



		Semester 1		Semester 2	
ENGLISH 3h/w	Unit Description	Unit 1: Sugar, Spice and All Things Nice Examination of gender stereotypes as represented in a variety of text types over time in order to form and present own opinions.	Unit 2: I Volunteer as Tribute Dystopian fiction unit, with students creating their own short story based off stimulus as a springboard.	Unit 3: Innocent Until Proven Guilty Study of Reginald Rose’s play <i>Twelve Angry Men</i> and its representation of justice and injustice.	Unit 4: Stay Gold Study of S.E. Hinton’s <i>The Outsiders</i> focused on in-depth analysis to form interpretations.
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Analyse the ways that text structures can be manipulated for effect Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience Understand how interpretations can vary by comparing their responses to texts to the responses of others In creating texts, demonstrate how manipulating language features and images can create innovative texts Create texts that respond to issues, interpreting and integrating ideas from other texts Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation 	<ul style="list-style-type: none"> Understand how to use a variety of language features to create different levels of meaning Create texts that respond to issues, interpreting and integrating ideas from other texts Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation 	<ul style="list-style-type: none"> Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors Evaluate and integrate ideas and information from texts to form their own interpretations Listen for ways texts position an audience Understand how to use a variety of language features to create different levels of meaning Create texts that respond to issues, interpreting and integrating ideas from other texts Make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation 	<ul style="list-style-type: none"> Analyse the ways that text structures can be manipulated for effect Analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors Evaluate and integrate ideas and information from texts to form their own interpretations Select evidence from texts to analyse and explain how language choices and conventions are used to influence an audience In creating texts, demonstrate how manipulating language features and images can create innovative texts Create texts that respond to issues, interpreting and integrating ideas from other texts Edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation
	Assessment	Portfolio <ul style="list-style-type: none"> Persuasive extended response Written In-class & at-home 	Examination <ul style="list-style-type: none"> Narrative Written Word length: 500-700 words 	Examination <ul style="list-style-type: none"> Short Response Written 70 minutes Presentation <ul style="list-style-type: none"> Monologue Spoken In-class & at-home 3-5 minutes 	Examination <ul style="list-style-type: none"> Short Response Written 70 minutes Examination <ul style="list-style-type: none"> Analytical Essay Written Word length: 500-700 words Seen question



		Semester 1		Semester 2	
MATHS 3h/w	Unit Description	Unit 1: Sweet Design (Measurement and Geometry)	Unit 2: Triangles and Lines (Measurement and Geometry)	Unit 3: What are the number rules? (Number and Algebra)	Unit 4: Chance, data and relationships! (Statistics and Probability)
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Interpret ratio and scale factors in similar figure Explain similarity of triangles Calculate areas of shapes and the volume and surface area of right prisms and cylinders 	<ul style="list-style-type: none"> Recognise the connections between similarity and the trigonometric ratios Find the distance between two points on the cartesian plan and the gradient and midpoint of a line segment Sketch linear and non-linear relations Use pythagoras' theorem and trigonometry to find unknown sides of right-angled triangles 	<ul style="list-style-type: none"> Solve problems involving simple interest Apply the index laws to numbers and express numbers in scientific notation Expand binominal expressions 	<ul style="list-style-type: none"> Compare techniques for collecting data from primary and secondary sources Make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data Calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes Construct histograms and back-to-back stem-and-leaf plots
	Assessment	Problem Solving Modelling Task (PSMT) <ul style="list-style-type: none"> Report Written 3 weeks including 3 hours class time 600-800 words / up to 6 pages 	Examination <ul style="list-style-type: none"> Short Response Written Up to 90 mins plus 5 mins perusal 	Examination <ul style="list-style-type: none"> Short Response Written Up to 90 mins plus 5 mins perusal 	Project <ul style="list-style-type: none"> Extended Response & Short Response Written 400-600 words / up to 5 pages



