



		Semester 1		Semester 2	
ENGLISH 3h/w	Unit Description	<p>Unit 1: Ancestors' Stories (Imaginative focus)</p> <p>In this unit, students will identify and explore how characters, settings and events combine to create morals in stories from a wide range of backgrounds. They will then create a narrative intervention that uses the same moral from one of our ancestor stories, but rewritten for a modern audience.</p>	<p>Unit 2: Such is Life (Analytical & Persuasive focus)</p> <p>In this unit, students will investigate the representation of Ned Kelly in <i>Black Snake</i> in order to understand how language expresses and creates identities. They will engage in a reading comprehension exam, as well as create a persuasive speech to form an opinion and justify their interpretation of Ned Kelly as a villain, victim or hero.</p>	<p>Unit 3: I'm Lovin' It (Analytical focus)</p> <p>In this unit, students will analyse the ways in which language features and text structures shape meaning in advertisements, based on their audience and purpose. They will complete a multimodal speech deconstructing one ad.</p>	<p>Unit 4: Escaping to Other Worlds (Analytical focus)</p> <p>In this unit, students will study a novel and form an opinion about a characters' relationships within. They will create an analytical essay wherein they will explain the ways that literary devices and language features are used to create character, and discuss the aesthetic and social value of the text.</p>
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> • Read, view and comprehend texts created to inform, influence and/or engage audiences • Identify how ideas are portrayed and how texts are influenced by contexts • Create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence • Adopt text structures to organise, develop and link ideas • Adopt language features including literary devices, and/or multimodal features 	<ul style="list-style-type: none"> • With different purposes and for audiences, discuss, express and expand ideas with evidence • Identify how ideas are portrayed and how texts are influenced by contexts • Identify how text structures, language features including literary devices and visual features shape meaning • Adopt text structures to organise, develop and link ideas • Adopt language features including literary devices, and/or multimodal features and features of voice • Read, view and comprehend texts created to inform, influence and/or engage audiences 	<ul style="list-style-type: none"> • Interact with others, and listen to and create spoken and/or multimodal texts including literary texts • Adopt text structures to organise, develop and link ideas • Adopt language features including literary devices, and/or multimodal features and features of voice • Read, view and comprehend texts created to inform, influence and/or engage audiences • Identify how text structures, language features including literary devices and visual features shape meaning • Create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence 	<ul style="list-style-type: none"> • With different purposes and for audiences, discuss, express and expand ideas with evidence • Read, view and comprehend texts created to inform, influence and/or engage audiences • Identify how ideas are portrayed and how texts are influenced by contexts • Identify the aesthetic qualities of texts • Identify how text structures, language features including literary devices and visual features shape meaning • Create written and/or multimodal texts, including literary texts, for different purposes and audiences, expressing and expanding on ideas with evidence • Adopt text structures to organise, develop and link ideas • Adopt language features including literary devices, and/or multimodal features and features of voice
	Assessment	<p>Narrative</p> <ul style="list-style-type: none"> • Extended Response • Written • Individual task • Word length: 400-600 words 	<p>Comprehension Exam</p> <ul style="list-style-type: none"> • Examination (supervised) • Written • Individual task <p>Persuasive Speech</p> <ul style="list-style-type: none"> • Spoken/signed • Individual task • Length: 2-4 minutes 	<p>Analytical Multimodal</p> <ul style="list-style-type: none"> • Extended response • Multimodal • Individual task • Length: 2-4 minutes 	<p>Comprehension Exam</p> <ul style="list-style-type: none"> • Examination (supervised) • Written • Individual task <p>Analytical Essay</p> <ul style="list-style-type: none"> • Extended response • Written • Individual task • Word length: 400-600 words



		Semester 1			Semester 2		
MATHS 3h/w	Unit Description	<p>Unit 1: Getting to know you with data In this unit, students will engage in a statistical investigation that involve contextualised data that represents themselves.</p>	<p>Unit 2: Playing with probability and proportion In this unit, students will conduct single-step chance experiments to explore fractions, decimals and percentages</p>	<p>Unit 3: What can I do with number? In this unit, students explore their number sense through solving problems involving integers, squares, exponents and finances.</p>	<p>Unit 4: It's all in the play AREA! In this unit, students will classify, describe and calculate features and sizes of two-dimensional shapes. This will allow students to build a foundation to explore the three-dimensional world.</p>	<p>Unit 5: It's on the plane In this unit, students will manipulate shapes on the Cartesian Plane and gain an understanding of geometric reasons.</p>	<p>Unit 6: What do the letters mean? In this unit, students will use all operations to solve equations.</p>
