gravimetric analysis are used to determine amounts of reactants and products.
- equivalence and end-points, titre, aliquot, standard solution, primary standard
 - titrations: back, redox, acid base precipitation, excess/limiting reagents
 - equipment, procedures and errors
 - empirical and molecular formulas
- R4.3** Qualitative and quantitative testing may be used to determine the composition or type of material.
- R5.3** Chemical reactions may be reversible.
- steady state and dynamic equilibrium
 - phase changes, gas phase reactions, redox, acid-base, solubility processes and reactions in aqueous solution – precipitation
 - saturated, unsaturated, dilute, concentrated, strong electrolyte, weak electrolyte, non-electrolyte, strong and weak acids
 - the equilibrium law and application
 - equilibrium constants — K_{eq} , K_{sp} , K_w , K_a
 - extent of reactions, solubility of salts
 - equilibrium concentrations

- to its quantity in moles.
- gas properties: compressibility, diffusion, solubility
 - kinetic theory of particles, temperature and energy, zero and Kelvin temperature scale
 - real and ideal gases
 - STP and SLC, molar volume
 - gas laws: Boyle's, Charles's, Gay-Lusac's and Avogadro's hypothesis
 - combined gas equation and ideal gas equation
- R4.1** Techniques such as volumetric and gravimetric analysis are used to determine amounts of reactants and products.
- equivalence and end-points, titre, aliquot, standard solution, primary standard
 - titrations: back, redox, acid base precipitation, excess/limiting reagents
 - equipment, procedures and errors
 - empirical and molecular formulas
- R4.2** Specialised techniques and instrumentation are used in chemical analysis.
- spectroscopy and colorimetry: mass spectrometry, IR spectroscopy, UV spectroscopy, atomic absorption spectroscopy, line spectra, absorption and emission, calibration
 - chromatography: thin layer chromatography, gas chromatography, stationary and mobile phases, adsorption, retention time
- R4.3** Qualitative and quantitative testing may be used to determine the composition or type of material.
- R5.1** Chemical reactions occur at different rates, and changing the nature of the reactants, temperature, or concentration, or introducing a catalyst may alter these.
- rate of reaction, collision theory, units, average reaction rate
 - factors — nature of reactants, concentration or pressure, the surface area, temperature, catalysts/inhibitors
 - activation energy, reaction coordinates, PE v. reaction coordinate diagrams, reaction mechanisms, intermediates, Arrhenius distributions
 - graphs of rate data
- R5.3** Chemical reactions may be reversible.
- steady state and dynamic equilibrium
 - phase changes, gas phase reactions, redox, acid-base, solubility processes and reactions in aqueous solution – precipitation
 - saturated, unsaturated, dilute, concentrated, strong electrolyte, weak electrolyte, non-electrolyte, strong and weak acids
 - the equilibrium law and application
 - equilibrium constants — K_{eq} , K_{sp} , K_w , K_a
 - extent of reactions, solubility of salts
 - equilibrium concentrations
- R5.4** Reversible chemical reactions may reach a state of dynamic balance known as equilibrium which, when disturbed, will be re-established.
- Le Chatelier's principle, position of an equilibrium: concentration, pressure, temperature and presence of catalysts
 - reaction quotient Q and the equilibrium constant K



Assessment	<p>0) Modelled EEI D- How can we predict the mass of solid formed, via double replacement reactions? C- 9 hours of student planning, execution, analyses and reporting. Formal report required.</p> <p>1) Supervised Assessment D- Short answer responses and response to stimulus material. Extended answer questions. Both quantitative and qualitative tasks C- 90 minutes supervised. Some stimulus material supplied</p>	<p>2) ERT D- Practical exercise with a written report incorporating; graphs, tables, diagrams, data and/or the application of algorithms C- Student planning, execution, analyses and reporting, Student laboratory books and a formal report are required. Stimulus/response task Intro, materials, method results completed before task, Discussion and conclusion completed as a SA</p>	<p>3) EEI D- EEI – Five weeks class time. Collection and analysis of primary data to produce an Extended Experimental Investigation – Student Project on a law of chemical reaction. The EEI will include student directed design and collection of data. The student devised experimental design will guide the activities. Data will be collected over an extended period. Analysis of results and detailed discussion. Assessed written report with journal. 12 lessons of class time are included within 5 weeks allocated for this EEI. C- 5 weeks. Proposal, Check point, draft and final due during this timeframe. 1500-2000 words</p>	<p>• collision frequency theory</p> <p>4) Supervised Assessment D- Short answer responses and response to stimulus material. Extended answer questions. Both quantitative and qualitative tasks C- 90 minutes supervised. Some stimulus material supplied</p>
Year 12	<p>Unit Title: Can Chemistry save the Titanic? Shipwrecks and salvaging material from them have fascinated people for centuries. One of the major problems facing the salvaging of material is corrosion – both of the sunken ships themselves and the artifacts they contained. Corrosion, however, is not confined to sunken ships. All steel structures, whether on dry land or water are subject to it – motor cars, bridges, buildings, machinery and household appliances. An understanding of electrochemical processes has allowed scientists to develop materials which are more resistant to corrosion. Restoration of objects recovered from shipwrecks without causing additional damage requires a good understanding of a wide range of chemical processes</p> <p>Key Goals: S1.1 Matter is composed of atoms which, in turn, contain protons and neutrons in a nucleus, and electrons outside the nucleus. S1.2 The number of positively charged protons is equal to the number of negatively charged electrons in a neutral atom, and determines all the chemical properties of an atom. S1.5 Every element is assigned a unique chemical symbol. S2.1 From theory of electronic structure it is predicted that elements will display periodic variations in their chemical and physical properties.</p> <ul style="list-style-type: none">the trends across a period or down a group in the periodic table for properties such as melting or boiling point, reactivity, ionisation energy, atomic radius, metallic character, nature of oxidesterms used to describe groups and periods of the periodic table; alkali metals, alkali earth metals, halogens, noble gases, lanthanides and actinidesthe relationship between the number of valence electrons for an element, its position in the periodic table, and its chemical propertiesproperties of an element (e.g. combining power, general reactivity) and relationship to its position in the periodic tableanomalies in the properties of an element <p>S2.2 The macroscopic properties are related to their microscopic and atomic properties.</p> <ul style="list-style-type: none">classification of materials in appropriate bonding	<p>Unit Title: How can I make wine? Many chemical concepts are fundamental to making and monitoring good wine. Wine making is ‘big business’... The Queensland Government supports the wine industry by having Governments Minister for Wine Industry Development. Students will consolidate their understandings of gas laws and organic chemistry. They will investigate the role of the fermentation process and the use of antioxidants in making quality wine. They will conduct quantitative analysis to test for sugar, acid and ethanol.</p> <p>Key Goals: S2.2 The macroscopic properties are related to their microscopic properties. S2.3 Pairs of atoms may be bound together by the sharing of electrons between them in a covalent bond. S2.4 Two or more atoms bound together by one or more covalent bonds form a molecule, with definite size, shape and arrangement of bonds. S2.8 Forces weaker than covalent bonding exist between molecules. S2.11 In compounds containing carbon-hydrogen bonds (known as organic compounds), the carbon atoms bind to one another through single, double or triple covalent bonds to form chains or rings. R5.1 Chemical reactions occur at different rates and changing the nature of the reactants, temperature, or concentration, or introducing a catalyst, may alter these. HOTs: To investigate an aspect of fermentation. Identifying and modifying a suitable independent variable to investigate the effect on the dependent variable Ethics: Evaluation of the impact of the chemical industry on the world. Sustainability: relating to biomass and the use of alcohol in fuel blends</p> <p>In work program but not unit plan S1 (5) S2 (5, 7, 10) R1 (1, 3) R2 (1) R3 (1, 2, 3, 4, 5) R4 (1, 2, 3)</p>	<p>Unit Title: Can we manipulate molecules to make new materials? The discovery of many materials that led to important advance was made by chance. The effectiveness of medicines was discovered by trial and error. The development of the great polymers such as nylon, Terylene, polythene, PVC, polystyrene and polyurethane and their phenomenal success and widespread use has impacted significantly on our way of life. An understanding of the relationship between the properties of polymers and their structure and bonding has given chemists a key to designing new polymers to meet particular needs. Similarly, as we have increased our understanding of the way in which drugs interact with the human body chemists have been able to design medicines which are more effective and have fewer undesirable side effects than earlier remedies.</p> <p>Key Goals: S2.2 The macroscopic properties are related to their microscopic properties. S2.3 Pairs of atoms may be bound together by the sharing of electrons between them in a covalent bond. S2.4 Two or more atoms bound together by one or more covalent bonds form a molecule, with definite size, shape and arrangement of bonds. S2.8 Forces weaker than covalent bonding exist between molecules. S2.11 In compounds containing carbon-hydrogen bonds (known as organic compounds), the carbon atoms bind to one another through single, double or triple covalent bonds to form chains or rings. R1.4 Polymerisation reactions produce large molecules with repeating units. HOTs: Synthesis of a “new polymer” which has a student designed molecular structure giving rise to better suited properties for whatever purpose the polymer will be used for. Ethics: Evaluation of the impact of the chemical industry on the world. Sustainability: Analysis of the reuse, recycling & responsible disposal of polymers.</p> <p>In work program but not unit plan S1 (7)</p>	<p>Unit Title: Who done it? Forensic Chemistry Forensic chemistry is the branch of chemistry which provides information for use in courts of law or in public discussion or debate. Forensic chemists are concerned with identifying the substances in a sample and how much there is. They need to have a broad understanding of the aspects of analytical techniques. Many forensic samples are biological in origin and today there is considerable emphasis on using DNA to identify the person responsible for a biological sample found at a crime scene.</p> <p>Key Goals: Structure: Substances previously unknown or whose effects were not understood or appreciated are continually being identified and described by chemists. An understanding at the atomic level provides an explanation of properties at the macroscopic level and this, in turn, provides a foundation for the design of new materials. Key concept S1: All matter is composed of atoms. S1.6 The atomic mass of an atom is arbitrarily defined relative to the mass of the isotope carbon-12. S1.7 In modern theories of atomic structure, electrons are viewed as occupying orbitals which are grouped in electron shells. S2.11 In compounds containing carbon-hydrogen bonds (known as organic compounds), the carbon atoms bind to one another through single, double or triple covalent bonds to form chains or rings. Reactions: The exact nature of unknown substances can be determined by performing a sequence of reactions. There is an exciting atmosphere of challenge and discovery with this kind of chemical detective work which can be powerful and motivating for students interested in Chemistry. Key concept R4: Specialised qualitative and quantitative techniques are used to determine the quantity, composition and type of reaction. Key ideas: R4.1 Techniques such as volumetric and gravimetric analysis are used to determine amounts of reactants and products. R4.2 Specialised techniques and instrumentation are used in chemical analysis. R4.3 Qualitative and quantitative testing may be used</p>



categories

- common macroscopic properties
- comparison of models of bonding in metallic, ionic, covalent molecular and covalent network substances
- the properties of solids, liquids and gases using the kinetic particle theory and relating the theory to phase changes
- the physical properties of different types of materials

S2.5 An atom or group of atoms covalently bound together may gain or lose one or more electrons to form ions.

S2.7 When chemical bonds, whether ionic or covalent, are formed between different elements, a chemical compound is obtained, which can be represented by a chemical formula.

- chemical formulas' interpretation
- naming a molecular compound given its formula and vice versa
- anions and cations and the symbols/formulas and charges on those designated to be learnt
- formulas' deduction for ionic substances

S2.9 The structure of a metal involves positive ions embedded in a sea of electrons.

- the properties of metals (thermal, conductivity, electrical conductivity, lustre, physical state, ductility, malleability) and relationships to structure
- ways in which metals can be modified and the effects of this on their properties
- alloys

S2.10 Materials may be elements, compounds or mixtures.

- elements, mixtures and compounds can be differentiated experimentally
- operation techniques of different types of mixtures
- composition of pure substances and mixtures
- mixtures can be liquid or non-liquid

R1.1 Redox reactions involve a transfer of electrons and a change in oxidation number.

- electron transfer
- oxidation (including rules for assignment)
- oxidation and reduction (redox)
- oxidising agent (oxidant) and reducing agent (reductant) with common examples
- half reactions and balanced net equations
- electrochemical cells (galvanic and electrolytic)
- electrodes (anode and cathode)
- salt bridge
- notation for half and whole electrochemical cells
- standard reduction potentials (E°)
- reactivity series
- displacement reaction of metals
- commercial cells and batteries
- electroplating
- corrosion of metals
- sacrificial anodes, cathodic protection
- electrolytic refinement of metals

R1.2 Precipitation reactions result in the appearance of a solid from reactants in aqueous solution.

- examples of common precipitates (AgCl , BaSO_4)

R5 (2, 3)

S2 5, 7, 10,)
R1 (1, 3, 4)
R2 (1)
R3 (2)
R4 (3)
R5 (2, 3)

to determine the composition or type of material.

In work program but not unit plan

S1 (1, 2, 3, 5)
S2 (2, 3, 4, 7, 8, 10)
R1(1, 2, 3, 4)
R2 (1)
R3 (2, 4)
R5 (1, 2, 3)



- simple solubility rules
- concept of K_{sp}
- complete and net ionic equations
- spectator ions
- applications of precipitation reactions in qualitative and quantitative (gravimetric) inorganic analysis

R1.3 Acid-base reactions involve transfer of protons from donors to acceptors.

- define acids and bases using Bronsted-Lowry theory
- identify acid-base conjugate pairs
- concept of strong and weak acids and bases
- examples of strong (HCl, HNO_3 , H_2SO_4) and weak (HF, $\text{CH}_3\text{CO}_2\text{H}$) acids and strong (NaOH, KOH) and weak (NH_3) bases
- definitions of K_w and pH
- definitions of K_a , K_b
- relate the strength of acids and bases to the strength of their conjugates
- reactions of acids with metals
- safety precautions in handling acids and bases

R2.1 All chemical reactions involve energy transformations.

