



		Semester 1		Semester 2	
ENGLISH 3h/w	Unit Description	<p>Unit 1: Rhyme or Reason Examination of poetic devices and various types of poetry, developing students' understanding and ability to interpret/explain.</p>	<p>Unit 2: Adventure is Out There Adventure fiction unit, with students creating their own short story based off stimulus as a springboard.</p>	<p>Unit 3: Take Her to the Moon Focus on the didactic nature of children's stories, particularly <i>Wall-E</i> and <i>Inside Out</i>, completing and interpretation portfolio and persuasive speech.</p>	<p>Unit 4: A Novel Idea Study of Michael Gerard Bauer's <i>Don't Call Me Ishmael</i> focused on in-depth understanding of the use of text structures and language features.</p>
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences Explain how language features, images and vocabulary are used to represent different ideas and issues in texts Select evidence from the text to show how events, situations and people can be represented from different viewpoints Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation Listen for and identify different emphases in texts, using that understanding to elaborate on discussions 	<ul style="list-style-type: none"> Understand how the selection of language features can be used for particular purposes and effects Combining ideas, images and language features from other texts, show how ideas can be expressed in new ways Create texts for different purposes, selecting language to influence audience response Creating and editing texts to create specific effects, take into account intended purposes and the needs and interests of audiences Listen for and identify different emphases in texts, using that understanding to elaborate on discussions Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation 	<ul style="list-style-type: none"> Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences Explain how language features, images and vocabulary are used to represent different ideas and issues in texts Interpret texts, questioning the reliability of sources of ideas and information Select evidence from the text to show how events, situations and people can be represented from different viewpoints Listen for and identify different emphases in texts, using that understanding to elaborate on discussions Explain the effectiveness of language choices they make to influence the audience Make presentations and contribute actively to class and group discussions, using language patterns for effect Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation 	<ul style="list-style-type: none"> Understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences Explain how language features, images and vocabulary are used to represent different ideas and issues in texts Select evidence from the text to show how events, situations and people can be represented from different viewpoints Understand how the selection of language features can be used for particular purposes and effects Creating and editing texts to create specific effects, take into account intended purposes and the needs and interests of audiences Demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation
	Assessment	<p>Examination</p> <ul style="list-style-type: none"> Short Response Written 70 minutes Short response and annotation-style answers <p>Examination</p> <ul style="list-style-type: none"> Short Response Written 70 minutes Short response and annotation-style answers Focal poem seen in the lesson before the exam 	<p>Extended Response</p> <ul style="list-style-type: none"> Narrative Written Word length: 500-700 words In-class & at-home Stimulus provided 	<p>Portfolio</p> <ul style="list-style-type: none"> Short Response & Persuasive Speech Written & Spoken In-class & at-home 	<p>Examination</p> <ul style="list-style-type: none"> Short Response Written 70 minutes <p>Extended Response</p> <ul style="list-style-type: none"> Analytical Essay Written Word length: 500-700 words In-class & at-home Seen question



		Semester 1		Semester 2	
MATHS 3h/w	Unit Description	Unit 1: What can I do with numbers? (Number and Algebra)	Unit 2: What is the pattern? (Number and Algebra)	Unit 3: It's all in the shape! (Geometry and Measurement)	Unit 4: What is the chance and what does it mean? (Statistics and Probability)
	Targeted aspects of the Achievement	<ul style="list-style-type: none"> Solve everyday problems involving rates, ratios and percentages Describe index laws and apply them to whole numbers Describe rational and irrational numbers Solve problems involving profit and loss Use efficient mental and written strategies to carry out the four operations with integers 	<ul style="list-style-type: none"> Solve everyday problems involving rates, ratios and percentages Simplify a variety of algebraic expressions Solve linear equations and graph linear relationships on the cartesian plane 	<ul style="list-style-type: none"> Solve problems relating to the volume of prisms Identify conditions for the congruence of triangles and deduce the properties of quadrilaterals Convert between units of measurement for area and volume Perform calculations to determine perimeter and area of parallelograms, rhombuses and kites Name the features of circles and calculate the areas and circumferences of circles 	<ul style="list-style-type: none"> Model authentic situations with two-way tables and Venn diagrams Choose appropriate language to describe events and experiments Explain issues related to the collection of data and the effect of outliers on means and medians in that data Determine the probabilities of complementary events and calculate the sum of probabilities
	Assessment	<p>Examination</p> <ul style="list-style-type: none"> Sentence/short paragraph response; calculations Short Response Part A: 50 mins plus 5 mins perusal ; Part B : 40 minutes plus 5 minutes perusal 	<p>Problem Solving Modelling Task (PSMT)</p> <ul style="list-style-type: none"> Report Written 400-600 words / up to 5 pages <p>Examination</p> <ul style="list-style-type: none"> Sentence/short paragraph response; calculations Short Response 70 mins plus 5 mins perusal 	<p>Examination</p> <ul style="list-style-type: none"> Sentence/short paragraph response; calculations Short Response 2 x 70 mins plus 5 mins perusal 	<p>Problem Solving Modelling Task (PSMT)</p> <ul style="list-style-type: none"> Report Written 400-600 words / up to 5 pages <p>Examination</p> <ul style="list-style-type: none"> Sentence/short paragraph response; calculations Short Response 70 mins plus 5 mins perusal



