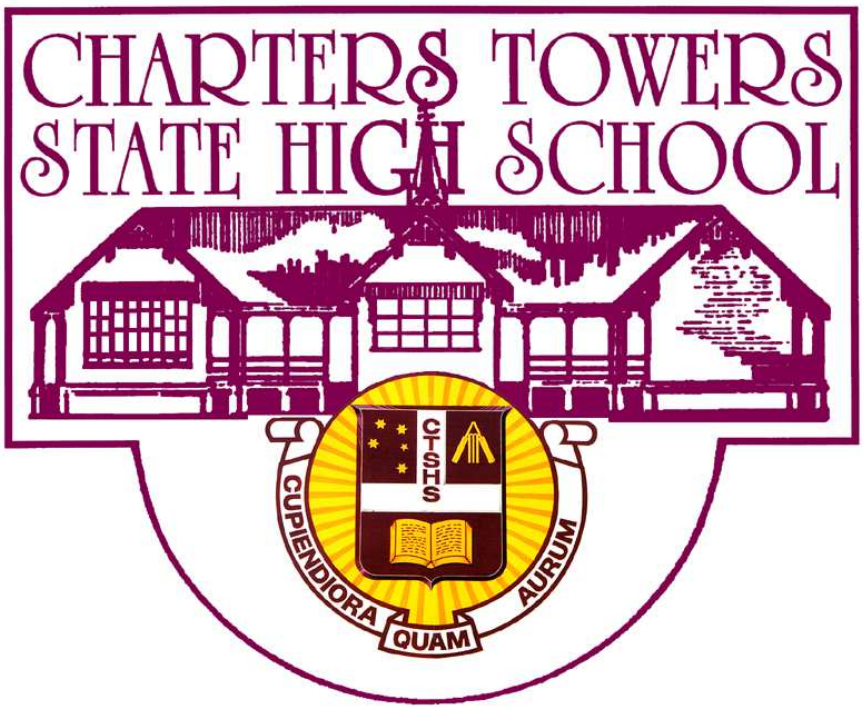

Years 7 – 12

Whole School Curriculum Plan

2016

Table of Contents

This document is underpinned by the following:

EDUCATION QUEENSLAND POLICIES REGARDING CURRICULUM EG STATE SCHOOLS' STRATEGY, 7-12 LITERACY CONTINUUM, AUSTRALIAN CURRICULUM, C2C, QCARF.

Charters Towers State High School offers a diverse curriculum catering to the needs of students and the wider community toward employability and future career pathways. There is also a comprehensive Life Choices Program (health and wellbeing) embedded within the school's curriculum involving:

- Guidance Officer
- Community Education Counsellor
- Chaplain
- Youth Support Coordinator
- School Based Youth Health Nurse
- School Based Police Officer
- Anti Bullying
- Social/Emotional Wellbeing
- Safe Sex
- Domestic Violence (New Release)

and targeted Learning Support intervention involving:

- STLaN
- Staff Tutoring and Assistance Program
- Teacher aides
- Enhancement – Literacy/Numeracy and curriculum assistance
- Focussed Literacy and Numeracy delivered in Essential Classes at ability but using modified, age appropriate, c2c.

This curriculum is divided into:

- Years 11 – 12 ***Senior Phase of Learning*** governed by Education Queensland's ***Education and Training Reforms for the Future (ETRF)*** with
- Year 10 at our school is incorporated into the Senior School (for management purposes) and utilises ***Queensland's Curriculum to the Classroom (C2C) and Queensland Curriculum Assessment and Reporting Framework (QCARF).***
- Years 7 – 9 ***Junior Secondary*** governed by the ***Australian Curriculum (ACARA) , Queensland's Curriculum to the Classroom (C2C)*** and ***Queensland Curriculum Assessment and Reporting Framework (QCARF).***

The school also has a Special Education Program for students with disabilities. These students engage in either mainstream or modified curriculum based on individual needs and abilities.

All curriculum delivery is underpinned by the school's Pedagogical Framework ***– The Art and Science of Teaching*** *(Mazano)* linked to the ***Quality Teaching and Learning Framework*** *(Sharrat & Fullan)* and supported by the school's ***Responsible Behaviour Plan for Students.***

Years 7, 8 and 9

Charters Towers State High School uses c2c units derived from the Australian Curriculum for all core Junior Secondary subjects. Below is an outline of the units of study and break down of the assessment instruments used to measure learning.

This learning encompasses two academic strands:

- ***Australian Curriculum*** supported by C2C developed by Education Queensland includes:
    - English
    - Maths
    - Science
    - Humanities
        - History
        - Geography
        - Civics and Citizenship
        - Business and Economics
    - Health and Physical Education

Remaining areas to move to Australian Curriculum at earliest opportunity covered below

QCARF is curriculum governed by Education Queensland and aligns with the ***Roadmap*** document toward school improvement that incorporates the ***Essential Learnings*** necessary to address Literacy and Numeracy skills required to support ongoing learning and the ***Ways of Working*** which describe the essential processes students use to engage in learning to develop and demonstrate their knowledge and understanding. These subjects include:

- LOTE
- The Arts
- Technology

Students in Years 7 and 8 may be exempt (on application to the school) from LOTE if they fall below the NMS in either Literacy/Numeracy or both on their Year 7 NAPLAN test, or for political, cultural or religious reasons or are exempt due to disability. These students then engage in an alternate enhancement program.

Students in Years 7, 8 & 9 engage in NAPLAN practice prior to the NAPLAN Test. NAPLAN is a National test instrument which benchmarks a National Minimum Standard (NMS) for performance in 5 domains:

- Reading
- Writing
- Spelling
- Grammar & Punctuation
- Numeracy

ENGLISH YEAR 7

Achievement Standard Year 7 English

Receptive modes (listening, reading and viewing)

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

	Unit	Description	Assessment Type	Criteria Assessed			
				K&U Productive	K&U Receptive	Comprehending Texts Receptive	Constructing Texts Productive
Term 1	**Analysing persuasion in media texts**	Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.	**Monitoring Task: Persuasive Slide Show**	X	✓	✓	✓
	Persuading through motivational speaking	Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students will deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing.	**Persuasive Letter**	X	✓	✓	✓
Term 2	**Reading and creating life writing: biographies**	Students read biographies to identify text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension. Students gather information to create a written biography about a person who has displayed courage.	**Monitoring Task: Biography**	✓	X	X	✓
	Reading and creating life writing: literary memoirs	Students continue their study of life writing by reading and analysing autobiographical narratives including pictures books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts.	**Literary Memoir**	✓	X	X	✓

ENGLISH YEAR 7 (continued)							
Term 3	**Reading and interpreting literature about Australia and Australians**	Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition	**Imaginative Recount**	✓	X	X	✓
	Examining representations of Australia and Australians in literature	Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.	**Persuasive Argument**	✓	X	✓	✓
Term 4	**Exploring perspectives in poetry and songs**	Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive response to a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.	**Panel Discussion**	✓	X	✓	✓
	Reimagining poetry	Students read and interpret a variety of poems. They analyse the text structure and language devices used in each poem to create particular effects and meaning. In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed through the poem	**Monitoring Task: Multimodal Transformation of a poem**	X	✓	✓	X

ENGLISH YEAR 8

Achievement Standard Year 8 English

Receptive modes (listening, reading and viewing)
By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

Productive modes (speaking, writing and creating)
Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

	Unit	Description	Assessment Type	Criteria Assessed			
				K&U Productive	K&U Receptive	Comprehending Texts Receptive	Constructing Texts Productive
Term 1	**Representations in news media**	Students read, view and listen to a variety of news media texts including those taken from digital environments and television. Students explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations	**Monitoring Task: Slideshow and Script**	✓	✓	✓	✓
	Imaginative response to a novel	Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.	**Imaginative Response: Journal Articles**	✓	X	X	✓
Term 2	**Representing human experience**	Students read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures; analyse the features that create representations and position the audience; and write an analysis to express their opinion about the text.	**Multimodal Presentation: Literary Text Analysis**	X	✓	✓	✓