- the law of conservation of energy
- the terms exothermic, endothermic, combustion, enthalpy, entropy, activated complex, activation energy
- ΔH and identify whether a reaction is exothermic or endothermic given ΔH values
- potential energy-reaction coordinate diagrams change if a catalyst is present in a reaction
- the origin of heat of reaction in terms of the breaking and forming of bonds and bond energy
- enthalpy changes in a reaction in relationship to bond energies
- the relationship between amount and heat of reaction
- thermochemical equations including heat of reaction in them
- heats and molar heats of formation and combustion and neutralisation
- calorimetry and its use in measuring and calculating the heat content of fuels
- specific heat (Q) capacity
- Hess's law of the heats of summation

R2.2 The spontaneous directions of chemical reactions are towards lower energy and greater randomness.

- entropy and enthalpy considerations to explain the spontaneity of reactions

R3.1 The mole, defined arbitrarily using the isotope carbon-12, is the basic quantity in stoichiometric calculations.

- Avogadro's number, relative atomic mass, relative molecular mass and relative formula mass, molar mass, molar volume, molarity, empirical and molecular formulas, percentage composition

R3.2 Every chemical reaction can be represented by a balanced equation, whose coefficients indicate both the number of reacting particles and the reacting quantities in moles.



- law of conservation of mass
- coefficients, subscripts of state, formulas
- molecular and ionic equations, half and net ionic equations

R3.4 The use of molarity for expressing concentration allows easy interconversions between volume of solution and moles of solute.

- concentrations (molarity, percentage volume, percentage mass, ppm)
- dilution, concentrated, dilute, saturated, solubility

R3.5 The ideal gas equation may be used to relate the volume of a gas at defined temperature and pressure to its quantity in moles.

- gas properties: compressibility, diffusion, solubility
- kinetic theory of particles, temperature and energy, zero and Kelvin temperature scale
- real and ideal gases
- STP and SLC, molar volume
- gas laws: Boyle's, Charles's, Gay-Lussac's and Avogadro's hypothesis
- combined gas equation and ideal gas equation

R4.1 Techniques such as volumetric and gravimetric analysis are used to determine amounts of reactants and products.

- equivalence and end-points, titre, aliquot, standard solution, primary standard
- titrations: back, redox, acid base precipitation, excess/limiting reagents
- equipment, procedures and errors
- empirical and molecular formulas

R4.2 Specialised techniques and instrumentation are used in chemical analysis.

- spectroscopy and colorimetry: mass spectrometry, IR spectroscopy, UV spectroscopy, atomic absorption spectroscopy, line spectra, absorption and emission, calibration
- chromatography: thin layer chromatography, gas chromatography, stationary and mobile phases, adsorption, retention time, R_f

R4.3 Qualitative and quantitative testing may be used to determine the composition or type of material.

R5.1 Chemical reactions occur at different rates, and changing the nature of the reactants, temperature, or concentration, or introducing a catalyst may alter these.

- rate of reaction, collision theory, units, average reaction rate
- factors — nature of reactants, concentration or pressure, the surface area, temperature, catalysts/inhibitors
- activation energy, reaction coordinates, PE v. reaction coordinate diagrams, reaction mechanisms, intermediates, Arrhenius distributions
- graphs of rate data

R5.3 Chemical reactions may be reversible.

- steady state and dynamic equilibrium
- phase changes, gas phase reactions, redox, acid-base, solubility processes and reactions in aqueous solution — precipitation
- saturated, unsaturated, dilute, concentrated, strong electrolyte, weak electrolyte, non-electrolyte, strong



	<p>and weak acids</p> <ul style="list-style-type: none">the equilibrium law and applicationequilibrium constants — K_{eq}, K_{sp}, K_w, K_aextent of reactions, solubility of saltsequilibrium concentrations <p>R5.4 Reversible chemical reactions may reach a state of dynamic balance known as equilibrium which, when disturbed, will be re-established.</p> <ul style="list-style-type: none">Le Chatelier's principle, position of an equilibrium: concentration, pressure, temperature and presence of catalystsreaction quotient Q and the equilibrium constant Kcollision frequency theory			
Assessment	<p>5) Supervised Assessment</p> <p>D- Short answer responses and response to stimulus material. Extended answer questions. Both quantitative and qualitative tasks</p> <p>C- 90 minutes supervised. Some stimulus material supplied</p>	<p>6) EEI</p> <p>D- EEI –Five weeks class time. Collection and analysis of primary data to produce a Extended Experimental Investigation – Student Project on a wine making process. The EEI will include student directed design and collection of data. The student devised experimental design will guide the activities. Data will be collected over an extended period. Analysis of results and detailed discussion. Assessed written report with journal. 12 lessons of class time are included within 5 weeks allocated for this EEI.</p> <p>C- 5 Weeks. Proposal, Check point, draft and final due during this timeframe. 1500-2000 words</p>	<p>7) Supervised Assessment</p> <p>D- Practical exercise with a written report incorporating; graphs, tables, diagrams, data and/or the application of algorithms</p> <p>C- 90 minutes supervised. Stimulus material supplied 800-1000 words</p>	<p>8) Supervised Assessment</p> <p>D- Short answer responses and response to stimulus material. Extended answer questions. Both quantitative and qualitative tasks.</p> <p>C-90 minutes supervised. Some stimulus material supplied</p>

Physics

	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Unit Title: What Makes Fun Parks Fun?</p> <p>This unit is an introduction to basic principles of physics. Students will develop their understanding of Newton's laws, motion (linear and circular), gravity, energy, acceleration, friction, and work and practice analytical skills required for investigating and interpreting physical phenomenon.</p> <p><i>Theme parks, or fun parks, provide thrill seekers with the opportunity to experience accelerations, forces and feelings that are abnormal in everyday life. However, without understanding forces and applying laws of physics, there wouldn't be any 'fun' parks. Knowledge of physics principles gives us the vocabulary and tools to describe the forces and feelings that are experienced at theme parks.</i></p> <p>Key Concepts:</p> <p>Students will:</p> <ul style="list-style-type: none">State the SI unit for displacement, velocity, acceleration force, energy, momentum, impulseClassify quantities as vectors or scalars and describe the differences between themDraw and interpret free body diagrams to determine forces acting on an object in two dimensionsLink and apply knowledge of vectors to find either components or resultant vectorsState Newtons three laws and interpret in practical situationsBe able to draw and interpret Displacement/time, velocity/time and acceleration/time graphs	<p>Unit Title: How Can Something So Small Produce So Much Energy?</p> <p>This unit is designed to expose students to the possible effects, both positive and negative, of nuclear energy production. Principles that will be focused on include atomic structure, nuclear decay, half-life, fusion and fission.</p> <p>NOTE: This unit is closely linked with Chemistry. <i>Nuclear power and nuclear weapons are fascinating in that they produce such huge amounts of energy from such a small particle – the atom. However this form of energy production is quite a contentious issue due to the destruction and degradation that can occur as a result of its misuse. Through understanding of the principles of nuclear decay and nuclear radiation we can be more educated as to the lasting effects of the use of nuclear energy.</i></p> <p>Key Concepts:</p> <ul style="list-style-type: none">The four fundamental forces observed in nature are: gravitational forces, electromagnetic forces, strong and weak nuclear forcesSystems of forces may be balanced or unbalanced.A net external force is required to change the velocity of an object and its momentumForces (EG. gravity) between objects influence their relative motions.At the macroscopic level, forces applied to matter may cause irreversible structural changesKinetic theory suggests that matter is made up of	<p>Unit Title: Why are Waves so Useful?</p> <p>This unit is an opportunity for students to investigate and model the behaviour of sound and light waves through first looking at more common waves, such as water waves, and their properties. Students will learn principles of wave motion, pitch, frequency, tone, standing waves, transverse and longitudinal waves, hearing, resonance, speed of sound, reflection, refraction, diffraction, colour, speed of light, and more. <i>Waves can be used in an array of applications. From using the kinetic energy of a wave to propel a surfer, to using low frequency sound waves to produce stomach curdling feelings in a cinematic horror film.</i></p> <p>Key Concepts:</p> <ul style="list-style-type: none">Characteristics of transverse and longitudinal wavesRelationship between speed and wavelength, $v = f\lambda$Analysis of reflection, refraction, diffractionProperties and behaviour of Sound wavesAnalysis of interference, e.g. standing waves, air columns, strings using appropriate formulasApply knowledge to musical instruments <p>Key Skills:</p> <ul style="list-style-type: none">Conduct an Extended Experimental Investigations (EEI) involving the observation and/or manipulation of variables relevant to an investigation of waves (Sound).Students analyse, interpret and evaluate data and information relating to waves (sound) to develop and justify conclusions, decisions and recommendations.	<p>Unit Title: Why are Electrons so Important?</p> <p>Students will gain a thorough understanding of circuits and components of circuitry and applications of Ohm's law.</p> <p><i>Without electrons electricity would not flow. It is only because of electron flow that electricity exists. This unit delves into electricity and electric circuits</i></p> <p>Key Concepts:</p> <p>Students will:</p> <ul style="list-style-type: none">Be able to recall and apply laws of electrostatics to determine the movement of charges during induction and conduction.Be able to reproduce electric field lines associated with a charged particle.Be able to reproduce and interpret static electricity concepts to describe phenomenaBe able to apply Coulomb's Law to determine the force on charged particles.Be able to calculate the electric field strength created by an electric charge,Be able to recall the direction of magnetic fields around a carrying wire and determine the direction of a compass needle near the induced magnetic field.Be able to determine the direction of a force on a current carrying wire in a magnetic fieldBe able to determine the magnitude of a force on a current carrying wire in a magnetic field



Physics

Term 1

Term 2

Term 3

Term 4

- Interpret motion time data (including tinker tape) to determine changes in displacement, velocity and acceleration
- Graph experimental data and interpret to draw conclusions
- Compare experimental results to theoretical results and be able to explain differences
- Calculate the frictional force on an object given the co-efficient of friction
- Calculate forces acting on an object on an inclined plane and solve problems for an object's motion in an inclined plane
- State and apply the law of conservation of energy and analyse situations to determine transformations and relationships
- Apply conversion of gravitational potential energy and kinetic energy to solve problems
- State and apply the laws of conservation of momentum
- Solve problems using momentum for collisions or explosions
- Use impulse to determine the relationship between force and time of impact
- Critical evaluation force and motion scenarios to find solutions and justify decisions

Assumed knowledge:

- Sound mathematical algebraic skills
- Conceptual understanding of forces and motion
- Conversion of Units, SI Units

Key Skills:

- Apply equations of motion to solve problems relating to velocity, displacement, acceleration and time
- Solve complex motion problems involving multiple concepts

- atoms that are in continuous random motion. Concepts related to pressure, volume and temperature may be linked to this motion.
- Strong nuclear force is a force of attraction acting between nucleons
- Weak nuclear forces become apparent in certain types of radioactive decay
- Energy manifests itself in many forms including: potential energy associated with gravitational, electric and magnetic fields, kinetic energy related to the motion of matter and nuclear energy, which links to the concept of mass – energy equivalence
- Physicists use models to explain and reconcile observed energy phenomena.
- The total amount of energy within a closed system remains constant
- Exchanges or transformations of energy during an interaction do not change the total energy of a closed system
- Concepts associated with mass – energy equivalence can be demonstrated through nuclear interactions and transformations
- Energy transformations and associated applications have social and environmental consequences
- Rational discussion of energy transformations in present day society requires understanding of the underlying physics concepts and ideas
- Knowledge of underlying physics concepts and ideas can be used to provide a reasoned argument about the viability of alternative energy transformation processes
- Energy has applications in medical, industrial and commercial fields e.g. radiation, electronics and alternative technologies.

- Complete risk assessments

- Be able to sketch a simple circuit.
- Be able to recall and explain the properties of series and parallel circuits.
- Be able to calculate total resistance for resistors in series and parallel circuits.
- Apply Ohm's Law, Kirchoff's Laws to calculate unknowns (V, I, R) in the circuit.
- Be able to apply link and apply Ohm's Law ($V=IR$) and Power formula ($P=VI$) to a circuit to solve for unknowns.
- Be able to determine rate of energy being dissipated by a resistor (Recall Power = rate of energy use)
- Be able to analyse data using graphical techniques to determine unknown values using interpolation and extrapolation
- Be able to analyse data using graphical techniques to determine relationship between variables.
- Be able to explore scenarios and make recommendations relating to electric circuits by linking and applying algorithms and concepts

Assumed knowledge

- Be able to apply Newtonian laws to determine Force, mass, acceleration, speed,
- Force diagrams and vector addition
- Conversion of Units, SI Units

Key Skills

- Interpret analyse and evaluate electrical circuits to determine behaviour of circuit
- Students analyse, interpret and evaluate data and information relating to electricity and Magnetism to develop and justify conclusions, decisions and recommendations.

Assessment

0) Modelled EEI

D- How can we investigate physical phenomenon to make scientific discoveries supported by evidence?
C-7 hours of student planning, execution, analyses and reporting. Formal report required.

1) Supervised Assessment

D- Short answer response to contextualised questions. Both quantitative and qualitative tasks
C- 90 minutes

2) ERT

D- Written Assignment. Students provide an extended response to a question about nuclear physics. The task requires individual research and reporting.
C- In-class student directed research, at-home student planning and investigation conducted over 2 weeks. 800-1000 words

3) EEI

D- In-class student directed research, at-home student planning and investigation conducted over 2 weeks. 800-1000 words
C- 6 weeks. Proposal, Check point, draft and final due during this timeframe. Journal must be kept during investigation. Data collection may be conducted in groups; however reports must be submitted individually.

4) Supervised Assessment

D- Multiple choice and short answer response to contextualised questions about Electricity. Both quantitative and qualitative tasks.
C- 90 minutes

Year 12

Unit Title: Is Light a Wave or Matter?

This unit of work will investigate different theories and properties of light, such as Corpuscular theory of light (photon theory), Photoelectric effect, wave behaviour of light, and energy levels within the atom.

NOTE: Students have previously investigated light as a wave in unit 4.