		Semester 1		Semester 2	
SCIENCE 3h/w	Unit Description	Unit 1: The Changing Earth (Earth and Space Sciences)	Unit 2: The Patterns of Chemistry (Chemical Sciences)	Unit 3: Waves and Particles (Physical Sciences)	Unit 4: Life in the Balance (Biological Sciences)
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Explain global features and events in terms of geological processes and timescales Describe social and technological factors that have influenced scientific developments Predict how future applications of science and technology may affect people’s lives Analyse trends in data, identify relationships between variables and reveal inconsistencies in results Use appropriate language and representations when communicating their findings and ideas to specific audiences 	<ul style="list-style-type: none"> Explain chemical processes and natural radioactivity in terms of atoms and energy transfers Describe examples of important chemical reactions Design questions that can be investigated using a range of inquiry skills Design methods that include the control and accurate measurement of variables and systematic collection of data Describe how they considered ethics and safety Analyse trends in data, identify relationships between variables and reveal inconsistencies in results Analyse their methods and the quality of their data Explain specific actions to improve the quality of their evidence Use appropriate language and representations when communicating their findings and ideas to specific audiences 	<ul style="list-style-type: none"> Describe models of energy transfer and apply these to explain phenomena Predict how future applications of science and technology may affect people’s lives Analyse trends in data, identify relationships between variables and reveal inconsistencies in results Analyse their methods and the quality of their data Evaluate others’ methods and explanations from a scientific perspective Use appropriate language and representations when communicating their findings and ideas to specific audiences 	<ul style="list-style-type: none"> Analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter Describe social and technological factors that have influenced scientific developments Design questions that can be investigated using a range of inquiry skills Analyse trends in data, identify relationships between variables and reveal inconsistencies in results Evaluate others’ methods and explanations from a scientific perspective Use appropriate language and representations when communicating their findings and ideas to specific audiences
	Assessment	Examination <ul style="list-style-type: none"> Short response Written Up to 90 mins 	Examination <ul style="list-style-type: none"> Short response Written Up to 90 mins Experimental Investigation <ul style="list-style-type: none"> Scientific Report Written Word length: 600-800 words 	Experimental Investigation <ul style="list-style-type: none"> Record of investigation Written Word length: 600-800 words Examination <ul style="list-style-type: none"> Short response Written Up to 90 mins 	Examination <ul style="list-style-type: none"> Short response Written Up to 90 mins Investigation <ul style="list-style-type: none"> Multimodal (conference) Spoken 2-3 minutes



		Semester 1	
HUMANITIES 3h/w	Unit Description	HISTORY– Unit 1 Industrial Revolution	HISTORY – Unit 2 World War I
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> • Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time • Analyse the causes and effects of events and developments and make judgements about their importance • Explain the significance of these events and developments over the short and long term • Sequence events and developments within a chronological framework, with reference to periods of time and their duration • Researching, students develop different kinds of questions to frame a historical inquiry • interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions • Evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness • Develop their own interpretations about the past • Develop texts, particularly explanations and discussions, incorporating historical interpretations • Developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources 	<ul style="list-style-type: none"> • Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time • Analyse the causes and effects of events and developments and make judgements about their importance • Explain the motives and actions of people at the time • Explain different interpretations of the past • Examine sources to compare different points of view • Evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness • Develop their own interpretations about the past • Develop texts, particularly explanations and discussions, incorporating historical interpretations • Developing these texts and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources
	Assessment	Investigation <ul style="list-style-type: none"> • Extended Paragraphs • Written • 500-600 words 	Examination <ul style="list-style-type: none"> • Short Response • Written • 70 minutes