ENGLISH YEAR 8 (continued)							
Term 2 (continued)	**Understanding how texts communicate ideas about values.**	Students view a selection of film clips about Aboriginal peoples and Torres Strait Islander peoples to understand how texts communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about values. Students then compare and evaluate the effectiveness of two film clips and, using interaction skills, present their opinion in a persuasive oral response to engage and influence an audience of peers.	**Persuasive Oral Response**	X	✓	✓	✓
Term 3	**Understanding how meaning is created in a television drama text**	Students examine a television drama series to understand how meaning is created. They read and view a selection of script excerpts and film clips to interpret stated and implied meanings. They identify and explain text structures and language features that convey character, plot and issues. They also analyse the impact of modes and media on an audience, understand how tone is created in texts and examine how speech conventions influence the identities of communities.	**Monitoring Task:**	X	✓	✓	✓
	Analysing and expressing viewpoints on ethical issues in a drama text	Students continue an analysis of the drama text from the previous unit. They examine characters and their differing viewpoints on ethical issues raised in the text. Through a panel discussion and blogging tools, students use persuasive language choices and supporting evidence to express personal and in-role character viewpoints that engage and influence an audience. The aesthetic qualities of the drama text are explored and evaluated, and students and students appreciate how knowledge of other texts influences their responses.	**Discussion Blog**	✓	✓	✓	✓
Term 4	**Creating short stories**	Students read and comprehend a variety of short stories to understand the features that engage an audience. They will identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students will also have opportunities to practise short story writing to experiment with visual and language choices that engage an audience. In the assessment task, students will write and illustrate a short story.	**Creative Short Story**	✓	✓	✓	✓
	Analysing digital texts	Students reflect on ways that digital technology has influenced language use and communication. They read and analyse a variety of homepages as examples of digital texts, to identify and explain features that engage an audience. In the assessment task, students use knowledge and understanding to interpret a homepage. For the remainder of the unit, students examine and create social-media profiles.	**Short Response Exam**	X	✓	✓	X

ENGLISH YEAR 9

Achievement Standard Year 9 English

Receptive modes (listening, reading and viewing)
By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

Productive modes (speaking, writing and creating)
Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

	Unit	Description	Assessment Type	Criteria Assessed			
				K&U Productive	K&U Receptive	Comprehending Texts Receptive	Constructing Texts Productive
Term 1	**Examining representations of Australia's peoples, histories and cultures**	Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.	**Persuasive Brochure**	X	✓	✓	✓
	Exploring different perspectives	Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.	**Monitoring Task**	X	✓	✓	✓
Term 2	**Reading and interpreting information texts**	Students listen to, read and view a variety of information texts to produce close readings of these texts. In particular, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction.	**Reading and Interpreting Texts**	X	✓	✓	X

ENGLISH YEAR 9 (continued)							
Term 2 (continued)	**Creating speculative fiction**	Students listen to, read and view information texts and speculative fiction texts. Students use their knowledge of literary texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. Students also examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text.	**Speculative short story**	✓	X	✓	✓
Term 3	**Exploring ethical issues in a drama text.**	Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interview script that explores an ethical issue.	**Imaginative interview script**	✓	X	✓	✓
	Manipulating language for effect	Students listen to, read and view a variety of literary and non-literary texts to understand the ways that texts position an audience to accept particular perspectives about ethical and global issues. Students edit texts for greater precision and persuasive effect. Students also compare and evaluate how the manipulation of language features can influence an audience.	**Monitoring Task: Comprehending and editing for persuasive effect**	X	✓	✓	✓
Term 4	**Evaluating characters in a novel**	Students read extracts from a novel to understand how representations of characters and issues are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations in novels. They create a radio interview transcript to examine characters, their relationships and how they allow the reader to see different perspectives on characters and issues.	**Radio Interview Script**	✓	X	✓	✓
	Examining perspectives on issues	Students listen to, read and view literary texts to examine how authors present different perspectives on issues. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective. Students create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. Students also create a multimodal book trailer to engage audiences to read a familiar novel.	**Persuasive Speech**	✓	X	✓	✓

HISTORY YEAR 7

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.
Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

	Unit	Description	Assessment Type	Criteria Assessed			
				Historical Knowledge & Understanding	**Historical Skills**		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	Investigating the Ancient Past	Students will address the following: • How historians and archaeologists investigate history, including excavation and archival research • The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. • 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 historical investigation, including archaeological and written sources	**Artefact Investigation**	✓	✓	✓	✓

HISTORY YEAR 7 (continued)							
Semester 1 (continued)	**The Mediterranean World: Rome**	Students will address the following: • Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire and the spread of religious beliefs • Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion. • The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there. • The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus • The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs.	**Collection of Work**	✓	X	✓	✓
	The Asian World: China	Students will address the following: o 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 o Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion. o The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there o The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang o 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	**Exam**	✓	X	✓	✓

HISTORY YEAR 8

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past. Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. 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.

	Unit	Description	Assessment Type	Criteria Assessed			
				Historical Knowledge & Understanding	Historical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	**Medieval Europe**	Students will address the following: • Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce • Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music • The dominance of the Catholic Church and the role of significant individuals such as Charlemagne • The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society	**Short Response Exam**	✓	X	✓	✓
	Shogunate Japan	Students will address the following: • The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) 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 Shogunate • 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) • Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology	**Research Assignment**	✓	✓	✓	✓

HISTORY YEAR 8 (continued)							
Semester 1 (continued)	**Spanish Conquest in the Americas**	Students will address the following: o Pre-Columbian life in the Americas, including social organisation, city life and beliefs. o The impact of the conquest on the Aztecs OR Incas 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 Europe o The longer-term effects of colonisation, including slavery, population changes and lack of control over resources o The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas o When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered	**Response to Stimulus**	✓	X	✓	✓

HISTORY YEAR 9

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

	Unit	Description	Assessment Type	Criteria Assessed			
				Historical Knowledge & Understanding	Historical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	**The Industrial Revolution**	Students will address the following: • The experiences of men, women and children during the Industrial Revolution, and their changing way of life • The population movements and changing settlement patterns during this period • The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication • The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia	**Response to Stimulus Exam**	✓	X	✓	✓
	Making a Nation	Students will address the following: • Key events and ideas in the development of Australian self-government and democracy, including women's voting rights • Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act • Living and working conditions in Australia around the turn of the twentieth century (that is 1900) • The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans) • The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples	**Research Assignment**	✓	✓	✓	✓

HISTORY YEAR 9 (continued)							
	WWI	Students will address the following: o An overview of the causes of World War I and the reasons why men enlisted to fight in the war o The commemoration of World War I, including debates about the nature and significance of the Anzac legend o The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) o The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign	**Extended Response Exam**	✓	X	✓	✓

GEOGRAPHY YEAR 7

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.
Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

	Unit	**Description**	**Assessment Type**	**Criteria Assessed**			
				Geographical Knowledge & Understanding	**Geographical Skills**		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 2	*Water in the world*	*Water in the world* focuses on water as an example of a renewable environmental resource. This unit examines 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. *Water in the world* develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.	**Short Response and Response to Stimulus Exam**	✓	X	✓	✓
	Place and liveability	*Place and liveability* focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.	**Collection of Work**	✓	✓	✓	✓

GEOGRAPHY YEAR 8

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors. Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

	Unit	Description	Assessment Type	Criteria Assessed			
				Geographical Knowledge & Understanding	Geographical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	Landforms and landscapes	Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.	**Short Response Exam**	✓	X	✓	✓
	Changing nations	Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.	**Multimodal Research Assignments**	✓	✓	✓	✓

GEOGRAPHY YEAR 9

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.

	Unit	Description	Assessment Type	Criteria Assessed			
				Geographical Knowledge & Understanding	Geographical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	Biomes and Food Security	Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.	**Written Research Task**	✓	✓	✓	✓
	Geographies of interconnections	Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.	**Multimodal Research Task**	✓	✓	✓	✓

MATHEMATICS YEAR 7

Achievement Standard Year 7 Mathematics

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

	Unit	Description	Assessment Type	Criteria Assessed	
				Understanding & Fluency	Problem Solving & Reasoning
Term 1	**Index notation, fractions and integers**	Number and place value — investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation Real numbers — compare fractions using equivalence, locate and represent fractions on a number line, solve problems involving addition and subtraction of fractions, express one quantity as a fraction of another.	Short Answer Exam	Compares and operates with fractions, identifies and uses index notation and locates integers on a number line.	Interprets and models problems and explains and justifies answers.
	Design a vegetable garden	Geometric reasoning — revise triangles, quadrilaterals and types of angles, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and in quadrilaterals Shape — construct 3D objects, draw 3D objects from different viewpoints Using units of measurement — develop a formula to find the area of a rectangle, calculate the area of rectangles, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume.	Assignment	Classifies triangles and rectangles by their properties. Calculates perimeters, areas and volumes of rectangular shapes.	Draws different views of shapes. Develops a detailed and logical design model and evaluates and justifies decisions.
Term 2	**Solving Linear equations**	Patterns and algebra — use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution Linear and non-linear relationships — plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data.	Monitoring Task	Collect information about students' understanding of representing numbers using variables and solving simple linear equations and evaluate algebraic expressions after numerical substitution	Collect information about students' understanding of representing numbers using variables and solving simple linear equations and evaluate algebraic expressions after numerical substitution
	Algebra and Chance	Real numbers — revise place value and rounding whole numbers and make connections to rounding decimals and multiply fractions Chance — construct sample spaces, assign probabilities to events and determine probabilities of events	Short Answer Exam	Manipulates algebraic expressions in a range of representations. Calculates probability.	Interprets and solves problem situations. Justifies and explains thinking and solutions.