Key Concepts: (from syllabus)

- Describe the effects of reflection and state and apply Law of Reflection
- Describe the effects of refraction and explain why these occur in terms of physics principles
- Apply Snell's law to be able to find refractive indices (n) of different materials, incident or refracted angle

Unit Title: How do Satellites and Rockets Work?

This unit capitalises on students' current understanding of motion. Students will be introduced to the concepts of projectile and circular motion and will utilise principles of gravity and energy.
These days more and more satellites can be seen circling the Earth, and sending a rocket out of the Earth's atmosphere has become a rather common event. But what is it that keeps these space-craft from simply falling out of the sky?

Key Concepts:

- A force is an interaction between two objects.
- Forces are vector quantities whose interactions can be analysed using vector algebra and/or graphical

Unit Title: How do Hybrid and Electric Vehicles Work?

In keeping with current world issues, this unit investigates two alternatives to the petroleum fuelled engine in an effort to minimise cost of transport and the harmful effects it has on the environment.
Students will be introduced to thermodynamics and their understanding of electricity, power generation and circuits will be enhanced through this contextualised unit of work.

Key Concepts: (from syllabus)

- Ohmic conductors — Ohm's Law and Kirchoff's Laws in electric circuits.
- Resistance combinations in series and parallel

Unit Title: What is Nuclear Energy?

This unit is an extension of unit 2. Students will revise areas studied in the earlier unit and investigate Nuclear energy to a greater depth. Focus will be on natural and artificial radiation.

Key Concepts: (from syllabus)

- Apply Bohr's model of the atom to describe element, isotopes, mass number, atomic number,
- Describe the properties of alpha, beta and gamma radiation
- Define and be able to calculate the mass defect and binding energy of an atom
- Calculate the energy released when a nuclear decay occurs



Physics

Term 1

- (Θ)
- Describe Total Internal reflection and calculate critical angle
 - Link and apply knowledge of Total internal reflection to the propagation of light through an optical fibre
 - Draw ray diagrams for convex lens to be able to locate and describe image
 - Use the lens equations to be able to mathematically determine image and object properties.
 - Apply wave interference theories to solve practical problems involving wave interference
 - Apply wave equation ($v = f \lambda$)
 - Describe Young's experiment including assumptions and observations and how it supports the wave model of light
 - Explain why nodes and antinodes are produced in Double and Single slit diffraction
 - Apply the double slit diffraction formula and be able to solve for unknowns (x , L , d ,
 - Calculate the wavelength of light using path difference to nodes and anti nodes
 - Apply the single slit diffraction formula and be able to solve for unknowns (w , L , y ,
 - Describe the photoelectric effect and explain why it does not fit the wave model of light and supports the particle model of light.
 - Analyse experimental data from Photoelectric effect to determine Plank's constant, Threshold frequency and work function. Compare experimental values to actual value and be able to explain irregularities.
 - Be able to apply $KE_{\max} = hf - W$ formula to calculate unknowns.
 - Identify applications of the photoelectric effect in real life
 - Interpret and apply quantum atomic energy diagrams to determine frequency of absorbed and emitted photons
 - Be able to describe and explain atomic absorption and emission spectra.
 - Be able to convert eV to Joules, nanometers to meters, frequency into wavelength.....
- Key Skills:**
- Be able to use a light box to measure incident and reflected rays, .
 - Be able to draw ray diagrams.
 - Be able to experimentally determine the refractive index of a substance
 - Be able to measure interference of sound waves.
 - Analyse experimental data from Photoelectric effect to determine Plank's constant, Threshold frequency and work function. Compare experimental values to actual value and be able to explain irregularitiesBe able to describe the circumstances when light will behave like a particle and when it behaves as a wave.
 - Be able to determine frequency using Young's experiment.

Term 2

- methods.
- Forces occur in pairs which are equal in magnitude and opposite in direction.
 - Systems of forces may be balanced or unbalanced.
 - Vector methods can be used to determine the resultant force for given situations.
 - A net external force is required to change the velocity of an object and its momentum.
 - The acceleration of an object is directly proportional to the net force causing it and inversely proportional to the mass of the object.
 - The everyday motion of objects can be analysed through the application of Newton's Laws.
 - Forces (e.g. gravity) between objects influence their relative motions.
 - The motion of particles can be described and analysed using principles of dynamics.
 - Energy is the capacity to do work.
 - Energy manifests itself in various forms, including: potential energy associated with gravitational, electric and magnetic fields; kinetic energy related to the motion of matter; and nuclear energy, which links to the concept of mass–energy equivalence.
 - Momentum is linked to the motion of matter and, by association, related to its kinetic energy.
 - The total amount of energy within a closed system remains constant.
 - Exchanges or transformations of energy during an interaction do not change the total energy of a closed system.
 - When energy is converted from one form to another there is a reduction in the amount of useful energy available to do work in the system.
 - The laws of conservation of energy and momentum can be used to examine the interactions between objects in simple and complex situations.
 - Changes in motion result from unbalanced forces.
 - Scalar, vector and graphical methods can be used, as appropriate, to describe motion.
 - The collection of data used to describe motion can be accomplished using a range of technologies.
 - Primary and secondary data can be analysed, manipulated and presented in a variety of formats to provide alternative descriptions of motion.
 - The relationship between force, mass and acceleration can be analysed qualitatively and quantitatively using algorithms and graphical techniques.
 - The directional relationship between acceleration and net force can be analysed using vector diagrams.
 - The laws of conservation of energy and momentum can be used to analyse and describe motion of objects in simple and complex situations.
 - An understanding of the nature of fields (gravitational, magnetic and electric) and their interactions with matter can be used to analyse and predict the motion of an object.

Term 3

- networks.
- Knowledge and use of circuit symbols: DC–AC sources, earth, switch, lamp, resistor, variable resistor, voltmeter, ammeter, capacitor, diode.
 - Electric Power and Electric Energy (including electrical efficiency).
 - Voltage divider circuits including use of variable resistors (potentiometers, thermistors and LDR's)
 - Nature and construction of P and N-type semiconductors in terms of majority charge carriers and the applications of the PN diode to rectification of AC voltages
 - IV Characteristic of diodes and LED's
 - Qualitative & Quantitative treatment of transistors including applications as a switch, current amplifier and voltage amplifier
 - Qualitative and quantitative treatment of motors and AC generators
 - EMF proportional to rate of change of magnetic flux
 - Lenz's Law – Direction of induced current due to changing magnetic flux.
 - Qualitative and quantitative treatment of Transformers
 - Use of transformers in power distribution networks. (Power transmitted at high voltages to reduce energy losses due to heat).
- Key Skills:**
- Be able to use a multimeter to measure resistance, current and voltage.
 - Be able to connect basic electric circuits involving fixed resistors, power supplies, multimeters (as ammeters and voltmeters).
 - Be able to determine the electrical efficiency of an electric kettle.
 - Be able to set up circuits to measure the current flowing through ohmic and non ohmic conductors for different voltages.
 - Be able to set up circuits involving diodes, capacitors and transistors.
 - Be able to make a simple electric motor.

Term 4

- Analyse graphical or tabular data and identify trends or patterns
 - Link data to explain trends using your knowledge of nuclear radiation
 - Complete nuclear decay equations for nuclear decay including chain reactions
 - Define and interpret radioactive half life
 - Apply half life formula to calculate decay constant, activity, and half life of a isotope.
 - Link and apply the half- life formulae to solve radioactive problems
 - Compare isotopes to determine the most appropriate for a particular situation
 - Determine the half life of an element from experimental data
 - Describe the techniques used in radiation therapy.
 - Explain and interpret how they are applied.
 - Calculate the absorbed dose (Gy) and dose equivalent (Sv) of a radiation exposure
 - Analyse and evaluate the use of radiopharmaceutical in a practical situation
 - Identify the risks and benefits associated with Medical Imaging
 - Calculate the appropriate dose of a radiopharmaceutical for medical imaging
- Related Knowledge:**
- Define and apply Atomic mass and Mass numbers to describe elements
 - Conversion between eV and Joules
 - Conversion of mass between $\text{amu}(\square)$ and kilograms
 - Use the mole to determine number of atoms in substance
 - SI and associated units (Bq, Serverts, Gy, eV, amu ,)



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Physics	Term 1	Term 2	Term 3	Term 4
		<ul style="list-style-type: none">Relative rates of change are useful measures when analysing the motion of an object.Classical and relativistic theories are used to describe motion in different circumstances.		
Assessment	5) Supervised Assessment D- Short answer response to contextualised questions. Both quantitative and qualitative tasks C- 90 minutes	6) EEI D- EEI Based on the context of circular and/or projectile motion. C- 6 weeks. Proposal, Check point, draft and final due during this timeframe. Journal must be kept during investigation. Data collection may be conducted in groups; however reports must be submitted individually.	7) Supervised Assessment D- Combined Assessment including: <ul style="list-style-type: none">Multiple ChoiceShort responseStimulus Response C- 90 minutes	8) Supervised Assessment D- Stimulus response. Extended answer in-class. C- 90 minutes Supervised, Open Book. 500-750 words

Biology	Term 1	Term 2	Term 3	Term 4
Year 11 WP	Unit Title: What Do I need in my scientific kit? <ul style="list-style-type: none">Skills in biology Key Goals: <ul style="list-style-type: none">Organisms live an interdependent existence in environments to which they are adaptedA variety of mechanisms result in continual change at all levels of the natural worldCells are the functioning units of all living thingsThere are processes which maintain dynamic equilibrium at all organisational levelsMulti-cellular organisms are functioning sets of interrelated systemsThere are mechanisms by which characteristics of individuals in one generation are passed on to the next generation	Unit Title: What are the building Blocks of life? <ul style="list-style-type: none">Cell structure and processes How does Life go on? <ul style="list-style-type: none">Reproduction and development Key Goals: <ul style="list-style-type: none">Organisms live an interdependent existence in environments to which they are adaptedA variety of mechanisms result in continual change at all levels of the natural world1. Cells are the functioning units of all living things5. There are processes which maintain dynamic equilibrium at all organisational levels2. Multi-cellular organisms are functioning sets of interrelated systems6. There are mechanisms by which characteristics of individuals in one generation are passed on to the next generation	Unit Title: What the..? <ul style="list-style-type: none">The principals of classification How do Things interact? <ul style="list-style-type: none">Ecology (Organisms, populations and communities; ecosystems) Key Goals: <ul style="list-style-type: none">Organisms live an interdependent existence in environments to which they are adaptedA variety of mechanisms result in continual change at all levels of the natural world5. There are processes which maintain dynamic equilibrium at all organisational levels	Unit Title: How do humans effect the environment? <ul style="list-style-type: none">Human impact on the global environment Key Goals: <ul style="list-style-type: none">Organisms live an interdependent existence in environments to which they are adaptedA variety of mechanisms result in continual change at all levels of the natural world5. There are processes which maintain dynamic equilibrium at all organisational levels
Assessment WP	0) Modelled EEI D- <i>How can we investigate physical phenomenon to make scientific discoveries supported by evidence?</i> C-7 hours of student planning, execution, analyses and reporting. Formal report required.	1) Supervised Assessment D- Exam - written task C- 90 mins	2) Supervised Assessment D- Exam – written task C- 90 mins 3) EEI D- including collection and analysis of primary data in 10 hrs Field Work with a minimum of 5hrs in natural ecosystems producing and Ecological assessment/comparison of a range of sites. C- Data will be collected over an extended period with data collection methods at ecosystem close to school grounds and at the field studies venue. Analysis of results and detailed discussion. Assessed written report with journal. 6 lessons of class time are included within 4 weeks allocated for this EEI. 800 – 1000 words (syllabi)	4) Extended Research D- Research task and multimedia presentation. Research task multimedia presentation producing an oral presentation on an environmental issue (either global, national or local) including suggested solutions and/or action plans. C- 6 lessons of class time allocated to students. 800 – 1000 words (syllabi)
Year 12 WP	Unit Title: How do organisms get energy in and wastes out? <ul style="list-style-type: none">Animal and plant physiology, nutrition, transport and Excretion Key Goals: <ul style="list-style-type: none">Cells are the functioning units of all living things	Unit Title: How can an organism access the air to live? <ul style="list-style-type: none">Gas exchange and transportHow is it kept control?Homeostasis, coordination, Immunology and control	Unit Title: Can I break the code? <ul style="list-style-type: none">Genetics and biotechnology Key Goals: <ul style="list-style-type: none">A variety of mechanisms result in continual change6. There are mechanisms by which characteristics of	Unit Title: Where to from here? <ul style="list-style-type: none">Natural selection and evolution Key Goals: <ul style="list-style-type: none">Organisms live an interdependent existence in environments to which they are adapted