		Semester 1		Semester 2	
HPE/FSR 3h/w	Unit Description	Coaching (Games and Sports)	Health and safety in sport and recreation (Safety)	Tournament Organisation (Games and Sports)	Is it Healthy? (Food and Nutrition)
	Targeted aspects of the Achievement	<ul style="list-style-type: none"> Propose and evaluate interventions to improve fitness and physical activity levels in their communities Demonstrate leadership, fair play and cooperation across a range of movement and health contexts Work collaboratively to design and apply solutions to movement challenges 	<ul style="list-style-type: none"> Access, synthesise and apply health information from credible sources to propose and justify responses to health situations Propose and evaluate interventions to improve fitness and physical activity levels in their communities Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing 	<ul style="list-style-type: none"> Propose and evaluate interventions to improve fitness and physical activity levels in their communities Demonstrate leadership, fair play and cooperation across a range of movement and health contexts Work collaboratively to design and apply solutions to movement challenges 	<ul style="list-style-type: none"> Access, synthesise and apply health information from credible sources to propose and justify responses to health situations Apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing
	Assessment	Practical <ul style="list-style-type: none"> 1-2 minutes 	Investigation – inquiry <ul style="list-style-type: none"> Report Written 600-800 words 	Practical <ul style="list-style-type: none"> 1-2 minutes 	Investigation – inquiry <ul style="list-style-type: none"> Action research Written 600-800 words



		Food and Nutrition		Industrial Technology and Fabrication		Design	
Unit		Unit 1: Food Matters	Unit 2: Designing Food for Life	Unit 1: Pencil Box & Folding Table	Unit 2: Passive Speaker & CO2 Dragster	Unit 1: Furniture Design & Game Design	Unit 2: Community Design & 3D Rockets
Design Technology 3h/w	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> identify the changes necessary to designed solutions to realise preferred futures they have described when producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose 	<ul style="list-style-type: none"> explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities create and connect design ideas and processes of increasing complexity and justify decisions independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose 	<ul style="list-style-type: none"> explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments identify the changes necessary to designed solutions to realise preferred futures they have described create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities communicate and document projects, including marketing for a range of audiences independently and collaboratively apply sequenced production and management plans when producing designed solutions, making adjustments to plans when necessary select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose 	<ul style="list-style-type: none"> identify the changes necessary to designed solutions to realise preferred futures they have described when producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes create and connect design ideas and processes of increasing complexity and justify decisions communicate and document projects, including marketing for a range of audiences select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose 	<ul style="list-style-type: none"> explain how people working in design and technologies occupations consider factors that impact on design decisions and the technologies used to produce products, services and environments identify the changes necessary to designed solutions to realise preferred futures they have described when producing designed solutions for identified needs or opportunities, students evaluate the features of technologies and their appropriateness for purpose for one or more of the technologies contexts create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities communicate and document projects, including marketing for a range of audiences select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose 	<ul style="list-style-type: none"> identify the changes necessary to designed solutions to realise preferred futures they have described create designed solutions for one or more of the technologies contexts based on a critical evaluation of needs or opportunities establish detailed criteria for success, including sustainability considerations, and use these to evaluate their ideas and designed solutions and processes create and connect design ideas and processes of increasing complexity and justify decisions communicate and document projects, including marketing for a range of audiences select and use appropriate technologies skilfully and safely to produce high-quality designed solutions suitable for the intended purpose
	Assessm	<p>Project</p> <ul style="list-style-type: none"> Folio & Product Written & Practical 300-400 words 	<p>Project</p> <ul style="list-style-type: none"> Folio & Product Written & Practical 300-400 words 	<p>Project</p> <ul style="list-style-type: none"> Folio & Product Written & Practical 300-400 words 	<p>Project</p> <ul style="list-style-type: none"> Folio & Product Written & Practical 300-400 words 	<p>Project</p> <ul style="list-style-type: none"> Folio Multimodal 300-400 words 	<p>Project</p> <ul style="list-style-type: none"> Folio Multimodal 300-400 words