MATHEMATICS YEAR 7 (continued)					
Term 3	**Financial Decision Making**	Money and financial mathematics — calculate and compare unit prices, investigate and calculate best buys with and without digital technology. Real numbers — Round, multiply and divide decimals in a money context, multiply and divide fractions, adding and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios	Assignment	Calculates unit price to investigate best buys. Performs operations with decimal values. Compares the cost of items. Represent Numbers in spreadsheets, using variables.	Makes logical and reasonable financial decisions which are justified with evidence.
	Integers and real numbers	Number and Place value — compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation. Real numbers — multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another. Patterns and algebra — create and evaluate formulas to model relationships between two variables	Short Answer Exam	Solves problems involving addition and subtraction of integers and applying index notation. Solves fraction, decimal and percentage problems.	Explains thinking and choices and makes and justifies decisions. Deduces a series of strategies to solve a problem.
Term 4	Representations of Data	Data representation and interpretation — construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and investigate issues involving numerical data collected from primary and secondary sources.	Monitoring	What is the best character for a game of Zarkan? Students collect data, construct displays, calculate and compare measures of centre.	What is the best character for a game of Zarkan? Students collect data, construct displays, calculate and compare measures of centre.
	Basketball scores and Geometry	Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships. Location and transformation — describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identifying a combination of transformations on the Cartesian plane, and identify line and rotational symmetry	Short Answer Exam	Calculates mean, median, mode and range. Constructs displays. Identifies and applies angle relationships. Represents transformations.	Makes choices about strategies to solve a problem. Makes deductions with angles and transformations. Effectively communicates reasoning.

MATHEMATICS YEAR 8

Achievement Standard Year 8 Mathematics

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Year 8	Unit	Content Descriptors	Assessment Type	Criteria Assessed	
				Understanding & Fluency	Problem Solving & Reasoning
Term 1	**Financial Maths**	**Number and place value** — represent, compare and order integers, and solve problems involving the four operations and rational numbers **Financial mathematics** — make connections between percentages, fractions and decimals and apply this to percentage increase or decrease situations, and problem solve in a range of contexts including financial situations	**Short Answer Exam**	Calculates percentage to solve financial problems.	Analyses and solves financial problems and explains reasoning.
	Probability	**Real numbers** — identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to Pi **Chance** — describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.	**Assignment**	Reads and interprets data. Calculates probabilities including for complementary events.	Makes and justifies informed conclusions.
Term 2	**Linear and Non Linear Equations & Algebra**	**Number and place value** — express numbers in index notation, establish the index laws with whole number bases and positive integral indices **Patterns and algebra** - expand and factorise algebraic expressions	**Monitoring Task**		
	Algebra and Measurement	**Using units of measurement** — convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites trapeziums and circles, calculate the perimeter and area of rhombuses, kites trapeziums and circles, problem solve and reason involving perimeter, circumference and area.	**Short Answer Exam**	Choose and communicate appropriate procedures to apply index laws, expand and factorise expressions, and calculate perimeter and area	Apply known rules and procedures to unfamiliar situations. Communicate reasons to explain relationships and support calculations.

MATHEMATICS YEAR 8 (continued)					
Term 3	**Representations of Data**	**Data representation and interpretation —** collect, organise and display data, interpret data displayed in tables and graphs, connect samples and populations, explore the effect of sample size, calculate measures of centrality, identify outliers and their effect on measures of centrality, identify sources of bias and apply this knowledge to make hypotheses and support conclusions. Note: Wherever possible, this unit will focus on comparative statistics. The emphasis is on integrating skills and procedures into a single process to reach evidence-based conclusions. Students will begin to appreciate possible sources of error in reaching their conclusion.	**Assignment**	Constructs and uses data displays. Calculates and uses summary statistics of sample data. Uses percentages and proportions for equivalence of letter distribution.	Analyses and justifies supporting evidence to answer the question. Communicates reasons to support calculations and explain relationships between different game variables.
	Ratios, Linear Relationships and Time	**Using units of measurement —** solve problems involving time duration, for 12 and 24 time formats, within a single time zone **Linear and non-linear relationships —** model situations involving proportional relationships, solve a range of problems involving rates and ratios, interpret, model and formulate patterns and relationships, represent patterns and relationships as rules, functions, tables and graphs and solve linear equations using graphical techniques.	**Short Answer Exam**	Chooses and uses appropriate procedures to apply linear relationships, time and proportional thinking, and calculate time durations.	Interprets and models meaningful problems and explains and justifies answers.
Term 4	**Algebra, Geometry and Measurement**	**Linear and non-linear relationships —** apply number laws to algebraic expressions & equations, expand & factorise algebraic expressions, solve simple linear equations algebraically & graphically, connect patterns, linear functions, tables of values, graphs & worded statements, plot coordinates on the Cartesian plane & solve realistic problems **Geometric reasoning —** revise angle properties (co-interior, corresponding, alternate & vertically opposite), explore congruence, establish & apply the congruence tests (SAS, AAS, SSS, RHS), extend congruence of triangles to identify the properties of quadrilaterals & solve problems using the properties of congruent figures, reasoning & generalisations.	**Monitoring**		
	Algebra, geometry and measurement	**Using units of measurement —** develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement **Geometric reasoning —** apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals	**Short Answer Exam**	Recalls volume formulas and congruency rules. Carries out appropriate procedures for converting and calculating volumes. Chooses algebra methods to simplify and solve equations.	Deduces and justifies conclusions. Models and explains results.

MATHEMATICS YEAR 9

Achievement Standard Year 9 Mathematics

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Year 9	Unit	Content Descriptors	Assessment Type	Criteria Assessed	
				Understanding & Fluency	Problem Solving & Reasoning
Term 1	**Cartesian Plane**	**Real numbers** — solve rates problems, simplify rates, identify additive and multiplicative patterns in direct proportion, represent rates graphically and algebraically **Linear and non-linear relationships** — calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras' theorem, calculate the midpoint of a line segment.	**Short Answer Exam**	Describes relationships between graphs and equations. Performs calculations on the Cartesian plane. Sketches linear relations.	Makes and justifies choices
	Probability	**Using units of measurement** — calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders, solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater collection system for a school.	**Assignment**	Reads and interprets data. Calculates probabilities including for complementary events.	Makes and justifies informed conclusions.
Term 2	**Linear and Non Linear Equations & Algebra**	**Patterns and algebra** — expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions **Geometric reasoning** — describe the conditions of similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests and investigate scale and area.	**Monitoring Task**		
	Algebra and Measurement	**Pythagoras and trigonometry** — apply Pythagoras' Theorem to check if a triangle is acute, right or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, and calculate unknown angles in right-angled triangles.	**Short Answer Exam**	Choose and communicate appropriate procedures to apply index laws, expand and factorise expressions, and calculate perimeter and area	Apply known rules and procedures to unfamiliar situations. Communicate reasons to explain relationships and support calculations.

MATHEMATICS YEAR 9 (continued)					
Term 3	**Representations of Data**	**Data representation and interpretation** — consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions	**Assignment**	Constructs and uses data displays. Calculates and uses summary statistics of sample data. Uses percentages and proportions for equivalence of letter distribution.	Analyses and justifies supporting evidence to answer the question. Communicates reasons to support calculations and explain relationships between different game variables.
	Ratios, Linear Relationships and Time	**Real numbers** —use index notation, convert index notation to expanded notation, investigate the index laws, simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form, use index laws to solve problems involving scientific notation **Patterns and algebra** — expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion Money and financial mathematics — use the simple interest formula, and solve problems using simple interest.	**Short Answer Exam**	Chooses and uses appropriate procedures to apply linear relationships, time and proportional thinking, and calculate time durations.	Interprets and models meaningful problems and explains and justifies answers.
Term 4	**Algebra, Geometry and Measurement**	**Chance** — determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used).	**Monitoring**		
	Algebra, geometry and measurement	**Real numbers** — express numbers using scientific notation and perform operations using the index laws **Using units of measurement** — investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws **Linear and non-linear relationships** — model relationships between variables and link algebraic, graphical and tabular representations of those relationships.	**Short Answer Exam**	Recalls volume formulas and congruency rules. Carries out appropriate procedures for converting and calculating volumes. Chooses algebra methods to simplify and solve equations.	Deduces and justifies conclusions. Models and explains results.