Biology	Term 1	Term 2	Term 3	Term 4
	2. Multi-cellular organisms are functioning sets of interrelated systems 5. There are processes which maintain dynamic equilibrium at all organisational levels 3. Organisms live an interdependent existence in environments to which they are adapted	Key Goals: 1. Cells are the functioning units of all living things 2. Multi-cellular organisms are functioning sets of interrelated systems 5. There are processes which maintain dynamic equilibrium at all organisational levels 3. Organisms live an interdependent existence in environments to which they are adapted	individuals in one generation are passed on to the next generation	4. A variety of mechanisms result in continual change at all levels of the natural world 6. There are mechanisms by which characteristics of individuals in one generation are passed on to the next generation
Assessment WP	5) EEI D- Scientific report with Journal. Student directed design and collection of data. Analysis of results and detailed discussion. Assessed written report with journal. This EEI is conducted in conjunction the three units conducted in semester 3 and will be based on physiology of plants and/or animals. C- 6 lessons of class time are included and within 4 weeks allocated for this EEI. 1000 – 1500 words (syllabi)	6) Supervised Assessment D- Exam written task C- 90 mins	7) Extended Research D- Bioinformatics Modules. Bioinformatics Modules: Extended research into genetics, bioengineering with particular reference to protein coding, protein synthesis, gene cloning. Students will produce a written report and be given C- 6 lessons of class time 1000 – 1500 words (syllabi)	8) Supervised Assessment D- Exam Written task C- 90 mins
Differences in WP and planning documents				
Year 11 CSC unit plans	Unit Title: The basics of life. Key Goals: <ul style="list-style-type: none">• Cells are the functioning units of all living things.• Multicellular organisms are functioning sets of interrelated systems.• There are processes that maintain dynamic equilibrium at all organisational levels.• Cells have a chemical composition that must be maintained for the continued life of the cell.• Organelles contribute to the structure and functioning of eukaryotic cells.• There are different types of cells and the ways they are organised influences their functioning.• The set of systems comprising an organism enables it to function in its environment.• All systems are interrelated and interdependent.• The external features and internal functioning of organisms together enable an organism to obtain its needs. Key skills: <ul style="list-style-type: none">• prepare wet-mount slides and use a microscope to observe specimens• dissect specimen material to observe structure and infer function• use appropriate methods and equipment to measure environmental factors• handle specimens of living material responsibly and ethically• record observations of biological specimens, e.g. sketch/draw/photograph/video• use appropriate equipment to perform experiments to demonstrate biological phenomena, e.g. measure the rate of transpiration, demonstrate factors affecting photosynthesis, test food materials for their chemical components.	Unit Title: The basics of life. Key Goals: <ul style="list-style-type: none">• Cells are the functioning units of all living things.• Multicellular organisms are functioning sets of interrelated systems.• There are processes that maintain dynamic equilibrium at all organisational levels.• Cells have a chemical composition that must be maintained for the continued life of the cell.• Organelles contribute to the structure and functioning of eukaryotic cells.• There are different types of cells and the ways they are organised influences their functioning.• The set of systems comprising an organism enables it to function in its environment.• All systems are interrelated and interdependent.• The external features and internal functioning of organisms together enable an organism to obtain its needs. Key skills: <ul style="list-style-type: none">• prepare wet-mount slides and use a microscope to observe specimens• dissect specimen material to observe structure and infer function• use appropriate methods and equipment to measure environmental factors• handle specimens of living material responsibly and ethically• record observations of biological specimens, e.g. sketch/draw/photograph/video• use appropriate equipment to perform experiments to demonstrate biological phenomena, e.g. measure the rate of transpiration, demonstrate factors affecting photosynthesis, test food materials for their chemical components.	Unit Title: Ecology Key Goals: <ul style="list-style-type: none">• Students define and describe the relationship between Abiotic, Biotic and Niche participation.• Students understand the factors that affect population distribution and abundance.• Students understand the different inter-species relationships and how these affect growth of populations	Unit Title: Ecology Key Goals: <ul style="list-style-type: none">• Students define and describe the relationship between Abiotic, Biotic and Niche participation.• Students understand the factors that affect population distribution and abundance.• Students understand the different inter-species relationships and how these affect growth of populations



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Biology	Term 1	Term 2	Term 3	Term 4
Assessment CSC	1) EEI D- EEI- Factors Affecting Passive Transport	2) Supervised Assessment D- Exam – reproduction C- Mid Term	3) ERT D- C- 5 weeks	4) EEI D- C- 6 weeks 7) Supervised Assessment D- Exam C- midterm (week 4)
Year 12 CSC unit Plans	Unit Title: Animal Physiology Key Goals: <ul style="list-style-type: none">• The body is made of complex organised cells/tissues/organs performing a range of essential actions• The interactions between the systems influence the dynamic equilibrium within an organism (Homeostasis)• Behaviours such as diet and exercise can heavily affect body systems function• The body changes/adapts to the stresses placed upon it• Students analyse, interpret and evaluate data and information relating to body systems to develop and justify conclusions, decisions and recommendations.• Students perform dissections safely and efficiently, managing risks• Complete risk assessments	Unit Title: Plant & Animal Physiology Key Goals: <ul style="list-style-type: none">• Organs are made of complex organised cells/tissues/organs performing a range of essential actions• The interactions between the systems influence the dynamic equilibrium within an organism (Homeostasis)• Behaviours such as diet and exercise can heavily affect body systems function• Organisms change/adapt to the stresses placed upon it• Students analyse, interpret and evaluate data and information relating to body systems to develop and justify conclusions, decisions and recommendations.• Students perform dissections safely and efficiently, managing risks• Complete risk assessments	Unit Title: Genetics Key Goals: <ul style="list-style-type: none">• There are mechanisms by which characteristics of individuals in one generation are passed on to the next generation• Students analyse, interpret and evaluate data and information relating to genetics to develop and justify conclusions, decisions and recommendations.• Students research and draft written text in response to a given task.	Unit Title: Evolution Key Goals:
Assessment	5) Supervised Assessment D- C-	6) EEI D- C- 5 weeks	7) Extended Research Task (ERT) D- C- 5 weeks	8) Supervised Assessment D- Exam Written task C- 90 mins

Marine Science	Term 1	Term 2	Term 3	Term 4
Year 11	Description: Exploring and Understanding Marine Environments. Key Goals:	Description: Exploring and Understanding Marine Environments Key Goals: <ul style="list-style-type: none">• Cells are the functioning units of all living things.• Multicellular organisms are functioning sets of interrelated systems.• Organisms live an interdependent existence in environments to which they are adapted.• A variety of mechanisms result in continual change at all levels of the natural world.• *There are processes that maintain dynamic equilibrium at all organisational levels.• There are mechanisms by which characteristics of individuals in one generation are passed on to the next generation. Key Ideas: (numbers based on Senior Biology	Description Marine Creatures and their Survival. (Called Marine creatures and their environments on planner. WP T3 but CSC T4) Key Goals: <ul style="list-style-type: none">• The interactions of marine organisms with abiotic factors of habitats impact on adaptations (e.g. dissolved oxygen, salinity, substrate).• The interactions of marine organisms with biotic factors of habitats impact on adaptations (e.g. competition for food and space, predator–prey).• Adaptations are classified as anatomical (structural), physiological (functional) or behavioural.• Abiotic and biotic factors are examined in the field and the laboratory using specialised equipment (e.g. secchi disc, dissolved oxygen meter, dissection kits).• Risk assessments are carried out before conducting investigations in the laboratory and the field• Conduct an extended marine investigations (EMIs)	Description Zonation of Coastal Environments. (Called management of local estauries on planner. WP T4 but CSC T3) Key Goals: <ul style="list-style-type: none">• The interactions of marine organisms with abiotic factors of habitats impact on adaptations (e.g. dissolved oxygen, salinity, substrate).• Human activities can affect the marine environment in a variety of ways.• Abiotic and biotic factors are examined in the field and the laboratory using specialised equipment• Sustainable management practices are essential for the protection of marine resources.• Gathering and interpreting scientific information is necessary to make informed decisions on sustainability.• Conduct an extended marine investigations (EMIs) involving the observation and/or manipulation of variables relevant to marine environments.



		<p>Syllabus key ideas)</p> <ul style="list-style-type: none">• Cells have a chemical composition that must be maintained for the continued life of the cell.• Organelles contribute to the structure and functioning of eukaryotic cells.• Cell division is an integral part of growth and reproduction.• The set of systems comprising an organism enables it to function in its environment.• Systems of the body work together to maintain a constant internal environment.• An organism has adaptations specific to its environment.• Living things employ a variety of reproductive strategies.• Human understanding of the mechanisms of reproduction and DNA structure and function has led to intervention in natural processes.• In most organisms coded instructions within the DNA molecule account for their inherited characteristics.• During reproduction DNA is passed from parent(s) to offspring.• The genetic variations within a population determine its long-term survival. <p><i>(Biology planner put in place here, need to check relevance to marine)</i></p>	<p>involving the observation and/or manipulation of variables relevant to marine environments.</p> <ul style="list-style-type: none">• Students analyse, interpret and evaluate data and information relating to marine environment to develop and justify conclusions, decisions and recommendations.• Complete risk assessments	<ul style="list-style-type: none">• Students analyse, interpret and evaluate data and information relating to marine environment to develop and justify conclusions, decisions and recommendations.• Complete risk assessments
Assessment	<p>1) Supervised Assessment D- Short response test C- 1.5 hours, unseen; short response items</p> <p>2) Extended response D- Action Research Photographic Survey C- 800-1000 words; Photographic survey and journal comparing three local rivers.</p>	<p>3) Supervised Assessment D- Extended response test C- 400- 600 words; 2 hours; unseen; stimulus materials provided during the supervised period</p>	<p>4) Supervised assessment D- Short response test C- 2 hours, unseen, short response items</p>	<p>5) Extended response D- Extended marine investigation C- 800-1000 words; use experimental techniques to model/identify links between variables in a reef environment</p>
Year 12	<p>Description Oceans and Coastlines Key goals</p>	<p>Description: Linking Marine Creatures to their Environment. <i>(This is term 2 according to work program but term 3 according to CSC planners)</i></p> <p>Key Goals:</p> <ul style="list-style-type: none">• The interactions of marine organisms with abiotic factors of habitats impact on adaptations (e.g. dissolved oxygen, salinity, substrate).• The interactions of marine organisms with biotic factors of habitats impact on adaptations (e.g. competition for food and space, predator–prey).• Adaptations are classified as anatomical (structural), physiological (functional) or behavioural.• Abiotic and biotic factors are examined in the field and the laboratory using specialised equipment (e.g. secchi disc, dissolved oxygen meter, dissection kits).• Risk assessments are carried out before conducting investigations in the laboratory and the field• Conduct an extended marine investigations (EMIs) involving the observation and/or manipulation of variables relevant to marine environments.• Students analyse, interpret and evaluate data and information relating to marine environment to develop and justify conclusions, decisions and	<p>Description: State of the Marine Environment. <i>(This is term 3 according to work program but term 2 according to CSC planners)</i></p> <p>Key Goals:</p> <ul style="list-style-type: none">• Sustainable management practices are essential for the protection of marine resources.• The marine environment consists of dynamic and complex relationships between organisms and ecosystems.• Human activities can affect the marine environment in a variety of ways.• Gathering and interpreting scientific information is necessary to make informed decisions on sustainability• Conduct an extended marine investigations (EMIs) involving the observation and/or manipulation of variables relevant to marine environments.• Students analyse, interpret and evaluate data and information relating to marine environment to develop and justify conclusions, decisions and recommendations.• Complete risk assessments	<p>Description: The Great Debate- Is the Science Settled? Key Goals:</p>



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		recommendations. • Complete risk assessments		
Assessment	6) Supervised Assessment D- Short response test C- 1.5 hours, unseen, short response items in addition to extended response questions. 7) Supervised Assessment D- Extended response test C- 600-800 words; 2 hours; unseen; stimulus materials provided during the supervised period	8) Extended Response D- Extended marine investigation C- 1200-1500 words; use experimental techniques to model/identify links between variables in an estuarine environment	9) Extended Response D- response Action Research C- 1000-1500 words; students present a State of the Environment report on an organism, group or habitat	10) Extended Response D- Extended response to stimulus C- Multimodal; 5-7 minutes, students are exposed to various opinions regarding climate change, students are required to independently research the topic to reach their own opinion regarding the three questions that are the focus of this unit.

Accounting

	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Core Studies 1 Description: Students are introduced to the discipline of accounting in this unit and how accounting provides information for decision making and performance evaluation. Key Goals: Students will: <ul style="list-style-type: none"> Recall and describe relevant facts and explain concepts and principles Analyse and interpret accounting information to make valid decisions Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions Process accounting information correctly in usual situations Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements Follow a given procedure to process accounting information which includes complex elements Prepare and present accounting reports involving complex processing with varying degrees of accuracy Solve problems involving complex practical processes 	Unit Title: Core Studies 2 Description: Students continue learning accounting concepts in this unit furthering their knowledge how accounting provides information for decision making and performance evaluation. Unit Title: Accounting for Inventories Description: Students learn inventory accounting methods and controls through this unit. Key Goals: Through these two units, students will: <ul style="list-style-type: none"> Recall and describe relevant facts and explain concepts and principles Analyse and interpret accounting information to make valid decisions Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions Process accounting information correctly in usual situations Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements Follow a given procedure to process accounting information which includes complex elements Prepare and present accounting reports involving complex processing with varying degrees of accuracy Solve problems involving complex practical processes 	Unit Title: Internal Controls Description: Through this unit students learn how businesses work with internal controls to manage cash, accounts receivable and accounts payable. Key Goals: Unit Title: Accounting for Cash Description: Students learn how businesses manage the movement of cash through the preparation of specialised cash journals, the ledger and bank reconciliations. Key Goals: Through these two units, students will: <ul style="list-style-type: none"> Recall and describe relevant facts and explain concepts and principles Analyse and interpret accounting information to make valid decisions Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions Process accounting information correctly in usual situations Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements Follow a given procedure to process accounting information which includes complex elements Prepare and present accounting reports involving complex processing with varying degrees of accuracy Solve problems involving complex practical processes 	Unit Title: Managerial Decision Making Description: Students learn about accrual accounting, balance day adjustments, preparation of Income Statements and Balance Sheets through this unit. Key Goals: Students will: <ul style="list-style-type: none"> Recall and describe relevant facts and explain concepts and principles Analyse and interpret accounting information to make valid decisions Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions Process accounting information correctly in usual situations Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements Follow a given procedure to process accounting information which includes complex elements Prepare and present accounting reports involving complex processing with varying degrees of accuracy Solve problems involving complex practical processes
Assessment	Supervised written exam (short response) Practical assessment	Supervised written (short response / response to stimulus) Practical assessment and Supervised written exam (short response) Practical assessment	Extended response (response to stimulus) Practical assessment	Supervised written exam (short response) Practical assessment
Year 12	Unit Title: Accrual Accounting	Unit Title: Budgeting	Unit Title: E-business	Unit Title: Personal financing and investing