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays Interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers Decide which measure of central tendency is most suitable and explain their reasoning 	<ul style="list-style-type: none"> Use all 4 operations in calculations involving positive fractions and decimals, choosing efficient calculation strategies Choose between equivalent representations of rational numbers and percentages to assist in calculations List sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events Conduct repeated single-step chance experiments and run simulations using digital tools, giving reasons for differences between predicted and observed results 	<ul style="list-style-type: none"> Represent natural numbers in expanded form and as products of prime factors, using exponent notation Solve problems involving squares of numbers and square roots of perfect square numbers Solve problems involving addition and subtraction of integers Use mathematical modelling to solve practical problems involving rational numbers, percentages and ratios in financial and other applied contexts, justifying choices of representation 	<ul style="list-style-type: none"> Classify polygons according to their features and create an algorithm designed to sort and classify shapes Represent objects two-dimensionally in different ways, describing the usefulness of these representations 	<ul style="list-style-type: none"> Apply knowledge of angle relationships and the sum of angles in a triangle to solve problems, giving reasons Use formulas for the areas of triangles and parallelograms and the volumes of rectangular and triangular prisms to solve problems Describe the relationships between the radius, diameter and circumference of a circle Use coordinates to describe transformations of points in the plane 	<ul style="list-style-type: none"> Use algebraic expressions to represent situations and substitute values into formulas to determine unknown values Solve linear equations with natural number solutions Create tables of values related to algebraic expressions and formulas and describe the effect of variation
	Assessment	<p>Statistical Investigation</p> <ul style="list-style-type: none"> Data representation & Evaluation Multimodal Individual task 	<p>Project</p> <ul style="list-style-type: none"> Other Multimodal Individual task 	<p>Examination</p> <ul style="list-style-type: none"> Calculation Written Individual task 	<p>Project (Problem Solving Modelling Task)</p> <ul style="list-style-type: none"> Report (guided response) Multimodal Individual task 	<p>Examination</p> <ul style="list-style-type: none"> Other Written Individual task 	<p>Examination</p> <ul style="list-style-type: none"> Calculation Written Individual task & Group Project



		Semester 1		Semester 2	
SCIENCE 3h/w	Unit Description	Unit 1: Separate What? (Chemical Sciences)	Unit 2: Heavenly Bodies (Earth and Space Sciences)	Unit 3: Moving right along – exploring motion (Physical Sciences)	Unit 4: Affecting organisms (Biological Sciences)
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> • Use particle theory to explain the physical properties of substances and develop processes that separate mixtures • Use equipment to generate and record data with precision • Select and construct appropriate representations to organise data and information • Process data and information and analyse it to describe patterns, trends and relationships • Identify evidence to support their conclusions and construct arguments to support or dispute claims • Select and use language and text features appropriately for their purpose and audience when communicating their ideas and findings 	<ul style="list-style-type: none"> • Model cycles in the earth-sun-moon system and explain the effects of these cycles on earth phenomena • Identify the factors that can influence development of and lead to changes in scientific knowledge • Explain the role of science communication in shaping viewpoints, policies and regulations • Process data and information and analyse it to describe patterns, trends and relationships 	<ul style="list-style-type: none"> • Represent and explain the effects of forces acting on objects • Plan and conduct safe, reproducible investigations to test relationships and aspects of scientific models • Use equipment to generate and record data with precision • Select and construct appropriate representations to organise data and information • Process data and information and analyse it to describe patterns, trends and relationships • Identify possible sources of error in methods and identify unanswered questions in conclusions and claims • Identify evidence to support their conclusions and construct arguments to support or dispute claims 	<ul style="list-style-type: none"> • Explain how biological diversity is ordered and organised • Represent flows of matter and energy in ecosystems and predict the effects of environmental changes • Explain how scientific responses are developed and can impact society • Identify potential ethical issues and intercultural considerations required for field locations or use of secondary data • Identify possible sources of error in methods and identify unanswered questions in conclusions and claims • Identify evidence to support their conclusions and construct arguments to support or dispute claims
	Assessment	<p>Examination</p> <ul style="list-style-type: none"> • Short response • Written • Up to 70 mins <p>Experimental Investigation</p> <ul style="list-style-type: none"> • Record of investigation • Written • Word length: 400-600 words 	<p>Examination</p> <ul style="list-style-type: none"> • Short response • Written • Up to 70 mins 	<p>Experimental Investigation</p> <ul style="list-style-type: none"> • Scientific report • Written • Word length: 400-600 words 	<p>Investigation</p> <ul style="list-style-type: none"> • Multimodal (conference) • Written • 2-3 minutes <p>Examination</p> <ul style="list-style-type: none"> • Short response • Written • Up to 70 mins