SCIENCE YEAR 7

Achievement Standard Year 7 Science

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

	Unit	Description	Assessment Type	Criteria Assessed	
				Science Understanding	Science Inquiry
Term 1	**Water – Waste not, want not.**	Students will consider the importance of water and the water cycle. They investigate mixtures, including solutions, pure substances and a range of separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. Students will plan and conduct investigations into the separation of mixtures and they use their data to draw conclusions. These understandings will be applied in unit 2 through other applications to their community.	**Assignment/ Project (Separating a mixture)**	Identifies and describes the techniques to separate substances from mixtures	Plans and conducts an investigation to separate mixtures and makes predictions. Examines results and investigation method and suggests improvements to method. Communicates using scientific terminology.
	Water – Waste not, want not (continued)	Students build on the concepts in Unit 1 & consider the application of these in the community. Students will investigate the application of filtration systems in water treatment & recycling processes. They compare & contrast artificial treatment process & the water cycle to understand how humans have impacted on & mimic natural processes. Students explore Australian Indigenous peoples' values about water. They conduct a water audit for the home & school and suggest ways to manage water use. They also calculate their own water footprint.	**Assignment/ Project (Water Issue)**	Describes the processes of the water cycle and the treatment process and compares these Identifies where science has been used to solve a real-world problem. Describes how the technique impacts on and is viewed by society	Communicates using scientific terminology
Term 2	**Moving right along – exploring motion**	Students will build on their knowledge of forces from year 4. They will develop an understanding of how forces affect the motion of a vehicle. Students will apply their understanding of balanced and unbalanced forces to justify conclusions and design modifications to objects. They will explore the effects of gravity and consider the difference between mass and weight. Students will investigate the impact of friction on moving objects and the forces that are involved in simple machines. They will develop and conduct a testing process to answer identified questions, taking into account fair testing. Students will critically process and accurately analyse experimental data to draw evidence based conclusions and communicate using scientific terminology and representations. They will consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations	**Monitoring Task**		

SCIENCE YEAR 7 (continued)					
Term 2 (continued)	**Moving right along – applications in real systems**	Students apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.	**Assignment/ Project (Scientific Report)**	Describes how forces affect the motion of a vehicle	Identifies a question, plans fair testing identifying variables to be changed and measured considering safety Uses evidence to support conclusions and inform change Communicates using scientific terminology and representations
Term 3	**Heavenly Bodies**	Students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students examine how science and technology have contributed addressing to the issue of solar storms and reducing their effects on Earth. They explore and compare cultural beliefs related to phases of the moon and eclipses.	**Exam**	Describes the circumstances in the Earth, moon and sun system required to affect the Earth. Describes the importance of scientific contribution when addressing real-world problems.	Communicates using scientific terminology and representations.
	Sensational Seasons	Students examine the seasons, different cultural understandings of the seasons and explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management. Students examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours such as farming and fishing.	**Poster/Multi-modal Presentation**	Explains how the Earth and sun interact to cause seasons. Describes how understanding of seasons has addressed a real world problem.	Identifies trends in data from different sources about seasons and climate. Communicates, using scientific terminology and representations.
Term 4	**Organising Organisms**	Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems. Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.	**Exam**	Classifies organisms based on observable differences.	Draws on evidence to construct a key using scientific conventions. Communicates using scientific language.
	Affecting Organisms	Students will review their understanding of food webs, to identify how human activity can impact food webs in the marine environment. They will summarise and analyse data and consider how science and technology contribute to finding solutions to issues related to marine-resource management. Students will propose practices which could be put into place to address resource-management and sustainability issues. They will examine how people use their science understanding and skills in occupations, and the work of scientists in Antarctica. Students will explore native food webs and how these are understood and used by Indigenous Australians.	**Exam**	Constructs food webs and describes the effect of change. Proposes solutions to problems caused by human activity.	Uses scientific conventions, language and representations.

SCIENCE YEAR 8

Achievement Standard Year 8 Science

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems.

Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

	Unit	Description	Assessment Type	Criteria Assessed	
				Science Understanding	Science Inquiry
Term 1	**Particles matter**	Students investigate the physical and chemical properties of materials and the relationship between these properties in the use of materials. They identify signs of chemical change. Students are introduced to the particle model of matter and use it to explain properties. They relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. Students plan and conduct investigations of these materials identifying risk, and applying safety guidelines. They use data to identify relationships, draw conclusions and evaluate the quality of data used.	**Monitoring**		
	Chemistry of common substances	Students will investigate the physical and chemical properties of materials and the relationship between these and the use of materials. They will plan and conduct fair tests, record observations and collect, represent and analyse qualitative and quantitative data. Students will reflect on the methods used to test properties and evaluate the quality of the data collected. They will use their data to draw evidence based conclusions. Students will be introduced to elements including their symbolic representation and the basic structure and development of periodic table of elements. They will identify, represent and explain chemical change using the particle model of matter.	**Assignment/ Project**	Describes physical and chemical properties. Identifies and explains physical and chemical changes using the particle model	Plans and conducts a fair investigation considering safety. Analyses data and discusses reliability in terms of fair tests Draws conclusions about fabric suitability based on data. Communicates using scientific language and representations.
Term 2	**Rocks never die**	Students will explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in their formation as part of the rock cycle. Students construct and interpret models and representations to aid in the analyses of patterns and relationships in data. They will investigate properties of rocks and analyse data to identify patterns and relationships. Students will identify rock specimens and model processes of rock formation.	**Exam**	Describes and compares rock samples and processes of rock formation, including the timescales involved.	Constructs a key and analyses patterns in data. Communicates ideas and information using appropriate language and representations
	Rock my world	Students learn how useful materials are sourced from minerals and rocks found in the Earth's crust. They consider the science knowledge and occupations involved in locating, extracting and processing mined minerals as well the rehabilitation of mining sites. Students consider the how people connect understanding from across the disciplines of science in their occupations and collaborate with other scientists to improve the mining process. Students summarise information from secondary sources to draw conclusions about the mining process of a particular mineral..	**Assignment/ Project**	Identifies the science used in scientist/engineer occupations. Examines how scientists work together to reduce the impact of mining and use.	Uses scientific and everyday language and representations.

SCIENCE YEAR 8 (continued)					
Term 3	**Energy in my life**	Students will classify energy forms. They will investigate different forms of potential energy, make predictions and conduct fair and safe experimental tasks. Students will process and analyse experimental data and information and evaluate the experimental method used. They will use models and representations to examine kinetic energy and its relationship with potential energy and heat. Students will communicate how energy is transferred and transformed through systems. They will recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system. Students will discuss the use and influence of science on the utilisation of energy sources and consider how the efficiency of these sources in the production of energy could influence their use by society.	**Monitoring**		
	What's up	Students will identify different forms of energy and investigate how it can be transferred and transformed and cause change within systems. They will plan and conduct an investigation into the operating sequence and energy transfers and transformations of a Rube Goldberg machine. Students will reflect on the initial design of the machine and identify improvements to the method considering safety. Students will also examine Australia's energy production and use of renewable and non-renewable energy resources. They will examine the impact of solar technology in Australian indigenous communities and consider how scientific knowledge can help make decisions into renewable resource use across the country.	**Assignment/ Project**	Describes how energy transfers and transformations relate to changes in the machine's operating sequence.	Designs a method which incorporates modifications to the original design and completes risk assessment. Assesses the effectiveness of the modifications. Uses scientific language and representations.
Term 4	**Building blocks of life**	In this unit cells are identified as the basic units of living things and are recognised as having specialised structures. Microscopes and digital images are used for the identification of plant and animal cells. The functions of the main structures are represented and identified. The concept of cell division is examined, and its repair and reproduction purpose identified.	**Exam**	Analyses the relationship between structure and function of a cell. Explains how evidence has led to an improved understanding of cell theory.	Identifies questions and problems that can be investigated scientifically and constructs a scientific question. Using scientific and everyday language and representations and conventions.
	Survival	In this unit students deal with sexual reproduction and immunity, with a focus on organ systems that allow multi-cellular plant or animal organisms to reproduce and survive. The structure of reproductive organs is identified, and the function of each organ in relation to the overall function of the organ system is also identified. The impact of reproductive technologies is discussed. The functions of the immune system are explored and consideration given to ways in which diseases can be prevented.	**Exam**	Analyses the relationship between structure and function of organs in different reproductive systems. Compares different reproductive systems.	Analyses relationships between hormone levels and physical changes to draw a conclusion. Uses scientific knowledge, data and ethics to describe the use of ART. Comments on the claim. Uses scientific and everyday language to communicate ideas and findings.