Accounting

	Term 1	Term 2	Term 3	Term 4
	<p>Description: Unit Title: Analysis of reports Description: Through this unit, students learn about managerial decision making through the analysis and interpretation of a variety of comparisons and calculations. Key Goals: Through these two units, students will:</p> <ul style="list-style-type: none">• Recall and describe relevant facts and explain concepts and principles• Analyse and interpret accounting information to make valid decisions• Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology• Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions• Process accounting information correctly in usual situations• Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements• Follow a given procedure to process accounting information which includes complex elements• Prepare and present accounting reports involving complex processing with varying degrees of accuracy• Solve problems involving complex practical processes	<p>Description: Through this unit students learn about the importance of cash, preparation of cash budgets and decision making and recommendations through the interpretation of these reports. Key Goals: Students will:</p> <ul style="list-style-type: none">• Recall and describe relevant facts and explain concepts and principles• Analyse and interpret accounting information to make valid decisions• Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology• Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions• Process accounting information correctly in usual situations• Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements• Follow a given procedure to process accounting information which includes complex elements• Prepare and present accounting reports involving complex processing with varying degrees of accuracy• Solve problems involving complex practical processes	<p>Description: Through this unit students learn about the nature and benefits of E-Business and the impact of electronic business on accounting. Students gain an understanding of B2C and B2B and the relevant issues faced with on-line trading. Key Goals: Students will:</p> <ul style="list-style-type: none">• Describe the nature and benefits of e-business• Outline what establishing an e-presence or an e-business entails• Describe the process of online trading• Discuss the impact of e-business on accounting• Discuss relevant issues when faced with trading online• Explain the controls needed to protect against risk of security breaches associated with engaging in e-business. <p>Unit Title: Integrated accounting package Description: This unit provides students with the opportunity to complete a fully computerised accounting process. Key Goals: Through these two units, students will:</p> <ul style="list-style-type: none">• Recall and describe relevant facts and explain concepts and principles• Analyse and interpret accounting information to make valid decisions• Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology• Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions• Process accounting information correctly in usual situations• Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements• Follow a given procedure to process accounting information which includes complex elements• Prepare and present accounting reports involving complex processing with varying degrees of accuracy• Solve problems involving complex practical processes	<p>Description: Through this unit of work students are introduced to personal financing, calculating the cost of finance, obtaining finance, investing and financial decision making. Key Goals: Students will:</p> <ul style="list-style-type: none">• Recall and describe relevant facts and explain concepts and principles• Analyse and interpret accounting information to make valid decisions• Communicate a range of accounting information and understandings in written and/or non-written forms, in a manner which is clear and accurate, using appropriate terminology• Apply fundamental accounting concepts to select and organise relevant data to record a range of routine transactions• Process accounting information correctly in usual situations• Prepare and present accounting reports apply accounting knowledge and concepts to accurately record transactions which include complex elements• Follow a given procedure to process accounting information which includes complex elements• Prepare and present accounting reports involving complex processing with varying degrees of accuracy• Solve problems involving complex practical processes
Assessment	Supervised written (short response) Practical assessment	Extended response Practical assessment	Supervised written Practical assessment	Extended response Practical assessment

BCT

	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Business environments	Unit Title: Events administration	Unit Title: Organisation and work teams	Unit Title: Workplace health, safety and sustainability



BCT

	Term 1	Term 2	Term 3	Term 4
	<p>Description: This unit introduces students to a variety of business sectors, types of businesses, strategic planning, corporate responsibility and ethics, fraud and security management, work environments and quality practices.</p> <p>Key Goals: Through the topic business environments, students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts• explain business principles, processes and practices• use technology application skills for a purpose• select, sequence and organise data and information• interpret business data and information to identify and explain issues• analyse data and information relating to business issues.• evaluate information using criteria to draw conclusions, reach decisions and make recommendations• justify conclusions, decisions and recommendations• use mode, genre and language conventions to suit audiences and purposes	<p>Description: Through this unit students learn about events, time management, resource administration, communication between all stakeholders, financing an event, management of risk, quality control, event implementation and control and event evaluation.</p> <p>Key Goals: Through the topic events administration, students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts• explain business principles, processes and practices• use technology application skills for a purpose.• select, sequence and organise data and information• interpret business data and information to identify and explain issues• analyse data and information relating to business issues• evaluate information using criteria to draw conclusions, reach decisions and make recommendations• justify conclusions, decisions and recommendations• use mode, genre and language conventions to suit audiences and purposes	<p>Description: Through this unit students learn about planning and organising, interpersonal skills, team personnel, processes and motivation, tracking and reporting progress, analysing results, predicting and identifying changes, solving issues, communicating to stakeholders and reviewing and evaluating team performance.</p> <p>Key Goals: Through the topic organisation and work teams, students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts• explain business principles, processes and practices• use technology application skills for a purpose.• select, sequence and organise data and information• interpret business data and information to identify and explain issues• analyse data and information relating to business issues• evaluate information using criteria to draw conclusions, reach decisions and make recommendations• justify conclusions, decisions and recommendations• use mode, genre and language conventions to suit audiences and purposes	<p>Description: Through this unit students learn about workplace health, safety and sustainability. This unit includes legislation and regulations, employee and employer responsibilities, risk management, accidents and emergencies, required documentation and current issues.</p> <p>Key Goals: Through the topic workplace, health, safety and sustainability, students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts• explain business principles, processes and practices• use technology application skills for a purpose.• select, sequence and organise data and information• interpret business data and information to identify and explain issues• analyse data and information relating to business issues.• evaluate information using criteria to draw conclusions, reach decisions and make recommendations• justify conclusions, decisions and recommendations• use mode, genre and language conventions to suit audiences and purposes
Assessment	Supervised written	Extended response Supervised written	Extended response	Written research – analytical exposition Extended response - multimodal
Year 12	<p>Unit Title: Managing workplace information</p> <p>Description: Through this unit students learn about types of information, accountability, information management systems, classification of information to suit integrity of the system, manual and electronic security of systems, maintaining the integrity of a system and retention and disposal of information.</p> <p>Key Goals: Through the topic managing workplace information students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts.• explain business principles, processes and practices.• use technology application skills for a purpose.• select, sequence and organise data and information.• interpret business data and information to identify and explain issues.• analyse data and information relating to business	<p>Unit Title: Managing people</p> <p>Description: This unit introduces students to employment issues, change management, management practices and principles, human resources and workplace issues.</p> <p>Key Goals: Through the topic managing people, students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts.• explain business principles, processes and practices.• use technology application skills for a purpose.• select, sequence and organise data and information.• interpret business data and information to identify and explain issues.• analyse data and information relating to business issues.• evaluate information using criteria to draw conclusions, reach decisions and make	<p>Unit Title: International business</p> <p>Description: This unit enables students to explore differing cultures from a business perspective. Students consider language, religion, culture, political, economic, time differences and working hours, currency and exchange rates. They explore travel issues, business dealings and trade issues.</p> <p>Key Goals: Through the topic international business, students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts.• explain business principles, processes and practices.• use technology application skills for a purpose• select, sequence and organise data and information.• interpret business data and information to identify and explain issues.• analyse data and information relating to business	<p>Unit Title: Social media</p> <p>Description: Through this unit students explore the types and uses of social media in business settings, changes to client relations, marketing communication, planning business networks using social media, internal uses of social media and security issues and management as well as the influence of the government.</p> <p>Key Goals: Through the topic social media, students use a variety of business communication methods to exchange ideas, opinions and information. They also use a variety of business technologies to process, convey and present information in business contexts to:</p> <ul style="list-style-type: none">• define, describe and use business terms, facts and concepts.• explain business principles, processes and practice.• use technology application skills for a purpose.• select, sequence and organise data and information• interpret business data and information to identify and explain issues.• analyse data and information relating to business issues• evaluate information using criteria to draw



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BCT

	Term 1	Term 2	Term 3	Term 4
	issues. <ul style="list-style-type: none">• evaluate information using criteria to draw conclusions, reach decisions and make recommendations.• justify conclusions, decisions and recommendations.• use mode, genre and language conventions to suit audiences and purposes.	recommendations. <ul style="list-style-type: none">• justify conclusions, decisions and recommendations.• use mode, genre and language conventions to suit audiences and purposes.	issues. <ul style="list-style-type: none">• evaluate information using criteria to draw conclusions, reach decisions and make recommendations.• justify conclusions, decisions and recommendations.• use mode, genre and language conventions to suit audiences and purposes.	conclusions, reach decisions and make recommendations. <ul style="list-style-type: none">• justify conclusions, decisions and recommendations.• use mode, genre and language conventions to suit audiences and purposes.
Assessment	Supervised written Written research – analytical exposition	Short written response Extended written response	Multimodal research response	Spoken research response Written extended response

Information Technology Systems

	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Graphic Design Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate graphic design products that meets industry standards. Key Goals: Through the topic game design, students explore theory and techniques, problem solving processes, project management techniques, client relationships and social and ethical issues to: <ul style="list-style-type: none">• define, explain and use IT terms, concepts and principles.• communicate concepts, principles and design processes using mode, genre and language conventions.• analyse client needs, purpose and scenarios to inform the design plan.• synthesise information to design solutions.• develop and test components to refine solutions.• use technical skills and resources to present a solution.• evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.	Unit Title: Graphic Design Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate graphic design products that meets industry standards. Key Goals: Through the topic graphic design, students explore theory and techniques, problem solving processes, project management techniques, client relationships and social and ethical issues to: <ul style="list-style-type: none">• define, explain and use IT terms, concepts and principles.• communicate concepts, principles and design processes using mode, genre and language conventions.• analyse client needs, purpose and scenarios to inform the design plan.• synthesise information to design solutions.• develop and test components to refine solutions• use technical skills and resources to present a solution.• evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.	Unit Title: Animation techniques Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate animations that meets industry standards. Key Goals: Through the topic animation techniques, students explore theory and techniques, problem solving processes, project management techniques, client relationships and social and ethical issues to: <ul style="list-style-type: none">• define, explain and use IT terms, concepts and principles.• communicate concepts, principles and design processes using mode, genre and language conventions.• analyse client needs, purpose and scenarios to inform the design plan.• synthesise information to design solutions.• develop and test components to refine solutions.• use technical skills and resources to present a solution.• evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.	Unit Title: Animation – game design Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate a game product that meets industry standards. Key Goals: Through the topic animation – game design, students explore theory and techniques, problem solving processes, project management techniques, client relationships and social and ethical issues to: <ul style="list-style-type: none">• define, explain and use IT terms, concepts and principles .• communicate concepts, principles and design processes using mode, genre and language conventions.• analyse client needs, purpose and scenarios to inform the design plan.• synthesise information to design solutions.• develop and test components to refine solutions.• use technical skills and resources to present a solution.• evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.
Assessment	Product – practical exercise	Product – project	Supervised written – practical response	Product - project
Year 12	Unit Title: Web Design Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate a website products that meets industry standards. Key Goals: Through the topic web design, students explore theory and techniques, problem solving processes, project management techniques, client relationships and	Unit Title: Web Design Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate a website products that meets industry standards. Key Goals: Through the topic web design, students explore theory and techniques, problem solving processes, project management techniques, client relationships and	Unit Title: Multimedia Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate a multimedia product that meets industry standards. Key Goals: Through the topic multimedia, students explore theory and techniques, problem solving processes, project management techniques, client relationships and	Unit Title: Multimedia Description: This unit introduces the principles and techniques needed to solve problems to design, develop and evaluate a multimedia product that meets industry standards. Key Goals: Through the topic multimedia, students explore theory and techniques, problem solving processes, project management techniques, client relationships and



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Information Technology Systems	Term 1	Term 2	Term 3	Term 4
	social and ethical issues to: <ul style="list-style-type: none">define, explain and use IT terms, concepts and principles.communicate concepts, principles and design processes using mode, genre and language conventions.analyse client needs, purpose and scenarios to inform the design plan.synthesise information to design solutions.develop and test components to refine solutions.use technical skills and resources to present a solution.evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.	social and ethical issues to: <ul style="list-style-type: none">define, explain and use IT terms, concepts and principles.communicate concepts, principles and design processes using mode, genre and language conventions.analyse client needs, purpose and scenarios to inform the design plan.synthesise information to design solutions.develop and test components to refine solutions.use technical skills and resources to present a solution.evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.	social and ethical issues to: <ul style="list-style-type: none">define, explain and use IT terms, concepts and principles.communicate concepts, principles and design processes using mode, genre and language conventions.analyse client needs, purpose and scenarios to inform the design plan.synthesise information to design solutions.develop and test components to refine solutions.use technical skills and resources to present a solution.evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.	social and ethical issues to: <ul style="list-style-type: none">define, explain and use IT terms, concepts and principles.communicate concepts, principles and design processes using mode, genre and language conventions.analyse client needs, purpose and scenarios to inform the design plan.synthesise information to design solutions.develop and test components to refine solutions.use technical skills and resources to present a solution.evaluate the solution against the defined criteria using the contexts, inputs, processes and products (CIPP) model of evaluation.
Assessment	Product – practical exercise	Supervised written – extended written response Product – project	Product – project	Product – practical exercise