		Semester 1		Semester 2	
HUMANITIES 3h/w	Unit Description	<p>GEOGRAPHY – Term 1 Water in the World</p> <p>This unit focuses on the development of the geographical concepts of place, space, scale, change, environment, interconnection and sustainability.</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • What approaches can be used to improve the availability of resources and access to services? • How does 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? 	<p>CIVICS AND CITIZENSHIP – Term 2 Living in Australia</p> <p>This unit focuses on the key features of democracy and Australia’s federal system of government, and explore how values shape our democracy.</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How is Australia’s system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual’s rights to justice in Australia’s system of law? • How do features of Australian democracy and the legal system uphold and enact democratic values? • How is Australia a diverse society and what factors contribute to a cohesive society? 	<p>HISTORY Unit 1: Deep time history in Australia</p> <p>This unit focuses on the concepts of perspectives, cause and effect and continuity and change.</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • How do we know about the ancient past? Why and where did the earliest societies develop? • What emerged as the defining characteristics of ancient societies? • What key beliefs and values emerged and how did they influence societies? • Which significant people, groups and ideas from this period have influenced the world today? • To what extent was the culture of First Nations Peoples in Australia shaped by the environment? 	<p>HISTORY Unit 2: Ancient Rome</p> <p>This unit focuses on the concepts of perspectives, cause and effect and continuity and change.</p> <p>Inquiry questions:</p> <ul style="list-style-type: none"> • Why and where did ancient Egypt develop? • What emerged as the defining characteristics of ancient Egypt?
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> • Explain interconnections between people and places and environments • Describe alternative strategies to a geographical challenge referring to environmental, economic and social factors. • Evaluate a range of primary and secondary sources to locate useful information and data. • Interpret and analyse geographical maps, data and other information to propose simple explanations for spatial distributions, patterns, trends and relationships, and draw conclusions. • Present findings and arguments using relevant geographical terminology and digital technologies in a range of communication forms. • Propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and describe the expected effects of their proposal. • Acknowledge sources of information using APA referencing 	<ul style="list-style-type: none"> • Describe the key features of Australia's system of government, and the principles and features of the Australian legal system • Explain the characteristics of Australian democracy • Describe the nature of Australian society, its cultural and religious diversity, and identify the values that support cohesion in Australian society • Develop questions and locate, select and organise information from sources to investigate political and legal systems, and contemporary civic issues • Identify and describe the methods or strategies related to civic participation or action • Use civics and citizenship concepts, terms and sources to create descriptions, explanations, explanations and arguments 	<ul style="list-style-type: none"> • Describe the effects of change on societies, individuals and groups. • Suggest reasons for change and continuity over time. • Explain points of view. • Select, compare and use information in sources as evidence. • Develop texts, descriptions and explanations. • Use historical terms and concepts and incorporates sources. • Acknowledge sources of information 	<ul style="list-style-type: none"> • Explain the reasons for change over time of burial practices OR the significance of Hatshepsut • Develop questions to frame an historical inquiry • Identify and select sources and use and compare information to answer inquiry questions • Examine sources to explain points of view and identify origin and purpose • Develop texts, particularly descriptions and explanations to organise findings • Use historical terms and concepts incorporating relevant sources • Acknowledge sources of information using APA referencing
	Assessment	<p>Test/Examination</p> <ul style="list-style-type: none"> • Short Response • Written • Up to 70 minutes 	<p>Project</p> <ul style="list-style-type: none"> • Poster & research booklet • Multimodal • A3 poster with 200 – 400 words & visuals 	<p>Test/Examination</p> <ul style="list-style-type: none"> • Short Response • Written • Up to 70 minutes 	<p>Investigation</p> <ul style="list-style-type: none"> • Essay & research booklet • Written • Word length: 300-400 words



		Semester 1		Semester 2	
HPE 3h/w	Unit Description	<p>Theory: Cybersafety (Personal, social and community health)</p> <p>Practical: Modified Games 1 / Oztag (Movement and physical activity)</p>	<p>Theory: Knowing you, Knowing me (Personal, social and community health)</p> <p>Practical: Modified Games 2 / Athletics (Movement and physical activity)</p>		