SCIENCE YEAR 9

Achievement Standard Year 9 Science

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

	Unit	Description	Assessment Type	Criteria Assessed	
				Science Understanding	Science Inquiry
Term 1	**Energy on the move**	Students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students will have opportunities to form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. They use these findings, scientific knowledge, and prior understanding order to form conclusions. Students will make informed decisions about the influence of science and technology on agricultural practices	**Exam**	Uses data and information to evaluate crop choice.	Develops conclusions related to analysed data. Communicates using scientific language and representations.
	Making waves	Students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data.	**Exam**	Uses models of energy transfer to describe movement through medium	Designs methods which allow for the collection of data Identifies relationships between data Presents information using scientific language and representations
Term 2	**It's Elementary**	Students will explore the development of scientific ideas about atoms and their subatomic particles protons, neutrons and electrons. They will investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students will understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They will research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. Students will critically evaluate the sources of their researched information.	**Assignment/ Project**	Explains radioactivity in terms of atoms. Describes the use and impacts of natural radioactive decay processes.	Communicates information using scientific language, conventions and representations.
	Changing Earth	Students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic plate boundaries and the tectonic events which occur at these boundaries. They explore technological developments that have aided scientists in the study of tectonic plate movement and consider how these assist societies living in tectonic event areas. Students research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.	**Exam**	Explains tectonic events and changes to the Earth's surface over time in terms of geological processes. Describes the factors that have impacted on the development of the theory of plate tectonics.	Identifies patterns and trends in data and evaluates secondary sources of data to critique validity. Communicates ideas and information using appropriate language and representations.

SCIENCE YEAR 9					
Term 3	**My life in balance**	Students analyse and predict the effects of the environment on body systems, and discuss how the body responds to changes in the environment and to diseases. They research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. Students consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. Students evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.	**Exam**	Describes the body's response to imposed changes in the environment. Provides reasons from a scientific perspective to describe social and technological factors and future applications that influence the development of a vaccine.	Uses scientific language and representations to communicate ideas.
	Responding to change	Students will engage in the exploration of concepts of change and sustainability within an ecosystem. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist. It allows students to analyse data and develop related recommendations including ethical considerations. It provides students with an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.	**Assignment/ Project**	Describes interrelationships within an ecosystem and the impact of change.	Poses questions that can be investigated by research. Analyses data and develops related recommendations, including ethical considerations. Uses scientific language and representations to communicate ideas.
Term 4	**Chemical patterns**	Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They develop understanding that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students engage in investigations that examine photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills.	**Monitoring**		
	Heat and eat	Students engage in the exploration of chemical reactions and their application in everyday life. They investigate the application of the chemical concepts to methods used by Australian Indigenous peoples to detoxify food, food production and the use of acid/base indicators. Students design and conduct investigations, assess risk and gather first-hand data. They analyse data, identifying inconsistencies and describe specific ways to improve the quality of data obtained in their investigations.	**Assignment/ Project**	Explains energy transfers and describes important chemical reactions.	Designs a safe investigation including control and accurate measurement of variables. Analyses and evaluates method and data. Suggests improvements and makes a recommendation. Uses appropriate language and representations.

HEALTH AND PHYSICAL EDUCATION YEAR 7

Achievement Standard Year 7&8 Health and Physical Education

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

	Unit	Description	Assessment Type	Criteria Assessed	
				Investigating	Performance and Practical Application
Term 1	**Approaching Adolescences (Health)**	In this unit, students will focus on the individual as they grow from childhood to adolescence. They investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. Students will explore the development of self-values and beliefs and address increases in adult expectations as they transition towards independence. Students will examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They will investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence.	**Assignment/Project**	Analyses factors that influence emotional responses. Investigates strategies and resources to manage changes and transitions and their impact on identities.	
	Thrown together (Physical Movement)	In this unit, students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports. They will apply and refine movement concepts and strategies in response to a range of modifications made to Newcombe games.	**Practical**		Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. Apply and refine movement concepts and strategies to suit different movement situations.
Term 2	**I can make good decisions (Health**	In this unit, students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals and others.	**Research Task**	Analyses factors that influence emotional responses. Demonstrates skills to make informed decisions, and proposes and implements actions that promote their own and others' health, safety and wellbeing.	

HEALTH AND PHYSICAL EDUCATION YEAR 7 (continued)					
Term 2 (continued)	**In the Running (Physical Movement)**	In this unit students will participate in a variety of activities to demonstrate control and accuracy when performing specialized jumping and throwing movement skills.	**Practical**		Demonstrates control and accuracy when performing specialised movement skills.
Term 3	**Super Snacks (Health)**	In this unit, students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals and others.	**Research Task**	Investigates strategies and practices that enhance their own and others' health and wellbeing. Demonstrates skills to make informed decisions. Proposes and implements actions that promote their own and others' health and wellbeing.	
	Masters of Control (Physical Movement)	In this unit students will investigate and apply yoga related movement concepts and strategies to achieve movement and fitness outcomes in the context of Taekwondo. They will apply elements of movement to compose and perform Taekwondo movement sequences.	**Collection of Work**	Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes	Apply the elements of movement to compose and perform movement sequences
Term 4	**Generations (Health)**	In this unit, students identify what defines a family and how they are structured. They examine how different generations vary in their social and cultural values and experiences. They explore how to build and promote respectful relationships within family. Students explore mental illness and identify ways that respectful relationships with family can contribute to improving adolescent mental wellness. They investigate the role of physical activity in mental wellness and how this has changed between generations.	**Collection of Work**	Examines the cultural and historical significance of physical activities and examines how connecting to the environment can enhance health and wellbeing. Establishes and maintains respectful relationships and promotes inclusivity.	
	Shoots and Scores! (Physical Movement)	In this unit students will apply and refine movement concepts and street hockey skills in a variety of games and activities. They will apply and refine offensive and defensive strategies to suit different movement situations in street hockey.	**Practical**		Applies and refines movement concepts and strategies to suit different movement situations.

HEALTH AND PHYSICAL EDUCATION YEAR 8

Achievement Standard Year 7&8 Health and Physical Education

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others' health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing.

Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

	Unit	Description	Assessment Type	Criteria Assessed	
				Investigating	Performance and Practical Application
Term 1	**Food for Life (Health)**	In this unit, students explore dietary options for adolescents and the social and cultural influences on this. They will identify health concerns and explore the information used by them to facilitate choice. An evaluation of these materials will be completed by students and they will select strategies for planning and maintaining a healthy diet.	**Research Task**	Investigate strategies and practices that enhance their own health and wellbeing. Demonstrate skills to make informed decisions, and propose and implement actions that promote their own health and wellbeing.	
	Swimphony Of Strokes (Physical Movement)	In this context, students will develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations.	**Practical**		Students demonstrate control and accuracy when performing specialised movement skills (freestyle, breaststroke, backstroke, sidestroke, survival backstroke, sculling treading water). Students apply and refine movement concepts and strategies to suit different movement situations (water polo).
Term 2	**My Decisions my Life (Health)**	In this unit, students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family's role in decision making and how to communicate and support peers in situations using alcohol and drugs as well as the steps to follow in an emergency situation.	**Research Task**	Investigates strategies and resources to manage changes and transitions and their impact on identities. Demonstrates skills to make informed decisions, and proposes and implements actions that promote their own and others' health, safety and wellbeing.	