Health Education	Term 1	Term 2		Term 3	Term 4
Year 11	Unit Title: Healthy Eating Description (Personal Health): Identify and analyse the major influences on adolescent nutritional choices. Determine the factors that most impact your choices and analyse what influence they have on your current and future health. Propose and justify a strategy that will enable you to maintain or improve your nutritional health in the future. Key Goals: <ul style="list-style-type: none">• Develop in depth understanding of Australian Healthy Eating Guidelines• Understand factors which impact adolescent decisions regarding food choices• Be able to apply selected areas of Ottawa Charter to strategy to improve personal nutrition• Be able to effectively justify strategies/recommendations that promote positive health outcomes using research and key health documents (social view of health, Ottawa Charter)	Unit Title: Bullying Description (Peer Health): Students examine a range of information regarding bullying within Chancellor, including current data, bullying research and evidence based programs targeting bullying. They then work in small groups in proposing and implementing a strategy aimed to encourage positive relationships and interactions between students within the College. Key Goals: <ul style="list-style-type: none">• To develop understanding of key elements of action research project• Be able to analyse data relating to the prevalence of Bullying in Australian Schools, including CSC• Be able to communicate effectively to key stakeholders (including own group members) to complete group task• Design a multimodal presentation which advocates (through justification) the implementation of strategy to improve peer relationships at CSC		Unit Title: Mental Health Description (Peer Health): Both peers and the school community are instrumental in ensuring that all adolescents are equipped with the skills and strategies required to manage one’s own mental health and ensuring that the school environment is conducive to good mental health. This unit examines areas which impact the mental health of Chancellor Senior Students and strategies to maintain/improve the mental health within the College community Key Goals: <ul style="list-style-type: none">• Identify enablers and barriers in promoting mental health within Chancellor• Analyse and evaluate current initiatives that promote mental health (within Chancellor and best practice)• Be able to effectively justify strategies/recommendations that promote positive health outcomes using research and key health documents (social justice principles, Ottawa Charter)	Unit Title: Domestic Violence Description (Family Health): Domestic violence crosses all social, cultural, economic and gender groups. Affecting such a diverse range of people, support services and laws designed to protect those victims must indeed cater for a wide range of people in order to provide equitable access to all. This unit focuses on analysing and evaluating support services that are available to victims of family violence on the Sunshine Coast and their ability meet the diverse needs of these victims Key Goals: <ul style="list-style-type: none">• Develop understanding of domestic violence prevalence in Australia• Analyse and evaluate policy documents regarding domestic violence• Analyse data regarding domestic violence at various levels (national, state, community)• Evaluate support services in the local community in terms of meeting needs• Be able to effectively justify strategies/recommendations that promote positive health outcomes using research and key health documents (social view of health, Ottawa Charter)
Assessment	A1 – Research Assessment (Research Report) Identify and analyse the major influences on adolescent nutritional choices. Determine the factors that most impact your choices and analyse what influence they have on your current and future health. Propose and justify a strategy that will enable you to maintain or improve your nutritional health in the future. <ul style="list-style-type: none">• 800 - 1000 words (plus Appendices & References)• 4 weeks preparation time (own and class time)	B1 – Research Assessment (Multimodal) Analyse and evaluate the extent of bullying at Chancellor SC, propose a proactive intervention strategy for; either the perpetrators, victims	B2 – Research Assessment (Action Research Project – Report) Select an intervention strategy suggested in B1 and enable it as a class, collect data to quantify the value of the program and reflect on the process.	B3 – Research Assessment (Analytical Exposition) Using detailed research collected by your class about the status of mental health in the senior school at Chancellor SC, identify and analyse the enablers or barriers that are evident to good mental health. Analyse and synthesise the impact peers, the school community and the environment has on the mental health of our senior students. Propose and justify credible strategies for implementation within our	C1 – Supervised Written Assessment (Response to Stimulus) In an attempt to create a more supportive environment for people affected by domestic violence investigate one scenario and propose the structure of a health service that will address the needs of the specific population in focus. <ul style="list-style-type: none">• 500 - 700 words (plus Appendices & References)• 90 minutes duration• exam conditions (perusal time provided)



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Health Education	Term 1		Term 2		Term 3	Term 4
	<ul style="list-style-type: none">Teacher consultation allowedOptional planner/ outline submittedMaximum two drafts submitted		or bystanders of bullying, and evaluate the potential success and value of the program. <ul style="list-style-type: none">completed in pairs or groups of three3 – 5 min per person3 weeks preparation time (class and own time)Teacher consultation allowedOptional planner/ outline submittedMaximum two drafts submitted	Report back to your P&C, Admin and parents via a formal 'annual report'. <ul style="list-style-type: none">800 - 1000 words (plus Appendices & References)Continual teacher feedback on program design and implementation4 weeks to run program3 weeks preparation time (class and own time)Teacher consultation allowedOptional planner/ outline submittedMaximum two drafts submitted	school to maintain or improve the mental health status of your peers. <ul style="list-style-type: none">800 – 1000 words (plus Appendices & References)4 weeks preparation time (own and class time)Teacher consultation allowedOptional planner/ outline submittedMaximum two drafts submitted	<ul style="list-style-type: none">Stimulus scenario and question seenStudents can complete task by hand or in appropriate word processing document (specialised functions and research capabilities disabled)students can bring one A4 page of handwritten notes plus pre-prepared Reference section
Year 12	Unit Title: Alcohol Abuse Description (Community Health): Actions (or inactions) that peers, family, community, the local government and the media make influence the choices, with respect to alcohol, that adolescents make. Students examine actions that can be implemented within the local community (students, parents, teachers and the wider community) to educate, reduce harm and provide a safe environment for youth who are misusing alcohol. Key Goals: <ul style="list-style-type: none">Develop understanding of health (not just physical) impact of alcohol use in AustraliaEffectively evaluate current health promotion and support programs in area of alcohol useBe able to effectively justify strategies/recommendations that promote positive health outcomes using research and key health documents (social view of health, Ottawa Charter)		Unit Title: Sun Safety @ Chancellor Description (Community Health): Students investigate current Sun Smart practices within Chancellor and propose, implement and evaluate strategies within the College to encourage all key stakeholders to consider sun safety practices through an action research project. Key Goals: <ul style="list-style-type: none">Develop understanding of public health policy development, particularly concerning sun safetyBe able to gather relevant information regarding sun safety at ChancellorBe able to analyse data and policy documents within the school contextDesign and implement a strategy which promotes sun safety at ChancellorBe able to effectively justify strategies/recommendations that promote positive health outcomes using research and key health documents (social view of health, Ottawa Charter)		Unit Title: Organ Donation Description (Health of Specific Populations): Australia has one of the lowest organ donation rates in the developed world. This unit examines factors which have led to Australia's poor donation rates, public health policies (both Australia and abroad) in this area and also propose strategies which could increase organ donation rates within the country. Key Goals: <ul style="list-style-type: none">Be able to find credible sources of information regarding organ donation within Australia and globallyBe able to analyse data to gain deeper understanding of organ donation in AustraliaDevelop understanding of public health policy development and evaluate current organ donation policyCreate a multimodal presentation which effectively justifies policy change regarding organ donation in Australia (using key research and health documents)	Unit Title: Indigenous Health Description (Health of Specific Populations): The poor health of Aboriginal communities is closely linked to their disadvantaged social circumstances. Unfortunately, in the past mainstream Australia failed to recognise the social inequity and Aboriginals continue to be inadequately supported. In this unit, students analyse differences in health between indigenous and non-indigenous population and initiatives aimed to 'close the gap'. Key Goals: <ul style="list-style-type: none">Develop understanding of health concerns specific to Indigenous PopulationBe able to apply social justice principles and social view of health to context of Indigenous health.Be able to effectively justify strategies/recommendations that promote positive health outcomes using research and key health documents (social view of health, Ottawa Charter)
Assessment	D1 – Research Assessment (Research Report) Investigate and analyse one community or local government strategy that addresses 'Teen Drinking' and evaluate its efficacy and social justice functions. Provide recommendations for improvement to the identified strategy. <ul style="list-style-type: none">1000 – 1500 words (plus Appendices & References)4 weeks preparation	D2 – Supervised Written Assessment (Response to Stimulus) Construct an Editorial for a local newspaper in response to stimuli. Outline the issue and recommend strategies to minimise harm. <ul style="list-style-type: none">600 – 800 words (plus Appendices & References)120 minutes durationexam conditions (perusal time provided)	D3 – Research Assessment (Action Research Project – Report) Perform detailed research about Sun Safe practices at Chancellor SC. Identify the areas within the school community that would most benefit from improvement or intervention. Develop and implement credible strategies for within our school that will improve the Sun Safe practices of the primary/ middle/ senior students and/or staff. Evaluate the success of your strategy and provide a written report to administration about the changes you have implemented. <ul style="list-style-type: none">1000 – 1500 words (plus Appendices & References)Continual teacher feedback on program design and implementation4 weeks to develop and run program3 weeks preparation time (class and own time)Teacher consultation allowed		E1 – Research Assessment (Multimodal) Present a multimodal presentation to Australian government policy makers identifying distinguishing factors of people on the organ transplant waiting list. Analyse a current strategy/ campaign used in Australia and recommend and evaluate an appropriate strategy that will improve the outcomes by increasing donation rates. Consider how policy rules and regulations and the decisions of the people in our community impact on the lives of the people on the waiting list and focus on one of the Ottawa Charter action areas to develop a well-researched and achievable recommendation. <ul style="list-style-type: none">5 – 8 min presentation3 weeks preparation time (class and own time)Teacher consultation allowedOptional planner/ outline submitted viewed	E2 – Research Assessment (Analytical Exposition) Develop recommendations that aim to improve a specific health concern (independent study) prevalent amongst Indigenous peoples in Australia. Mediate with the community and government to develop recommendations to create changes that meet the needs of both parties and support the health of Indigenous Australian's. Construct an analytical exposition that advocates for these improvements. <ul style="list-style-type: none">1000 – 1500 words (plus Appendices & References)4 weeks preparation time (own and class time)Teacher consultation allowedMaximum one draft submitted



Health Education	Term 1		Term 2	Term 3	Term 4
	(own and class time) <ul style="list-style-type: none">Teacher consultation allowedOptional planner/ outline submittedMaximum one draft submitted	<ul style="list-style-type: none">Stimulus (blog) provided but question/task unseenStudents can complete task by hand or in appropriate word processing document (specialised functions and research capabilities disabledstudents can bring one A4 page of handwritten notes plus pre-prepared Reference section	<ul style="list-style-type: none">Optional planner/ outline submittedMaximum one draft submitted	<ul style="list-style-type: none">Maximum one draft submitted	

Physical Education	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Skill Acquisition and Learning in Athletics Description (Focus Area A): For students to be intelligent performers, they must be able to do more than just reproduce physical responses. They need to know and understand how physical responses can be improved and to appreciate the qualities of physical responses. Students need to be able to apply motor learning theory to maximise their performance potential. As self-directed learners, students need to reflect on these qualities and adjust their learning experiences to accommodate this greater understanding. Key Goals: <ul style="list-style-type: none">Examine the characteristics of the physical activity tasks studied.Evaluate personal Athletics performance using the conceptual framework of the stages of learning.Select the best forms of practice for chosen event to learn skills and enhance performance.Justify the various methods of feedback that enhance personal performanceEvaluate the factors that impact upon development in the skills involved.Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategiesApply and integrate information in the performance of physical responsesModify physical responses based on informed reflective decision making in varying physical performance environments	Unit Title: Equity in Touch Football Description (Focus Area C): To be physically educated, students should have an understanding of the complexities that surround and influence sport and physical activity. Sport and physical activity exist within an Australian and, increasingly, a world context. Students need to critically reflect on the power of these sociocultural influences to better understand their place, their participation, and the place of physical activity and sport within society. Figueroa's framework is a useful tool for examining the sociocultural factors influencing equity and access to sport and physical activity in Australian society. Key Goals: <ul style="list-style-type: none">Analyse personal beliefs and values towards physical activity and evaluate the impact these have on access and participationEvaluate the impact that their relationships and interactions with others have had on their access to and opportunities in physical activityDemonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategiesApply and integrate information in the performance of physical responsesModify physical responses based on informed reflective decision making in varying physical performance environments	Unit Title: Biomechanics in Volleyball Description (Content Area A): This unit examines biomechanical principles and concepts that influence performance and learning in volleyball such as force and momentum, impact, transfer of momentum, inertia, balance, action and reaction. For students to be intelligent performers, they need to know and understand how physical responses can be improved and to appreciate the qualities of physical responses Key Goals: <ul style="list-style-type: none">Describe how projectile motion can enhance performance.Identify how force production can assist in learning skills.Use a biomechanical analysis to analyse videotaped performances.Modify physical performance responses based on biomechanical decision making.Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategiesApply and integrate information in the performance of physical responses	Unit Title: Exercise Physiology in Netball/Basketball Description (Focus Area B): This unit examines the physiological responses of the body that enable it to perform physically. This includes an examination of the physiological response of the body to exercise and training and the application of principles to aid, support and promote physiological adaptations. Students need to have an understanding of these principles in order to develop and implement personal and team training regimes. Students need to be able to adapt these regimes to suit varying circumstances and differing physical performance environments. Key Goals: <ul style="list-style-type: none">Perform a games analysis to identify key energy systems and determine positional play based on energy needs and performance strengths.Explain physiological subject matter as it relates to personal netball/basketball performance.Analyse immediate physiological effects of training for specific activities through use of heart rate recordingDesign and justify personalised training sessions specific to personal and positional needsDemonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategiesApply and integrate information in the performance of physical responsesModify physical responses based on informed reflective decision making in varying physical performance environments
Assessment	1a – Research Assignment (Analytical Exposition) 800-1000 words, 4 weeks preparation, 2 drafts Evaluate how types of practice and feedback have affected learning throughout the term. 1b – Physical Performance (Individual) Continuous assessment in a variety of authentic contexts	2a – Supervised Written (Persuasive Essay Exam) 500-700words, 90min, Unseen exam essay, 1 page notes including Bibliography & Appendices Evaluate how actions of self and others can impact on attempts to create and maintain an equitable environment within class setting 2b – Physical Performance (Direct Interceptive) Continuous assessment in a variety of authentic	3a – Research Assignment (Analytical Exposition, Multimodal Presentation) 3-5min with a combination of at least two forms of presentation, 4 weeks preparation, 2 drafts Analyse the biomechanics of personal technique and suggest and justify training techniques to improve performance 3b – Physical Performance (Indirect Interceptive)	4a – Research Assignment (Analytical Exposition) 800-1000 words, 4 weeks preparation, 2 drafts, Design and justify a training session for which meets individual needs and physiological requirements of chosen position 4b – Physical Performance (Direct Interceptive) Continuous assessment in a variety of authentic contexts