		Semester 1		Semester 2	
SCIENCE 3h/w	Unit Description	Unit 1: What's the Matter? (Chemical Sciences)	Unit 2: Multiplying by Dividing (Biological Sciences)	Unit 3: Energy for my Lifestyle (Physical Sciences)	Unit 4: We will rock you! (Earth and Space Sciences)
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> • Compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances • Explain how evidence has led to an improved understanding of a scientific idea • Identify variables to be changed, measured and controlled • Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions • Apply their own scientific knowledge and investigation findings to evaluate claims made by others • Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types 	<ul style="list-style-type: none"> • Analyse the relationship between structure and function at cell, organ and body system levels • Examine the different science knowledge used in occupations • Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions • Explain how modifications to methods could improve the quality of their data • Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types 	<ul style="list-style-type: none"> • Identify different forms of energy and describe how energy transfers and transformations cause change in simple system • Identify and construct questions and problems that they can investigate scientifically • Consider safety and ethics when planning investigations, including designing field or experimental methods • Identify variables to be changed, measured and controlled • Construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions • Explain how modifications to methods could improve the quality of their data • Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types 	<ul style="list-style-type: none"> • Compare processes of rock formation, including the timescales involved • Describe situations in which scientists collaborated to generate solutions to contemporary problems • Reflect on implications of these solutions for different groups in society • Identify and construct questions and problems that they can investigate scientifically • Apply their own scientific knowledge and investigation findings to evaluate claims made by others • Use appropriate language and representations to communicate science ideas, methods and findings in a range of text types
	Assessment	Examination <ul style="list-style-type: none"> • Short response • Written • Up to 70 mins 	Examination <ul style="list-style-type: none"> • Short response • Written • Up to 70 mins Experimental Investigation <ul style="list-style-type: none"> • Record of investigation • Written • Word length: 400-600 words 	Experimental Investigation <ul style="list-style-type: none"> • Scientific report • Written • Word length: 400-600 words 	Investigation <ul style="list-style-type: none"> • Multimodal (seminar) • Spoken • 2-3 minutes Examination <ul style="list-style-type: none"> • Short response • Written • Up to 70 mins



		Semester 1		Semester 2	
HUMANITIES 3h/w	Unit Description	HISTORY – Unit 1 The Black Death	HISTORY – Unit 2 Shogunate Japan	GEOGRAPHY Landforms and Landscapes	BUSINESS Rags to Riches
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> Recognise and explain patterns of change and continuity over time Explain the causes and effects of events and developments Identify the motives and actions of people at the time Sequence events and developments within a chronological framework with reference to periods of time Identify and explain different points of view in sources interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion Develop texts, particularly descriptions and explanations, incorporating analysis Developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information 	<ul style="list-style-type: none"> Explain the causes and effects of events and developments. Explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. Describe different interpretations of the past. Identify and explain different points of view in sources and when interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students Develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts, evidence identified in sources, and acknowledge their sources of information. 	<ul style="list-style-type: none"> Explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently Explain interconnections within environments and between people and places and explain how they change places and environments Propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. Select, record and represent data and the location and distribution of geographical phenomena in a range of appropriate digital and non-digital forms, including maps at different scales that conform to cartographic conventions Analyse geographical maps, data and other information to propose explanations for spatial distributions, patterns, trends and relationships, and draw reasoned conclusions Present findings, arguments and ideas using relevant geographical terminology and digital technologies in a range of appropriate communication forms Propose action in response to a geographical challenge, taking account of environmental, economic and social factors, and predict the outcomes of their proposal 	<ul style="list-style-type: none"> Explain the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making. Explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. Evaluate the costs and benefits of each alternative. Develop and present evidence-based conclusions using appropriate texts, subject-specific language and concepts. Identify the effects of an economic or business decision and the potential consequences of alternative actions.
	Assessment	Examination <ul style="list-style-type: none"> Short Response Written 70 minutes 	Investigation <ul style="list-style-type: none"> Essay Written 400-500 words 	Examination <ul style="list-style-type: none"> Short Response Written 70 minutes 	Portfolio <ul style="list-style-type: none"> Range of activities Multimodal 3 weeks