HEALTH AND PHYSICAL EDUCATION YEAR 8 (continued)					
Term 2 (continued)	**Get your motor running (Physical Movement)**	In this unit students will investigate, develop and apply a personal fitness plan to improve fitness and movement skills within the context of touch football. They will apply elements of space, time, effort and relationships to compose and perform touch football skill sequences.	**Collection of Work**	Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. Parts A and B.	Apply the elements of movement to compose an perform movement sequences. Part C.
Term 3	**My Adolescent Relationship (Health)**	In this unit students recognise that they are becoming independent and explore risk taking behaviours and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social networking situations.	**Research Task**	Analyses factors that influence emotional responses. Investigates strategies and practices that enhance their own and others' health and wellbeing. Applies personal and social skills to establish and maintain respectful relationships.	
	Hardcore Handball (Physical Movement)	In this unit students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They will participate in a variety of handball games. They will apply and refine movement concepts and strategies to suit different movement situations in handball.	**Practical**		Applies personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. Applies and refines movement concepts and strategies to suit different movement situations.
Term 4	**Cultural Understandings (Health)**	In this unit, students explore family and kinship groups in own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures and their health practices. They identify behaviours and resources to enhance health and wellbeing of communities.	**Assignment**	Examines the cultural and historical significance of physical activities and examines how connecting to the environment can enhance health and wellbeing. Evaluates the impact on wellbeing of relationships and respecting diversity.	
	Dance, Divas and Dudes (Physical Movement)	In this unit students will develop movement skills related to dance from a variety of cultures. They will investigate the stomp and hip hop genres and modify elements to form a sequence.	**Practical**		Applies the elements of movement to compose and perform movement sequences.

HEALTH AND PHYSICAL EDUCATION YEAR 9

Achievement Standard Year 9&10 Health and Physical Education

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

	Unit	Description	Assessment Type	Criteria Assessed	
				Investigating	Performance and Practical Application
Term 1	**Respectful Relationship (Health)**	This unit has sexually sensitive material. The topic overview has alternative key ideas which are elaborated in the topic outline. The school will decide the most appropriate pathway taking into consideration available resources and the needs of the students. In this unit students identify what respectful relationships are and how empathy and ethical decision making contribute. Students examine the changes they are going through as their sexuality and/ OR identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/ OR disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts.	**Assignment (Written)**	Describes factors, attitudes or beliefs that influence decision making. Critically analyses contextual features. Analyses the impact attitudes and beliefs have on wellbeing. Applies decision making skills to enhance others' health, safety and wellbeing.	
	Space Invaders (Physical Movement)	In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.	**Practical**		Demonstrate leadership and cooperation across a range of invasion-game contexts. Apply and transfer movement concepts and strategies to new and challenging invasion-game situations.
Term 2	**Sustainable Health Challenge (Health)**	In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.	**Assignment (Poster)**	Access, synthesise and apply health information from credible sources to propose and justify responses to health situations.	

HEALTH AND PHYSICAL EDUCATION YEAR 9 (continued)					
Term 2 (continued)	**Strike Out (Physical Movement)**	In this unit students will evaluate their own and/ or others' performance of movement skills used in a striking and fielding games. They will make their judgments and provide feedback using criteria based on the elements of movement – effort, space, time, objects and people. They will use the criteria and feedback to refine their performance. The use of ICTs to video performances is encouraged in this unit.	**Collection of Work**	Part A — Performance evaluation. Apply criteria to make judgments about their own or others' specialised movement skills and movement performances.	Part B — Performance refinement. Refine their own specialised movement skills and movement performances.
Term 3	**My Social Responsibility(Health)**	In this unit In this unit, students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students also examine scenarios and use the decision making process to be able to make smart choices in regards to alcohol and other drug use.	**Research Task**	Evaluate the outcomes of emotional responses to different situations. Critically analyse contextual factors that influence their decisions and behaviours. Demonstrate leadership across a range of health contexts.	
	Navigator (Physical Movement)	In this unit, students will work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They will apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges.	**Practical**		Work collaboratively to design movement challenges. Part A. Apply solutions to movement challenges. Part B.
Term 4	**Active Aussies? (Health)**	In this unit, students examine the role that physical activity, outdoor recreation and sport has played in defining the Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.	**Assignment**	Examines the role physical activity has played historically in defining cultures and cultural identities. Proposes and justifies responses to health situations.	
	Moving More Matters (Physical Movement)	In this unit, students explore Australia's Physical Activity and Sedentary Behaviour Guidelines, cardiovascular endurance, strength and muscle endurance movements that can be done almost anywhere and anytime, and how to monitor and regulate their effort / intensity. They plan and perform a fitness workout that has been designed for a confined space and evaluate it as an intervention to improve fitness and physical activity levels in their community.	**Collection of Work**	Part B - Evaluates the intervention to improve fitness and physical activity levels in their community.	Part A - Proposes an intervention to improve fitness and physical activity levels in their community.

TECHNOLOGY YEAR 7

Achievement Standard

Students use their understandings of the relationships between technology and society to consider the roles people play in shaping products and processes. They use their imagination and creativity to investigate and identify needs, wants, design specifications and constraints. They understand the characteristics of a range of resources (information, materials and/or systems) and assess their suitability for a specific purpose and context. They compare and describe the characteristics of Australian and imported resources, investigating their impact on Australian technological processes and products. They investigate design challenges and consider the roles that people play in shaping technologies to meet changing needs and wants and preferred futures. They recognise the many different fields of technology and the people who work in occupations that use technology to design solutions for community needs.

	Unit	Description	Assessment Type	Criteria Assessed				
				Knowledge & Understanding	Investigating & Designing	Producing	Evaluating	Reflecting
Rotation 1	**ICT:** Computer Whizz	Students will use their ICT knowledge and skills to create an event proposal utilising a number of different computer software programs for a teenage music festival in the local community. Students will be able to experiment and build their skills in programs such as Microsoft Word, Microsoft Excel, Microsoft Publisher, Photoshop and Audacity.	**Multimedia Presentation**	✓	✓	✓	X	✓
Rotation 2	**Food Studies:** Designing Healthy Snacks	Students will design, produce and evaluate a healthy snack of their choosing. In doing this students will gain an understanding of nutrition, target audience, purpose, presentation and the processes involved in designing and making a healthy snack.	**Assignment and Practical**	✓	✓	✓	✓	✓

TECHNOLOGY YEAR 8

Achievement Standard

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations. They understand the importance of matching characteristics of resources to detailed specifications and standards. They investigate the contributions, past and present, of technological processes and products within local, national and global markets. They recognise that technology has a rich history and has developed into a large number of increasingly overlapping fields that provide career opportunities.

	Unit	Description	Assessment Type	Criteria Assessed				
				Knowledge & Understanding	Investigating & Designing	Producing	Evaluating	Reflecting
Rotation 1	**Food Studies:** Technology in the Kitchen	Students will gain an understanding of the requirements of health and safety in the kitchen when cooking and producing food for themselves and their families. This unit will provide the basic safety and cooking processes that need to be followed when in a domestic or commercial kitchen.	**Exam and Practical**	✓	✓	✓	✓	✓
	Food Studies: My Sandwich	Students will investigate the origins of the sandwich and will experiment with ingredients, procedures and substitutions whilst acknowledging the nutritional value of ingredients.	**Assignment and Practical**	✓	✓	✓	✓	✓
Rotation 2	**Manual Arts:** Work Shop Productions	Practical Task: Students will engage with new and familiar materials to create an object. Students will demonstrate an ability to follow step by step instructions and technical skills in the manufacture of something made from wood, metal or acrylic. Theory Task: Students will document the process and procedures involved in making the practical component of this subject. In doing so students will demonstrate their understanding of safety procedures and manufacturing processes like marking out, measuring, drawing and constructing.	**Practical Task and Written Procedure**	✓	✓	✓	✓	✓

TECHNOLOGY YEAR 9

Achievement Standard

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations. They understand the importance of matching characteristics of resources to detailed specifications and standards. They investigate the contributions, past and present, of technological processes and products within local, national and global markets. They recognise that technology has a rich history and has developed into a large number of increasingly overlapping fields that provide career opportunities.