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Physical Education	Term 1	Term 2	Term 3	Term 4
		contexts	Continuous assessment in a variety of authentic contexts	
Year 12	<p>Unit Title: Sports Psychology in Athletics Description (Focus Area A): Sport psychology is the sports science concerned with the psychological and mental factors that influence, and are influenced by, participation in sport, exercise and physical activity. During this unit, students will analyse the impact that their psychological state can have on performance and develop their understanding of key terms to be able to provide recommendations to enhance performance. Key Goals:</p> <ul style="list-style-type: none">• Be able to identify why confidence, motivation and arousal levels are the three most influential psychological factors in sports performance• Assess and evaluate impact of arousal, motivation and confidence on own performance• Develop techniques to maintain optimal arousal levels before and during performance• Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies• Apply and integrate information in the performance of physical responses• Modify physical responses based on informed reflective decision making in varying physical performance environments	<p>Unit Title: Money, Media and Power in Sport Description (Focus Area C): Sport and physical activity exist within an Australian and, increasingly, a world context. Students need to critically reflect on the power of these sociocultural influences to better understand their place, their participation, and the place of physical activity and sport within society. Figueroa's framework is a useful tool for examining the sociocultural factors influencing equity and access to sport and physical activity in Australian society. Key Goals:</p> <ul style="list-style-type: none">• Be able to analyse factors which affect participation and growth of volleyball at different levels – national – local• Be able to evaluate current initiatives to grow volleyball participation• Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies• Apply and integrate information in the performance of physical responses• Modify physical responses based on informed reflective decision making in varying physical performance environments	<p>Unit Title: Training for Touch Description (Focus Area B): Most of the available research regarding exercise physiology and touch football focuses on energy requirements and movement patterns in elite level touch. During this unit, students will analyse physiological markers and movement patterns of players within the Senior Physical Education context and compared this with elite data to develop training techniques to improve team/individual performances. Key Goals:</p> <ul style="list-style-type: none">• Perform a games analysis to identify key energy systems required during touch games in Physical Education.• Be able to compare and contrast current research (mostly elite level) to class data• Be able to effectively justify training techniques/strategies which will improve performance• Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies• Apply and integrate information in the performance of physical responses• Modify physical responses based on informed reflective decision making in varying physical performance environments	<p>Unit Title: Team Dynamics Description (Focus Area A): Teams are composed of a number of individuals that work together to produce a performance. During this unit, students need to analyse and evaluate how their different interactions (during training, games and while away from the court) impact team performance, both positively and negatively. Key Goals:</p> <ul style="list-style-type: none">• Develop understanding of role team dynamics can have on performance• Be able to apply research of team dynamics and psychology to individual and PE team context through assessment task (feature article)• Demonstrate through physical responses an understanding of safety, rules, learned and rehearsed skills, tactics and strategies• Apply and integrate information in the performance of physical responses• Modify physical responses based on informed reflective decision making in varying physical performance environments
Assessment	<p>5a – Research Assignment (Analytical Exposition Multimodal Presentation) 5-8min with a combination of at least two forms of presentation, 4 weeks preparation, 1draft Analyse and evaluate the effectiveness of strategies used to improve motivation, arousal, confidence, or concentration when engaging in athletics training 5b – Physical Performance (Individual) Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>	<p>6a – Supervised Written (Persuasive Essay Exam) 600-800words, 120min, Unseen exam essay. 1 page notes including Bibliography & Appendices Propose and critique a marketing strategy to enhance a chosen factor relating to improving participation/ appreciation/ values of the physical activity at CSC 6b – Physical Performance (Indirect Interceptive) Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>	<p>7a – Research Assignment (Written Report) 1000-1500words, 4 weeks preparation, 1 draft Analyse the touch specific fitness levels of you and your team and propose methods to improve specific physiological markers based on physiological research. 7b – Physical Performance (Direct Interceptive) Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>	<p>8a – Research Assignment (Feature Article) 1000-1500words, 4 weeks preparation, 1 draft Evaluate how team dynamics and coaching methods have affected progress throughout direct interceptive activity 8b – Physical Performance (Direct Interceptive) Continuous assessment in a variety of authentic contexts with greater focus on complexity</p>

Graphics

	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Unit Title: Industrial Design – 13 Week Unit □ Commercial Project □ Audience: Client Key Goals Through the topic of Industrial Design students will:</p> <ul style="list-style-type: none">• Explain design problems using design factors.• Identify and describe design criteria.• Comprehend graphical principles, procedures and conventions.• Apply design factors to develop ideas.• Analyse and interpret graphical and design information.• Use graphical skills to produce graphical products	<p>Unit Title: Built Environment – 13 Week Unit □ Building Company □ Audience: Middle aged Couple Key Goals Through the topic of Industrial Design students will:</p> <ul style="list-style-type: none">• Explain design problems using design factors.• Identify and describe design criteria.• Comprehend graphical principles, procedures and conventions.• Apply design factors to develop ideas.• Analyse and interpret graphical and design information.• Use graphical skills to produce graphical products	<p>Unit Title: Graphic Design – 12 Week Unit □ Audience: Client □ Manufacturer/Retailer Key Goals Through the topic of Industrial Design students will:</p> <ul style="list-style-type: none">• Explain design problems using design factors.• Identify and describe design criteria.• Comprehend graphical principles, procedures and conventions.• Apply design factors to develop ideas.• Analyse and interpret graphical and design information.• Use graphical skills to produce graphical products	



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Graphics	Term 1	Term 2	Term 3	Term 4
	for particular audiences. <ul style="list-style-type: none">• Synthesise ideas to develop solutions.• Evaluate design and graphical representation.• Provide recommendations and justify decisions.	for particular audiences. <ul style="list-style-type: none">• Synthesise ideas to develop solutions.• Evaluate design and graphical representation.• Provide recommendations and justify decisions.	for particular audiences. <ul style="list-style-type: none">• Synthesise ideas to develop solutions.• Evaluate design and graphical representation.• Provide recommendations and justify decisions.	
Assessment	Design Folio – 6 Weeks	Design Folio – 7 Weeks	Design Folio – 6 Weeks Exam – 90 Minutes	
Year 12	Unit Title: Industrial Design – 13 Week Unit □ Designer □ Client – Sunshine Coast Manufacturing Company Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Explain design problems using design factors• Identify and describe design criteria• Comprehend graphical principles, procedures and conventions.• Apply design factors to develop ideas• Analyse and interpret graphical and design information• Use graphical skills to produce graphical products for particular audiences.• Synthesise ideas to develop solutions• Evaluate design and graphical representation• Provide recommendations and justify decisions.	Unit Title: Built environment – 13 Week Unit □ Chancellor State College □ Groundsman – Client: Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Explain design problems using design factors.• Identify and describe design criteria.• Comprehend graphical principles, procedures and conventions.• Apply design factors to develop ideas.• Analyse and interpret graphical and design information.• Use graphical skills to produce graphical products for particular audiences.• Synthesise ideas to develop solutions.• Evaluate design and graphical representation.• Provide recommendations and justify decisions.	Unit Title: Graphic Design – 8 Week unit □ Graphic designer □ Client – Confectionary Company Executives Key Goals Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Explain design problems using design factors.• Identify and describe design criteria.• Comprehend graphical principles, procedures and conventions.• Apply design factors to develop ideas.• Analyse and interpret graphical and design information.• Use graphical skills to produce graphical products for particular audiences.• Synthesise ideas to develop solutions.• Evaluate design and graphical representation.• Provide recommendations and justify decisions.	
Assessment	Design Folio – 11 Weeks	Design Folio – 11 Weeks Exam – 90 Minutes	Design Folio – 8 Weeks	

Technology Studies	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Exploring the Design Process – 7 Week Unit Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Describe design problems and identify design criteria• Interpret design problems using design factors• Analyse the impacts of design factors on decisions• Apply design factors to develop ideas• Use manufacturing technologies, materials and project management skills to produce products in response to design criteria.• Choose appropriate communication suited to modes and audiences• Synthesise ideas to develop concepts that responds to design problems• Justify decisions and recommendations.• Evaluate ideas and products using design criteria.	Unit Title: Designing for Industry – 10 Week Unit Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Describe design problems and identify design criteria• Interpret design problems using design factors• Analyse the impacts of design factors on decisions• Apply design factors to develop ideas• Use manufacturing technologies, materials and project management skills to produce products in response to design criteria.• Choose appropriate communication suited to modes and audiences• Synthesise ideas to develop concepts that responds to design problems• Justify decisions and recommendations.• Evaluate ideas and products using design criteria.	Unit Title: Designing for an Individual: Mechanical Advantage in Design – 10 Week Unit Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Describe design problems and identify design criteria• Interpret design problems using design factors• Analyse the impacts of design factors on decisions• Apply design factors to develop ideas• Use manufacturing technologies, materials and project management skills to produce products in response to design criteria.• Choose appropriate communication suited to modes and audiences• Synthesise ideas to develop concepts that responds to design problems• Justify decisions and recommendations.• Evaluate ideas and products using design criteria.	Unit Title: Exploring the Design Process: Reduce, Reuse, Recycle – 6 Week Unit Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Describe design problems and identify design criteria• Interpret design problems using design factors• Analyse the impacts of design factors on decisions• Apply design factors to develop ideas• Use manufacturing technologies, materials and project management skills to produce products in response to design criteria.• Choose appropriate communication suited to modes and audiences• Synthesise ideas to develop concepts that responds to design problems• Justify decisions and recommendations.• Evaluate ideas and products using design criteria.
Assessment	Design Folio – 5 Weeks	Design Folio – 8 Weeks	Design Folio – 8 Weeks	Report – 5 Weeks
Year 12	Unit Title: Designing for a Community – 15 Week Unit Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Describe design problems and identify design criteria• Interpret design problems using design	Unit Title: Product Sustainability in Design – 14 Week Unit Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Describe design problems and identify design criteria	Unit Title: Designing for an Individual – 14 Week Unit Key Goals: Through the topic of Industrial Design students will: <ul style="list-style-type: none">• Describe design problems and identify design criteria• Interpret design problems using design	



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Technology Studies

	Term 1	Term 2	Term 3	Term 4
	<ul style="list-style-type: none">factorsAnalyse the impacts of design factors on decisionsApply design factors to develop ideasUse manufacturing technologies, materials and project management skills to produce products in response to design criteria.Choose appropriate communication suited to modes and audiencesSynthesise ideas to develop concepts that responds to design problemsJustify decisions and recommendations.Evaluate ideas and products using design criteria.	<ul style="list-style-type: none">Interpret design problems using design factorsAnalyse the impacts of design factors on decisionsApply design factors to develop ideasUse manufacturing technologies, materials and project management skills to produce products in response to design criteria.Choose appropriate communication suited to modes and audiencesSynthesise ideas to develop concepts that responds to design problemsJustify decisions and recommendations.Evaluate ideas and products using design criteria.	<ul style="list-style-type: none">factorsAnalyse the impacts of design factors on decisionsApply design factors to develop ideasUse manufacturing technologies, materials and project management skills to produce products in response to design criteria.Choose appropriate communication suited to modes and audiencesSynthesise ideas to develop concepts that responds to design problemsJustify decisions and recommendations.Evaluate ideas and products using design criteria.	
Assessment	Design Folio – 13 Weeks	Report – 4 Weeks	Design Folio – 14 Weeks	

Visual Arts

	Term 1	Term 2	Term 3	Term 4
Year 11 Alina Franks	<p>Unit Title: Order and Disorder</p> <p>Learning Goals:</p> <ul style="list-style-type: none">define visual problems and communicate solutions related to relevant concepts, focuses, contexts and mediacreate and communicate meanings through the use of visual language and expressionresearch, develop, resolve and reflect to demonstrate a personal aesthetic <p>Making requires students to solve problems when creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes.</p> <p>The formal and informal display of artworks is part of the making process, depending on the context, media area and expressive response adopted.</p> <p>The effects of diverse contexts on the meanings and aesthetic values of artworks are considered.</p> <p>Making is demonstrated through its two dimensions of visual literacy and application.</p> <p>Visual literacy is about communicating meaning through visual forms. It involves reading images, perceiving images, thinking with images, recording images, communicating images.</p>	<p>Unit Title: Order and Disorder</p> <p>Application is the use of materials, techniques, technologies and art processes to construct and Communicate meaning.</p> <p>Students manipulate and exploit materials, techniques, technologies and art processes to articulate their ideas, feelings and experiences challenging accepted practice, experimenting with ways of creating and viewing meaning, and being innovative.</p>	<p>Unit Title: Multiple Meaning</p> <p>Learning Goals:</p> <ul style="list-style-type: none">define visual problems and communicate solutions related to relevant concepts, focuses, contexts and mediacreate and communicate meanings through the use of visual language and expressionresearch, develop, resolve and reflect to demonstrate a personal aesthetic <p>Making requires students to solve problems when creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes.</p> <p>The formal and informal display of artworks is part of the making process, depending on the context, media area and expressive response adopted. The effects of diverse contexts on the meanings and aesthetic values of artworks are considered.</p> <p>Making is demonstrated through its two dimensions of visual literacy and application. Visual literacy is about communicating meaning through visual forms. It involves reading images, perceiving images, thinking with images, recording images, communicating images.</p>	<p>Unit Title: Multiple Meaning</p> <p>Application is the use of materials, techniques, technologies and art processes to construct and communicate meaning.</p> <p>Students manipulate and exploit materials, techniques, technologies and art processes to articulate their ideas, feelings and experiences challenging accepted practice experimenting with ways of creating and viewing meaning, and being innovative.</p>
Assessment		<p>Practical folio</p> <p>16 weeks</p> <p>Experimental and resolved pieces</p> <p>In class and out class activities</p>	<p>Written assignment – Compare and Contrast</p> <p>4–5 weeks</p> <p>Appraising is critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to selected concepts, focuses and media areas. Students consider the production and display of artworks and make informed judgments when ascribing aesthetic value, challenging ideas, investigating meanings, purposes, practices and</p>	<p>Body of work</p> <p>16 weeks</p> <p>Digital journal</p>