		Semester 1		Semester 2	
Legal & Business Studies 3h/w	Unit Description	Unit 1: Introduction to the Law (Civics and Citizenship)	Unit 1: Risks and Rewards (Economics and Business)	Unit 2: Crime and Punishment (Civics and Citizenship)	Unit 2: Competitive Advantage (Economics and Business)
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Explain the key principles of Australia’s system of justice and analyse the role of Australia’s court system Compare and account for different interpretations and points of view on civics and citizenship issues Develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts 	<ul style="list-style-type: none"> Explain the importance of managing financial risks and rewards and analyse the different strategies that may be used Gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships Generate alternative responses to an issue and use cost-benefit analysis and appropriate criteria to propose a course of action Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems Develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts Analyse the effects of economic and business decisions and the potential consequences of alternative actions 	<ul style="list-style-type: none"> Compare and account for different interpretations and points of view on civics and citizenship issues Develop and present evidence-based arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts 	<ul style="list-style-type: none"> Explain why businesses seek to create a competitive advantage, including through innovation, and evaluate the strategies that may be used When researching, develop questions and simple hypotheses to frame an investigation of an economic or business issue Gather and analyse relevant data and information from different sources to answer questions, identify trends and explain relationships Apply economics and business knowledge, skills and concepts to familiar, unfamiliar and hypothetical problems Develop and present evidence-based conclusions and reasoned arguments using appropriate texts, subject-specific language and concepts Analyse the effects of economic and business decisions and the potential consequences of alternative actions
	Assessment	Examination <ul style="list-style-type: none"> Short response items Written Up to 90 mins, plus 10 mins perusal 	Project <ul style="list-style-type: none"> Short response items, business forecast, graphic Written, Practical 400-600 words 	Examination <ul style="list-style-type: none"> Extended response items Written Up to 90 mins, plus 10 mins perusal 400-600 words 	Investigation <ul style="list-style-type: none"> Business feasibility report Written 400-600 words



		Semester 1		Semester 2	
Visual Art 3h/w	Unit Description	<p>Illustration</p> <p>Illustration work from a student selected stimulus.</p>	<p>Scape</p> <p>Creation of scape artwork using contemporary painting technique.</p>	<p>Clay</p> <p>Creation of 3D artworks using clay.</p>	<p>Print</p> <p>Study of printmaking through the lens of surrealism and incorporating mixed media.</p>
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Evaluate how representations communicate artistic intentions in artworks they make and view Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas Identify influences of other artists on their own artworks Manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks 	<ul style="list-style-type: none"> Evaluate how representations communicate artistic intentions in artworks they make and view Analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas Identify influences of other artists on their own artworks manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks 	<ul style="list-style-type: none"> Evaluate artworks and displays from different cultures, times and places Identify influences of other artists on their own artworks Manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks 	<ul style="list-style-type: none"> Evaluate how representations communicate artistic intentions in artworks they make and view Evaluate artworks and displays from different cultures, times and places Identify influences of other artists on their own artworks Manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks
	Assessment	<p>Practical</p> <ul style="list-style-type: none"> Resolved Artworks & Artist Statement Written, Practical 100-150 words 	<p>Practical</p> <ul style="list-style-type: none"> Resolved Artworks & Artist Statement Written, Practical 100-150 words 	<p>Practical & Extended Response</p> <ul style="list-style-type: none"> Resolved Artworks & Proposal Written, Practical 100-150 words 	<p>Practical & Extended Response</p> <ul style="list-style-type: none"> Resolved Artworks, Artist Statement & Investigation Written, Practical 100-150 words



		Semester 1		Semester 2	
Drama 3h/w	Unit Description	Burnt (Performing and Responding)	Collage Drama (Making and Performing)	Physical Theatre (Making)	Page to Stage (Performing and Responding)
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Develop and sustain different roles and characters for given circumstances and intentions perform devised and scripted drama in different forms, styles and performance spaces Collaborate with others to plan, direct, produce, rehearse and refine performances Select and use the elements of drama, narrative and structure in directing and acting to engage audiences Refine performance and expressive skills in voice and movement to convey dramatic action 	<ul style="list-style-type: none"> Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view Collaborate with others to plan, direct, produce, rehearse and refine performances Select and use the elements of drama, narrative and structure in directing and acting to engage audiences 	<ul style="list-style-type: none"> Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view Select and use the elements of drama, narrative and structure in directing and acting to engage audiences 	<ul style="list-style-type: none"> Analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view Use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints Develop and sustain different roles and characters for given circumstances and intentions perform devised and scripted drama in different forms, styles and performance spaces Collaborate with others to plan, direct, produce, rehearse and refine performances Refine performance and expressive skills in voice and movement to convey dramatic action
	Assessment	<p>Performance</p> <ul style="list-style-type: none"> Performance devised Making – performing 1-2 minutes 	<p>Extended Response</p> <ul style="list-style-type: none"> Annotated pictures, diagrams, sketches and/or photographs Written 200-400 words 	<p>Extended Response</p> <ul style="list-style-type: none"> Spoken & Multimodal 1-1.5 minutes 	<p>Performance</p> <ul style="list-style-type: none"> Performance devised Making – performing 1-2 minutes