	Unit	Description	Assessment Type	Criteria Assessed				
				Knowledge & Understanding	Investigating & Designing	Producing	Evaluating	Reflecting
Rotation 1	**Agriculture:** Sustainable Market Gardening	Students will gain an understanding of the effect of climate or soil variables on plant growth and will assess the processes involved with the implementation and production stages of a market garden, taking into consideration soil variables, propagation methods, soil additives and harvesting times. It is important that students are aware of how the development of technology can influence agriculture production systems and protect the environment.	**Assignment and Practical**	✓	✓	✓	✓	✓
	Agriculture: Sustainable Animals and Plants	Students will gain an understanding of alternative and/or emerging animal and plant industries and will assess the processes involved with the implementation and production stages of the animal or plant, taking into consideration the ethical and cultural protocols for a sustainable future. It is important that students are aware of how the development of technology can influence economics, society and the environment at present and in the future.	**Assignment**	✓	✓	X	✓	✓
Rotation 2	**Food Studies:** Stick To It	Students will participate in a problem solving unit based on cooking to a budget. This will help with real life experiences they may encounter in their future whilst also demonstrating technical skill, safety and knowledge of nutrition.	**Design Journal and Practical**	✓	✓	✓	✓	✓
	Food Studies: Safe To Eat	Food poisoning is more likely when people are catering for large groups of people. 88% of food poisoning cases are linked to social gatherings such as barbecues and Christmas dinners. Reasons for this are that people may be rushing and less likely to remember their basic food safety knowledge.	**Assignment and Practical**	✓	✓	✓	✓	✓

TECHNOLOGY YEAR 9 (continued)								
Rotation 3	**Manual Arts:** Work Shop Productions	Practical Task: Students will engage with new and familiar materials to create a camp stool. Students will demonstrate an ability to follow step by step instructions and technical skills in the manufacture of something made from wood. Theory Task: Students will demonstrate their understanding of the processes and procedures involved in making the practical component of this subject. In doing so students will demonstrate their understanding of safety procedures, tools and their uses and manufacturing processes like marking out, measuring, drawing and constructing.	**Assignment and Practical**	✓	✓	✓	✓	✓
	Manual Arts: Work Shop Productions	Practical Task: Students will engage with new and familiar materials to create a carry all. Students will demonstrate an ability to follow step by step instructions and technical skills in the manufacture of something made from wood. Theory Task: Students will document the process and procedures involved in making the practical component of this subject. In doing so students will demonstrate their understanding of safety procedures and manufacturing processes like marking out, measuring, drawing and constructing.	**Assignment and Practical**	✓	✓	✓	✓	✓
Rotation 4	**ICT:** Digital Design	Students will use their ICT knowledge and skills to create a magazine cover using Microsoft Publisher that targets a particular audience. Students will be able to experiment and build their skills in programs such as Microsoft Word, Microsoft Excel, Microsoft Publisher and Photoshop.	**Assignment**	✓	✓	✓	✓	✓
	ICT: Funky Animations	Students will use their ICT knowledge and skills to create a movie using animation, utilising a number of different computer software programs. Students will be able to experiment and build their skills in programs such as Microsoft Word, Microsoft Excel, Microsoft Publisher, Photoshop Audacity, Scratch and Pivot software.	**Assignment**	✓	✓	✓	✓	✓

THE ARTS YEAR 7							
Achievement Standard By the end of Year 7							
	Unit	**Description**	**Assessment Type**	**Criteria Assessed**			
				Responding	Making	Making/Forming	Making/Performing
Rotation 1	**Visual Art:** Culture Shock	Students will develop an understanding of Visual Art and how it is read and understood through the use of Elements and Principles. Throughout this unit, students are exposed to these 'Building Blocks of Art' and learn how to use them within their artworks. The students will demonstrate this knowledge through the exploration and completion of their 'Culture Shock' booklet. As well as this, students will demonstrate their understanding through the creation of a Mask, based on their knowledge and research about different cultures and countries.	**Appraisal and Practical Task**	✓	✓	✓	✓
	Visual Art: Pictures at an Exhibition	In a group, students plan, prepare and stage a virtual gallery form of exhibition that explores how a Contemporary issue is represented.	**Appraisal and Practical Task**	✓	✓	✓	✓
Rotation 2	**Drama:** Are you Talking to Me?	Students will develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions. Process drama implementation will assist students to combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes. Students further experiment with elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama. Students will develop an understanding of diverse contexts and cultures in which drama is embedded.	**Group Presentation and Reflection**	✓	✓	✓	✓
	Drama: Local Stories	Through interviewing local elders students will explore viewpoints of Australian history to enrich their drama making. Students will develop a script based upon the real stories of our locals. Students will plan, structure and rehearse drama, exploring ways to communicate their story and create dramatic meaning. Students will develop expressive skills in voice and movement to communicate ideas and dramatic action with the Verbatim Theatre style.	**Group Presentation and Reflection**	✓	✓	✓	✓

THE ARTS YEAR 8							
Achievement Standard By the end of Year 8							
	Unit	**Description**	**Assessment Type**	**Criteria Assessed**			
				Responding	Making	Making/Forming	Making/Performing
Rotation 1	**Media:** Amazing Advertising	Students will explore the art of attracting public attention to a product or business, through paid announcements in the print, broadcast or electronic media. Students will experiment with design options and pitch a new, *original* and *innovative* advertising campaign for a product.	**Assignment**	✓	✓	X	X
	Media: Local Stories	In this unit, students will be required to plan, prepare and present a Local Story about a person, place or event which is significant to the history of Charters Towers. The unit will require students to critically analyse photographic imagery and local stories, gather visual and audio data on their selected topic, develop a range of audio samples (narration) to be used in each story, using Audacity software; and develop and publish finished Local Stories.	**Assignment**	✓	✓	X	X

THE ARTS YEAR 9							
Achievement Standard By the end of Year 9							
	Unit	**Description**	**Assessment Type**	**Criteria Assessed**			
				Responding	Making	Making/Forming	Making/Performing
Rotation 1	**Visual Art:** Animal Print	Over the centuries, people from around the world have used printmaking as a form of art. The Chinese and Japanese used a special form of printing using wood. However, it wasn't until 1890 that linoleum was found to be a less expensive and easier to work with material. The Lino prints were used as decoration for walls in the creation of wallpaper. This process then transferred into illustrations and later, artists began to embrace the technique. During this unit, students will have the ability to design, carve and print their own Lino design inspired from an animal. This unit will aim to develop the student's understanding of the historical, cultural and social contexts of linoleum printing, while gaining creative skills.	**Appraisal and Practical Task**	✓	✓	✓	✓
	Visual Art: Buried	Through this unit students will compare and contrast traditional and contemporary public sculpture. In the past the Church, state and local governments or wealthy patrons have commissioned traditional Sculpture to commemorate important people or events, with people being the usual subject matter. Contemporary 'Pop' art sculptures use everyday objects as a way of reflecting culture and challenge tradition by making the ordinary a suitable subject for art. After learning about both Traditional and Contemporary sculptures, students are to design their own "Buried Sculpture" of a chosen everyday object, following the design process discussed in class. They will then make their sculpture out of papier Mache or Mod Roc.	**Appraisal and Practical Task**	✓	✓	✓	✓
Rotation 2	**Drama:** The Physicality	Students will develop performance skills through improvisation and exploration of physical theatre techniques revolving around a chosen theme. Students will explore and analyse a variety of physical theatre performances to assist in their understanding of the dramatic style. They will collaborate by directing the blocking and staging of dramatic action for intended meaning. Students will develop a sophisticated understanding of the elements of drama and conventions of physical theatre to engage their audience.	**Individual Presentation**	✓	✓	✓	✓
	Drama: The Hero's Journey	Students will further develop and refine scriptwriting, performance and directing skills within the forms and styles of Greek theatre and process drama. Students experiment with elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted drama. Students further develop an understanding of diverse contexts and cultures in which drama is embedded. Students direct short sequences of group-devised and/or scripted drama to extend their understanding and manipulation of elements of drama and narrative structures to shape tension, dramatic action with the Verbatim Theatre Style	**Individual Presentation**	✓	✓	✓	✓

Year 10

The Senior Phase of Learning begins in Year 10 and moves into a two-year course of study for Years 11 & 12.

Charters Towers State High School uses C2C units derived from the Australian Curriculum for all core subjects. Below is an outline of the units of study and break down of the assessment instruments used to measure learning.

YEAR 10

Students in Year 10 undertake a combination of Australian Curriculum, QCARF and VET courses.

- **Australian Curriculum**
  - English (mandated – whole year)
  - Mathematics (mandated – whole year)
  - Science (mandated – whole year)
  - History (mandated – one semester only)
  - Heath and Physical Education (HPE) (mandated – one semester only)
  - Elective subjects (two subjects – one semester of each)
    - Drama
    - Information Technology (IT)
    - Visual Arts
- **QCARF**
  - Elective subjects (two subjects – one semester of each)
    - Manual Arts

- **VET Certificate Courses**
  - Certificate II in Workplace Practices (whole year)
  - Certificate I in Information Digital Media & Technology (IDMT) (embedded as part of the
  - Information Technology (IT) elective subject)

Year 10 students complete their Senior Education Training Plan (SET-P) as part of their Enhancement Program which is supported by a Career Education Development workbook along with career expo opportunities both in Charters Towers and Townsville. The Certificate II in Workplace Practices course is embedded in the Career Education Program.