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Analyse the effectiveness of assertive communication strategies, protective behaviours and help-seeking strategies applied online and offline. Analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Apply and transfer movement skills and movement concepts across a range of situations. Implement and evaluate the effectiveness of movement strategies on movement outcomes. Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts 	<ul style="list-style-type: none"> Analyse factors that influence identities, emotions and responses to change, and describe strategies to respond to these influences. Analyse health information and messages to propose strategies that enhance their own and others' health, safety, relationships and wellbeing. Apply and transfer movement skills and movement concepts across a range of situations. Implement and evaluate the effectiveness of movement strategies on movement outcomes. Propose and evaluate strategies designed to achieve personal health, fitness and wellbeing outcomes. Select, use and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts 		
	Assessment	<p>Project</p> <ul style="list-style-type: none"> Visual representation Written A4/A3 poster <p>Practical</p> <ul style="list-style-type: none"> 1-2 minutes 	<p>Project (folio)</p> <ul style="list-style-type: none"> Response to stimulus Written 300-600 words <p>Practical</p> <ul style="list-style-type: none"> 1-2 minutes 		



		Design Technologies		Digital Technologies	
		FOOD AND FIBRE SPECIALISATION Thinking outside the box with food and fashion	INDUSTRIAL TECHNOLOGY AND DESIGN Thinking about time and how to display it	Unit 1: Algorithms – Sphero Bolt (Introduction to Programming)	Unit 2: Digital Literacy & Python Coding (Data Networks & Python Chatbot)
Design Technology/Digital Technology 3h/w	Unit Description				
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Explain the contribution of design and technology innovations and enterprise to society Explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes apply project management skills to document and use project plans to manage production processes Independently and safely produce effective designed solutions for the intended purpose 	<ul style="list-style-type: none"> Explain factors that influence the design of products, services and environments to meet present and future needs Explain the contribution of design and technology innovations and enterprise to society Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities Develop criteria for success, including sustainability considerations, and use these to judge the suitability of their ideas and designed solutions and processes Create and adapt design ideas, make considered decisions and communicate to different audiences using appropriate technical terms and a range of technologies and graphical representation techniques 	<ul style="list-style-type: none"> Acquire, interpret and model data with spreadsheets and represent data with integers and binary. Select and use a range of digital tools efficiently and responsibly to create, locate and share content; and to plan, collaborate on and manage projects. Manage their digital footprint. 	<ul style="list-style-type: none"> Develop and modify creative digital solutions, decompose real-world problems, and evaluate alternative solutions against user stories and design criteria. Design and trace algorithms and implement them in a general-purpose programming language. Select appropriate hardware for particular tasks, explain how data is transmitted and secured in networks, and identify cyber security threats.
	Assessment	<p>Project</p> <ul style="list-style-type: none"> Folio Written & Practical 200-300 words (including graphical representations) 	<p>Project</p> <ul style="list-style-type: none"> Folio & Product Written & Practical 200-300 words (including graphical representations) 	<p>Project</p> <ul style="list-style-type: none"> Folio Multimodal 200-300 words 	<p>Project</p> <ul style="list-style-type: none"> Folio Multimodal 200-300 words



2024 Curriculum & Assessment Plan						
The Arts 3h/w	Unit Description	Visual Art Unit 1: Art through the hourglass	Music Unit 1: Rock & Pop Music	Media Arts Unit 1: Music Videos	Drama Unit 1: Storybook Drama	Dance Unit 1: Dance Culture
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Analyse how visual conventions, visual arts processes and materials are manipulated in artworks they create and/or experience Evaluate the ways that visual artists across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning through their visual arts practice Describe respectful approaches to creating and/or responding to artworks Generate, document and develop ideas for artworks Reflect on their visual arts practice Select and manipulate visual conventions, visual arts processes and/or materials to create artworks that represent ideas, perspectives and/or meaning Curate and present exhibits and/or displays of their own and/or others' artworks and/or visual arts practice for audiences 	<ul style="list-style-type: none"> Analyse how the elements of music and/or compositional devices are manipulated in music they compose, perform and/or experience Evaluate the ways music from across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning Describe respectful approaches to composing, performing and/or responding to music Demonstrate listening and aural skills when composing and performing Manipulate elements of music and compositional devices to compose music that communicates ideas, perspectives and/or meaning Notate, document and/or record the music they compose Manipulate elements of music when performing their own and/or others' music Demonstrate performance skills when performing music