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Visual Arts	Term 1	Term 2	Term 3	Term 4
			approaches. They respond to and synthesise researched information to inform concepts and their focuses.	
Year 12 Ann Hounslow	Unit Title: Transformation and Change Students investigate the concept of Transformation and Change as a catalyst for Creativity and Expression. Based on authentic and personal experiences students: <ul style="list-style-type: none">• explore points of transformation and change through artistic manipulation.• define visual problems and communicate solutions related to relevant concepts, focuses, contexts and media.• create and communicate meanings through the use of visual language and expression.• research, develop, resolve and reflect to demonstrate a personal aesthetic. Application is the use of materials, techniques, technologies and art processes to construct and communicate meaning. Students manipulate and exploit materials, techniques, technologies and art processes to articulate their ideas, feelings and experiences challenging accepted practice, experimenting with ways of creating and viewing meaning, and being innovative. Making requires students to solve problems when creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes. The formal and informal display of artworks is part of the making process, depending on the context, media area and expressive response adopted. The effects of diverse contexts on the meanings and aesthetic values of artworks are considered. Making is demonstrated through its two dimensions of visual literacy and application. Visual literacy is about communicating meaning through visual forms. It involves reading images, perceiving images, thinking with images, recording images, communicating images.	Transformation and Change/ Excess and Restraint Appraising is critical analysis of artworks in diverse contexts, investigating artistic language and expression, directly related to selected concepts, focuses and media areas. Students consider the production and display of artworks and make informed judgments when ascribing aesthetic value, challenging ideas, investigating meanings, purposes, practices and approaches. They respond to and synthesise researched information to inform concepts and their focuses.	Unit Title - Excess and Restraint Students investigate the concept of Excess and restraint by exploring a personally relevant focus in relation to the term Social Phenomena <ul style="list-style-type: none">• define visual problems and communicate solutions related to relevant concepts, focuses, contexts and media• create and communicate meanings through the use of visual language and expression• research, develop, resolve and reflect to demonstrate a personal aesthetic Application is the use of materials, techniques, technologies and art processes to construct and communicate meaning. Students manipulate and exploit materials, techniques, technologies and art processes to articulate their ideas, feelings and experiences challenging accepted practice, experimenting with ways of creating and viewing meaning, and being innovative. Making requires students to solve problems when creating and displaying artworks that communicate thoughts, feelings, ideas, experiences and observations through cognitive and sensory modes. The formal and informal display of artworks is part of the making process, depending on the context, media area and expressive response adopted. The effects of diverse contexts on the meanings and aesthetic values of artworks are considered. Making is demonstrated through its two dimensions of visual literacy and application. Visual literacy is about communicating meaning through visual forms. It involves reading images, perceiving images, thinking with images, recording images, communicating images.	Personal Extension Written or Practical but related to one Body of Work
<i>Assessment</i>	Written Assignment Critical analysis 5 weeks 4 weeks in class 800-1000 words	Body of work Digital Folio 15 weeks Feature Article 4 weeks 800-1000 words	Body of Work 15 weeks	Personal extension /Written Assignment 5 weeks

Drama	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Heritage Theatre		Unit Title	
<i>Assessment</i>	Forming monologues 800 -1000 words	Responding Essay	Presenting Scene	Responding: The Tempest
Year 12	Unit Title: Absurd theatre Students are introduced to 'Brechtian' theatre in history and style and can form drama using these conventions, perform and respond to works from this	Unit Title: Theatre of the Absurd	Unit Title: Festival Theatre Students explore the contemporary theatre movement currently in Australia and the conventions of Festival Theatre and prepare their own plays for competition in	



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Drama

	Term 1	Term 2	Term 3	Term 4
	style. 1. Management of elements of drama to create dramatic action. 2. Use of a range of conventions of forms and styles, and skills of drama to shape dramatic action. 3. Synthesis of the dramatic languages, purposes and contexts to create dramatic action and meaning Revolutionary Theatre		a festival	
Assessment	Forming task 1000-1200 words	Performance night 3-5 persons, 4-6 minutes	Responding 1000-1200 words Happy days	Responding 1000-1200 Book of Everything

Music

	Term 1	Term 2	Term 3	Term 4
Year 11	Unit Title: Innovators of the 20 th Century & Beyond Learning Goals: <ul style="list-style-type: none">• exploring the convergence of music and the other arts• composing by adhering to the conventions of the studied styles at left• notating rhythms, melodies, tone rows, chord progressions, clusters and harmonies of repertoire• analysing by comparing two or more pieces of representative repertoire• learning compositional techniques relevant to one or more 20th century style/s selection and application of music elements and concepts in the creation of their own works• demonstration of compositional techniques in the creation of their own works• synthesis and communication of music ideas and stylistic characteristics to create their own works.• perception and interpretation of music elements and concepts in repertoire and music sources• analysis and evaluation of music to determine the relationships between music elements, concepts and stylistic		Unit Title - Music for the stage Learning Goals exploring the convergence of music and the other arts <ul style="list-style-type: none">• composing by adhering to the conventions of the studied styles at left• notating rhythms, melodies, tone rows, chord progressions, clusters and harmonies of repertoire• analysing by comparing two or more pieces of representative repertoire• learning compositional techniques relevant to one or more 20th century style/s selection and application of music elements and concepts in the creation of their own works• demonstration of compositional techniques in the creation of their own works• synthesis and communication of music ideas and stylistic characteristics to create their own works.• perception and interpretation of music elements and concepts in repertoire and music sources• analysis and evaluation of music to determine the relationships between music elements, concepts and stylistic	
Assessment	Recommended duration: 1-1.5 hours 1.5-2 hours Extended responses: 400-600 words per response 600-800 words per response Types of compositions: Composition tasks require students to create music. Possible types of compositions include: <ul style="list-style-type: none">• response to particular stimuli, e.g. another composer's work, visual stimulus such as a film clip or advertisement• demonstration of an understanding of a particular style or genre• arrangement of an existing piece• composition for a particular occasion, purpose or musical production• pieces for combinations of instruments and/or voices• compositions generated by electronic means and contemporary technologies.	Extended Writing	Composition tasks require students to create music. Possible types of compositions include: <ul style="list-style-type: none">• response to particular stimuli, e.g. another composer's work, visual stimulus such as a film clip or advertisement• demonstration of an understanding of a particular style or genre• arrangement of an existing piece• composition for a particular occasion, purpose or musical production• pieces for combinations of instruments and/or voices• compositions generated by electronic means and contemporary technologies. Supporting evidence: Students can present their compositions as a sound recording and/or a score (traditional, graphic or contemporary). <ul style="list-style-type: none">• The development of a composition may also include	



Music

Term 1

Term 2

Term 3

Term 4

Supporting evidence:

Students can present their compositions as a sound recording and/or a score (traditional, graphic or contemporary).

- The development of a composition may also include documentation of the process, e.g. composer's journal, recordings, screen shots, diagrams, annotations.

Presentation:

Students can present their compositions as a sound recording and/or a score (traditional, graphic or contemporary).

- Certain styles favour a recorded format while others may be better presented in notated form (score). Recordings may be a better presentation format for music such as computer-generated sounds, film music when presented with the visuals, the various types of music of Indigenous cultures based on an oral tradition, and some rock styles. More traditional forms such as string quartets, serial compositions and musical theatre songs may be better presented in notated form.

- The presentation of compositions should allow students to demonstrate the exit standards.

Length:

a minimum of 16 bars or approximately 30 seconds in length

Further guidance:

Tasks can be based on any context, style or genre of music.

- Compositions may or may not be accompanied by a composer's statement.
- Compositions which are arrangements of existing music require substantial reworking of music elements and must be obviously well removed, but derived from the original composition.
- It is not necessary to assess all music elements and concepts in composition assessments. The elements and concepts to be assessed depend on the context, style and genre of the composition.
- The development of the composition is observed throughout the teaching and learning.
- The combination of music elements and concepts is the focus of composition assessment, not the manner of presentation (recorded sound or score).
- Documentation of compositions should demonstrate the explicit and complete ideas of the composer.

documentation of the process, e.g. composer's journal, recordings, screen shots, diagrams, annotations.

Presentation:

Students can present their compositions as a sound recording and/or a score (traditional, graphic or contemporary).

- Certain styles favour a recorded format while others may be better presented in notated form (score). Recordings may be a better presentation format for music such as computer-generated sounds, film music when presented with the visuals, the various types of music of Indigenous cultures based on an oral tradition, and some rock styles. More traditional forms such as string quartets, serial compositions and musical theatre songs may be better presented in notated form.

- The presentation of compositions should allow students to demonstrate the exit standards.

Length:

a minimum of 32 bars or approximately 1 minute in length

Further guidance:

Tasks can be based on any context, style or genre of music.

- Compositions may or may not be accompanied by a composer's statement.
- Compositions which are arrangements of existing music require substantial reworking of music elements and must be obviously well removed, but derived from the original composition.
- It is not necessary to assess all music elements and concepts in composition assessments. The elements and concepts to be assessed depend on the context, style and genre of the composition.
- The development of the composition is observed throughout the teaching and learning.
- The combination of music elements and concepts is the focus of composition assessment, not the manner of presentation (recorded sound or score).
- Documentation of compositions should demonstrate the explicit and complete ideas of the composer.

Year 12

Music Extension

In Music Extension, students draw on their knowledge of performing, composing and analysing repertoire, gained from their Senior Music courses. Their detailed study of one of the three specialisations in the Music Extension provides opportunities for students to develop a deeper level of understanding of repertoire and an increased control of the skills and techniques specific to their specialisation. They also develop aspects of personal style.

Music Extension

Assessment

Assessment techniques and conditions of assessment

Composition tasks should:

- The performance may be solo, ensemble



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Music

	Term 1	Term 2	Term 3	Term 4
	<p>for the Investigation of music sources criterion (for all specialisations)</p> <p>Extended written response (1200–1500 words) such as:</p> <ul style="list-style-type: none">• essay• journal• report• critique <p>Multimedia presentations (minimum of 5 minutes) such as:</p> <ul style="list-style-type: none">• webpage• CD-ROM• data show presentation• documentary film <p>Oral presentations (minimum of 5 minutes) such as:</p> <ul style="list-style-type: none">• interview• viva voce• seminar• lecture	<ul style="list-style-type: none">• allow for a student to respond in any genre and/or style• allow the student to compose or arrange within an established context, genre and style, or in their own style• support the guidelines for authentication of student work <p>In responding to a composition task, students should:</p> <ul style="list-style-type: none">• write within the technical capabilities of the instruments or voices• maintain stylistic integrity while working towards an individual style of composition• demonstrate cohesion through a balance of contrast and unity, and repetition and variety <p>Assessment conditions for Composition:</p> <p>Monitoring</p> <ul style="list-style-type: none">• a minimum of one minute <p>Verification</p> <ul style="list-style-type: none">• a minimum of three minutes <p><i>All compositions to be presented as recorded sound and/or as a score.</i></p>	<p>performance, improvisation, conducting.</p> <ul style="list-style-type: none">• Students may perform as instrumentalists, vocalists or conductors or any combination of these. Performances may be solo and/or ensemble.• Students may be assessed on more than one instrument. Performance choices should allow students to best meet the exit standards. Where students choose to accompany themselves, both musical roles will be assessed as a unified performance.• In an ensemble, only the individual's performance is assessed.• Performances may be incorporated within the instrumental or choral co-curricular program or community music groups and ensembles may include students not currently studying this subject.• All performances are to be audio-visually recorded• At least 3 minutes in length, audio-visually recorded.	

Film, Television and New Media

	Term 1	Term 2	Term 3	Term 4
Year 11	<p>Unit Title: Light Camera Action All eyes on Hollywood</p> <p>Term Goal/s:</p> <p>To gain foundation knowledge of the 5 key concepts of FTNM; Evolution of the moving image; Moving Image media; Codes and Conventions of Film; Basic Hardware and Software Knowledge; ;Digital Video Production; Workplace Health and Safety requirements; Design Basics – Storyboarding and Scripting</p> <p>Learning Goals:</p> <p>To gain foundation knowledge of the five key concepts (TRAIL) and also codes and conventions of film through studying Hollywood Genre.</p>		<p>Unit Title: Popular Culture Documentary</p> <ul style="list-style-type: none">• Digital Animation; Japanese Anime and Production Techniques; Impact on films Eastern film on a Western Culture; Advertising in Asia and Popular Culture.• Defining the Australia Hero; Deconstructing the Australian Identity; Indigenous media; Multiculturalism; Documentary Film Making.• To gain foundation knowledge of the five key concepts (TRAIL) and also codes and conventions of film through studying International Pop Culture• To gain foundation knowledge of the five key concepts (TRAIL) and also codes and conventions of film through studying The Australian Identity	
<i>Assessment</i>	Storyboard	Production, Critique	Analysis Essay, Script	Production
Year 12	<p>Unit Title: Style masters</p>		<p>Unit Title: Media power and Censorship</p>	<p>Unit Title: Short tales</p>
<i>Assessment</i>	<ul style="list-style-type: none">• Storyboard• 10 week unit• Length: 30-40 Shot Storyboard• Teacher input• Teacher feedback and advice draft development• Class time and own time to compose• On the due date you must submit the following to your teacher:<ul style="list-style-type: none">○ Task and Criteria sheet○ Final Storyboard script Draft (clearly marked)	<ul style="list-style-type: none">• Non Narrative Film, Film commentary• 10 weeks notice of task• Length: 2-4 mins non-narrative film• Teacher input• Teacher feedback and advice on draft development• Class time and own time to compose• On the due date you must submit the following to your teacher:<ul style="list-style-type: none">○ Task and Criteria sheet○ Final film on USB & a digital copy saved to hard drive.	<ul style="list-style-type: none">• Report , Column script• 8 weeks notice of task• Length: 800-1000 words• Teacher input• Teacher feedback and advice on draft development• Class time and own time to compose• On the due date you must submit the following to your teacher:<ul style="list-style-type: none">○ Task and Criteria sheet○ Final Report, typed with a minimum of 3 references, an Appendix and Bibliography. <p>Include all Rough Drafts and Research</p> <ul style="list-style-type: none">• 10 weeks notice of task	<ul style="list-style-type: none">• Length: 5:00-9:00min• Teacher input• Teacher feedback and advice on film development• Class time and own time to Film and Edit.• On the due date you must submit the following to your teacher:<ul style="list-style-type: none">○ Task and Criteria sheet○ Group Production Log Book○ Final digital file



Film, Television
and New Media

Term 1

Term 2

Term 3

Term 4

- Length: 2:00-5:00mins
- Teacher input
- Teacher feedback and advice draft development
- Class time and own time to compose
- On the due date you must submit the following to your teacher:
 - Task and Criteria sheet
 - Final three column script & Treatment
 - Draft (clearly marked)
 - Notes