		Semester 1		Semester 2	
HPE 3h/w	Unit	<p>Theory: Body Image In Sport (Personal, social and community health)</p> <p>Practical: Ultimate Disc / Futsal (Movement and physical activity)</p>	<p>Theory: Drugs and Alcohol (Personal, social and community health)</p> <p>Practical: European Handball/Athletics (Movement and physical activity)</p>	<p>Theory: Sociology of Sport (Personal, social and community health)</p> <p>Practical: Volleyball / Basketball (Movement and physical activity)</p>	<p>Theory: Stages of Learning (Personal, social and community health)</p> <p>Practical: Volleyball (Movement and physical activity)</p>
	Targeted aspects of the Achievement	<ul style="list-style-type: none"> Evaluate strategies and resources to manage changes and transitions and investigate their impact on identities Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing Apply movement concepts and refine strategies to suit different movement situations Apply movement concepts and refine strategies to suit different movement situations Apply the elements of movement to compose and perform movement sequences 	<ul style="list-style-type: none"> Evaluate strategies and resources to manage changes and transitions and investigate their impact on identities Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing Apply movement concepts and refine strategies to suit different movement situations Apply movement concepts and refine strategies to suit different movement situations Apply the elements of movement to compose and perform movement sequences 	<ul style="list-style-type: none"> Evaluate the impact on wellbeing of relationships and valuing diversity Investigate strategies and practices that enhance their own, others' and community health, safety and wellbeing Investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes Examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing 	<ul style="list-style-type: none"> Apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity Demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing Apply movement concepts and refine strategies to suit different movement situations Apply movement concepts and refine strategies to suit different movement situations Apply the elements of movement to compose and perform movement sequences
	Assessment	<p>Project (folio)</p> <ul style="list-style-type: none"> Multimodal Written/Spoken 3-5 minutes <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 250-400 words <p>Practical</p> <ul style="list-style-type: none"> 1-2 minutes 	<p>Project (folio)</p> <ul style="list-style-type: none"> Multimodal Written/Spoken 3-5 minutes <p>Practical</p> <ul style="list-style-type: none"> 1-2 minutes 	<p>Project (folio)</p> <ul style="list-style-type: none"> Multimodal/Practical Written/Performance 7 information slides <p>Practical</p> <ul style="list-style-type: none"> 1-2 minutes



		Design Technologies		Digital Technologies	
Design/Digital Technologies 3h/w	Unit Description	FOOD AND FIBRE SPECIALISATION Global food and sustainable futures	INDUSTRIAL TECHNOLOGY AND DESIGN Passive speaker	Unit 1: Algorithms – Sphero Bolt (Introduction to Programming)	Unit 2: Digital Literacy & Python Coding (Data Networks & Python Chatbot)
	Targeted aspects of the Achievement Standard	<ul style="list-style-type: none"> • Create designed solutions for each of the prescribed technologies contexts based on an evaluation of needs or opportunities 	<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 • Explain how the features of technologies impact on designed solutions and influence design decisions for each of the prescribed technologies contexts • 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 • 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"> • 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	Project <ul style="list-style-type: none"> • Folio • Written & Practical • 200-300 words (including graphical representations) 	Project <ul style="list-style-type: none"> • Folio & Product • Written & Practical • 200-300 words (including graphical representations) 	Project <ul style="list-style-type: none"> • Folio • Multimodal • 200-300 words 	Project <ul style="list-style-type: none"> • Folio • Multimodal • 200-300 words



The Arts 2h/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	Project <ul style="list-style-type: none"> Written & Practical Individual task 	Project <ul style="list-style-type: none"> Performance & Presentation Written & Practical Individual task & group work 	Project <ul style="list-style-type: none"> Written & Multimodal Individual task 	Project <ul style="list-style-type: none"> Multimodal Individual task Performance/Presentation <ul style="list-style-type: none"> Practical & Written Individual task & group work 	Performance/Presentation <ul style="list-style-type: none"> Practical Individual task Project – short response <ul style="list-style-type: none"> Practical & Written Individual task & group work



Languages 3h/w	Unit Description	Unit 1: Himana Toki (Leisure Time)	
	Targeted aspects of the Achievement Standard	<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 • Produce short sentences involving nouns, verbs, common counter classifiers and adjective, noun and verb predicates 	
	Assessment	<p>Extended response</p> <ul style="list-style-type: none"> • Response to Stimulus • Written • 2 x 70-minute lessons <p>Examination</p> <ul style="list-style-type: none"> • Response to stimulus • Reading • 70 minutes 	