for audiences 	<ul style="list-style-type: none"> Analyse the use of media arts concepts to construct representations that communicate ideas, perspectives and/or meaning in media arts works they produce and/or experience Evaluate use of media arts concepts in media arts works from across cultures, times, places and/or other contexts Describe respectful approaches to creating and/or responding to media arts works Manipulate media languages and media technologies, and use production processes to construct representations Produce media arts works that communicate ideas, perspectives and/or meaning Present their work to an audience Plan where and how they could distribute their work using responsible media practice 	<ul style="list-style-type: none"> Analyse how elements of drama and/or conventions are manipulated in drama they create and/or experience Evaluate the ways drama created and/or performed across cultures, times, places and/or other contexts communicates ideas, perspectives and/or meaning Describe respectful approaches to creating, performing and/or responding to drama Work collaboratively to manipulate elements of drama and conventions to shape and sustain dramatic action in improvised, devised and/or scripted drama Employ performance skills to convey dramatic action and communicate ideas, perspectives and/or meaning when performing drama to audiences 	<ul style="list-style-type: none"> Analyse how the elements of dance, choreographic devices and/or production elements are manipulated in dance they create and/or experience Evaluate the ways that dance works and/or performances in a range of styles and/or from across cultures, times, places and/or other contexts communicate ideas, perspectives and/or meaning Describe respectful approaches to creating, performing and/or responding to dance Manipulate the elements of dance and choreographic devices to choreograph dance that communicate ideas, perspectives and/or meaning Demonstrate safe dance practice when choreographing and performing dance Employ technical and expressive skills and, as appropriate, genre- or style-specific techniques when performing dances for audiences
	Assessment	<p>Project</p> <ul style="list-style-type: none"> Written & Practical Individual task 	<p>Project</p> <ul style="list-style-type: none"> Performance & Presentation Written & Practical Individual task & group work 	<p>Project</p> <ul style="list-style-type: none"> Written & Multimodal Individual task 	<p>Project</p> <ul style="list-style-type: none"> Multimodal Individual task <p>Performance/Presentation</p> <ul style="list-style-type: none"> Practical & Written Individual task & group work 	<p>Performance/Presentation</p> <ul style="list-style-type: none"> Practical Individual task <p>Project – short response</p> <ul style="list-style-type: none"> Practical & Written Individual task & group work



		Semester 1		Semester 2	
Languages 3h/w	Unit Description	Jikoshookai (Self-introduction)	Gakkou (School and school life)		
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Interact with one another and the teacher in classroom routines and activities, exchanging greetings, wishes and information about their personal and social worlds Use gestures and formulaic expressions appropriately Comprehend and respond to familiar questions and instructions Pronounce voiced and unvoiced sounds, long vowels, blends, double consonants and high-frequency loan words with developing rhythm and intonation Read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs Identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities Use rehearsed language related to their personal world to convey information in both written and spoken texts Produce short sentences involving nouns, verbs, common counter classifiers and adjective, noun and verb predicates Adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact Softening responses with expressions and using indirect forms of refusal or disagreement 	<ul style="list-style-type: none"> Read and write texts in hiragana and katakana, with some kanji for numbers, days of the week and high-frequency nouns, adjectives and verbs Identify key points of information in short predictable written, spoken and multimodal texts, understanding descriptions of people, objects, places and activities Use rehearsed language related to their personal world to convey information in both written and spoken texts Translate and interpret short spoken texts, explaining Japanese gestures and expressions that do not readily translate into English Adjust their language to suit different contexts and situations, for example, the use of appropriate titles and forms of address, and respond in culturally appropriate ways to interactions with other Japanese speakers, such as bowing when greeting, and using appropriate eye contact Recognise the nature and roles of the three Japanese scripts, understanding that hiragana represents the basic unit of Japanese sound, kanji represents meaning, and katakana is used for borrowed words Use the hiragana and katakana chart as a tool when writing and reading, recognising their systematic nature Understand and use adjectives, and apply the rules of counter classifiers Softening responses with expressions and using indirect forms of refusal or disagreement 		
	Assessment	Extended response <ul style="list-style-type: none"> Explanation of a topic Spoken & Multimodal 1-2 minutes Examination <ul style="list-style-type: none"> Response to stimulus Reading 70 minutes 	Examination <ul style="list-style-type: none"> Response to stimulus Listening Extended response <ul style="list-style-type: none"> Annotated picture/poem Written 50-100 characters 		