		Semester 1		Semester 2	
Music 3h/w	Unit Description	Performance Skills Developing performance skills on two instruments.	Rock Music A study of rock music and writing of rock music.	Make it Your Own Developing performances of cover songs.	Best Original Score A study of music for film, TV, and Video Games.
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles Interpret and perform music with technical control, expression and stylistic understanding Use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences 	<ul style="list-style-type: none"> Analyse different scores and performances aurally and visually Evaluate the use of elements of music and defining characteristics from different musical styles Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions Use knowledge of the elements of music, style and notation to compose, document and share their music 	<ul style="list-style-type: none"> Analyse different scores and performances aurally and visually Evaluate the use of elements of music and defining characteristics from different musical styles Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions interpret, rehearse and perform solo and ensemble repertoire in a range of forms and styles Interpret and perform music with technical control, expression and stylistic understanding Use aural skills to recognise elements of music and memorise aspects of music such as pitch and rhythm sequences 	<ul style="list-style-type: none"> Analyse different scores and performances aurally and visually Evaluate the use of elements of music and defining characteristics from different musical styles Use their understanding of music making in different cultures, times and places to inform and shape their interpretations, performances and compositions Use knowledge of the elements of music, style and notation to compose, document and share their music
	Assessment	<p>Performance</p> <ul style="list-style-type: none"> Folio of solo performances Performing 1-2 minutes 	<p>Practical</p> <ul style="list-style-type: none"> Composition Composing Making: 1-1.5 minutes <p>Extended Response</p> <ul style="list-style-type: none"> Responding to others' works Written 400-500 words 	<p>Performance</p> <ul style="list-style-type: none"> Ensemble Performance Performing Making: 1-2 minutes <p>Extended Response</p> <ul style="list-style-type: none"> Short responses Written 400-500 words 	<p>Practical</p> <ul style="list-style-type: none"> Composition Composing Making: 1-1.5 minutes <p>Extended Response</p> <ul style="list-style-type: none"> Short responses Written 400-500 words



		Semester 1		Semester 2	
Media Arts 3h/w	Unit Description	Australia Cinema Studying representations in Australian Film.	Advertising Making an advert.	Round the Twist Scene parody.	Not in the News Creating news stories.
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Analyse how social and cultural values and alternative points of view are portrayed in media artworks they make, interact with and distribute Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning Evaluate how social, institutional and ethical issues influence the making and use of media artworks 	<ul style="list-style-type: none"> Evaluate how social, institutional and ethical issues influence the making and use of media artworks Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style Collaboratively apply design, production and distribution processes 	<ul style="list-style-type: none"> Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style Collaboratively apply design, production and distribution processes 	<ul style="list-style-type: none"> Evaluate how genre and media conventions and technical and symbolic elements are manipulated to make representations and meaning Evaluate how social, institutional and ethical issues influence the making and use of media artworks Produce representations that communicate alternative points of view in media artworks for different community and institutional contexts Manipulate genre and media conventions and integrate and shape the technical and symbolic elements for specific purposes, meaning and style Collaboratively apply design, production and distribution processes
	Assessment	Short response <ul style="list-style-type: none"> Moving image media (storyboard, treatment, script) Written 600-800 words 	Product <ul style="list-style-type: none"> Moving image media (storyboard, treatment, script) Practical 30-45 seconds/ 400-500 words / 8-12 shots storyboard 	Product <ul style="list-style-type: none"> Moving image media (treatment, script) Practical 2-3 minutes/ 400-500 words 	Product <ul style="list-style-type: none"> Moving image media (storyboard, script) Practical 1-2minutes/ 6-8 shot story board