Once the SET-P is developed on *OneSchool*, parents, students and school leadership members meet to conference on subject selections and sign off. This process minimises the need for subject changes derived from unrealistic choices.

ENGLISH YEAR 10

Year 10 achievement standard

Receptive modes (listening, reading and viewing)

By the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style. They develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for ways features within texts can be manipulated to achieve particular effects.

Productive modes (speaking, writing and creating)

Students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images. Students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions, building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. They demonstrate understanding of grammar, vary vocabulary choices for impact, and accurately use spelling and punctuation when creating and editing texts.

	Unit	Description	Assessment Type	Criteria Assessed		
				K&U	Comprehending texts	Creating texts
Term 1	Understanding and analysing satire in texts	In this unit students read, view and analyse the techniques used in satirical texts. Students write an analytical response to analyse and interpret techniques of satire which influence audience interpretation and response.	Informative response written	✓	✓	✓
	Reading and comprehending a novel	In this unit, students read and respond to a novel that explores issues relevant to Australian society. They examine narrative viewpoint, characterisation and plot structures in literature. They consider the links between values, beliefs, assumptions and the social, moral and ethical positions of authors. Students create a literary analysis that examines how narrative viewpoint, characterisation and plot structure privilege particular social, moral and/or ethical positions in a novel. At the same time, students evaluate the value of the novel for young-adult readers.	Monitoring			
Term 2	Responding to literary texts	In this unit, students continue their analysis and evaluation of a contemporary novel in order to develop complex responses to literature. Throughout the unit, students examine elements of creative writing and the stylistic features of authors to prepare for assessment. For assessment, students create an imaginative transformation - a short story that contributes an additional scene to the narrative of a novel. Using the narrative viewpoint of a secondary character, the imaginative transformation will provide a unique perspective on characters, settings, and events taken from the original novel as well as advancing a social, moral and/or ethical message that responds to an issue from the text.	Imaginative Transformation Written	✓	✓	✓
	Responding to poetry	In this unit students examine how poetry can be used to develop social, moral and ethical perspectives on issues that are relevant to particular audiences and contexts. They examine stylistic features, text structures and language features in poetry and consider how these elements combine to privilege perspectives. Students also consider technical aspects of poetic forms such as odes, elegies, ballads and sonnets, producing their own poetic texts. For assessment, students complete three tasks. The first task requires students to create an original poem in response to an important issue. The second task involves students explaining and justifying their choices in stylistic features, text structures and language features. The final task requires students to perform their poem to their peers in an entertaining and engaging manner.	Creating and performing poetry	✓		✓

ENGLISH YEAR 10 (continued)						
Term 3	Responding to a Shakespearean drama	In this unit students read and interpret a Shakespearean tragedy. Students begin the unit by developing knowledge that will help them interpret Shakespearean drama; this is followed by a series of lessons where students read and analyse the play. Students will then produce interpretations of plot, characterisations and themes using language features and text structures commonly used in literary analysis. Finally, they evaluate an interpretation of the play, analysing arguments and accompanying evidence to support or refute ideas presented by the author.	Analytical response: Evaluating an interpretation of a Shakespearean play.		✓	✓
	Analytical response: Evaluating an interpretation of a Shakespearean play	In this unit, students view a film interpretation of a Shakespearean play. They use their knowledge of visual codes, elements of sound and the text structures and language features of film review to evaluate the value of the selected film for contemporary Australian teenage audiences.	Film review	✓	✓	✓
Term 4	Evaluating representations in news media texts	In this unit students listen to, read, view and discuss a variety of news texts. They examine how text structures, language features and the arrangement of information within news texts position audiences to respond to people, cultures, places, events, objects and concepts. Students develop a multimodal presentation to analyse, evaluate and compare how two news texts from different sources of news media represent a person, group, culture, place, event, object and/or concept	Multimodal comparison		✓	✓
	Reading literary responses	In this unit, students examine the text structures and language features of literary texts. They experiment with a range of literary features and learn strategies to enhance imaginative writing. Students create a literary text in response to stimulus, under exam conditions.	Response to stimulus exam	✓	✓	✓

MATHEMATICS YEAR 10

The proficiency strands Understanding, Fluency, Problem Solving and Reasoning are an integral part of mathematics content across the three content strands: Number and Algebra, Measurement and Geometry, and Statistics and Probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

At this year level:

Understanding includes applying the four operations to algebraic fractions, finding unknowns in formulas after substitution, making the connection between equations of relations and their graphs, comparing simple and compound interest in financial contexts and determining probabilities of two and three step experiments.

Fluency includes factorising and expanding algebraic expressions, using a range of strategies to solve equations and using calculations to investigate the shape of data sets.

Problem Solving includes calculating the surface area and volume of a diverse range of prisms to solve practical problems, finding unknown lengths and angles using applications of trigonometry, using algebraic and graphical techniques to find solutions to simultaneous equations and inequalities, and investigating independence of events.

Reasoning includes formulating geometric proofs involving congruence and similarity, interpreting and evaluating media statements and interpreting and comparing data sets

	Unit	Description	Assessment Type	Criteria Assessed	
				U&F Understanding & Fluency	PS&R Problem solving & Reasoning
Term 1	**Pythagoras and Trigonometry**	**Students will engage with the following content:** **Measurement and Geometry** Pythagoras and trigonometry • Solve right-angled triangle problems including those involving direction and angles of elevation and depression (ACMMG245) **Number and Algebra** Patterns and algebra • Substitute values into formulas to determine an unknown (ACMNA234)	**Examination**	✓	✓
	Statistics and Probability	**Students will engage with the following content:** **Statistics and Probability** Chance • 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 'if ....then, 'given', 'of', 'knowing that' to investigate conditional statements and identify common mistakes in interpreting such language (ACMSP247)	**Assignment/project**	✓	✓

MATHEMATICS YEAR 10 (continued)					
Term 2	**Linear and non-linear relationships**	**Students will engage with the following content:** **Number and Algebra –**Linear and non-linear relationships • Solve linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237) • Solve problems involving linear equations, including those derived from formulas (ACMNA235) • Solve problems involving parallel and perpendicular lines (ACMNA238) **Patterns and algebra** • Simplify algebraic products and quotients using index laws (ACMNA231) • Substitute values into formulas to determine an unknown (ACMNA234)	**Monitoring Task**	Collect information about students' understanding of algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems.	Collect information about students' understanding of algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems.
	Patterns and Algebra	**Students will engage with the following content:** **Number and Algebra -** Linear and non-linear relationships • 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 linear simultaneous equations, using algebraic and graphical techniques including using digital technology (ACMNA237) • Solve problems involving linear equations, including those derived from formulas (ACMNA235) • Solve problems involving parallel and perpendicular lines (ACMNA238) • Solve simple quadratic equations using a range of strategies (ACMNA241) **Patterns and algebra** • Apply the four operations to simple algebraic fractions with numerical denominators (ACMNA232) • Expand binomial products and factorise monic quadratic expressions using a variety of strategies (ACMNA233) • Factorise algebraic expressions by taking out a common algebraic factor (ACMNA230) • Simplify algebraic products and quotients using index laws (ACMNA231)	**Examination - Algebra and relationships**	✓	✓

MATHEMATICS YEAR 10 (continued)					
Term 3	**Statistics and Probability**	**Students will engage with the following content:** **Statistics and Probability** Data representation and interpretation • Compare shapes of box plots to corresponding histograms and dot plots (ACMSP250) • Construct and interpret box plots and use them to compare data sets (ACMSP249) • Determine quartiles and interquartile range (ACMSP248) • Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (ACMSP253) • Investigate and describe bivariate numerical data where the independent variable is time (ACMSP252) • Use scatter plots to investigate and comment on relationships between two numerical variables (ACMSP251)	**Assignment /Project**	✓	✓
	Measurement and Geometry	**Students will engage with the following content:** **Geometric reasoning** • Apply logical reasoning, including the use of congruence and similarity, to proofs and numerical exercises involving plane shapes (ACMMG244) • Formulate proofs involving congruent triangles and angle properties (ACMMG243) Using units of measurement • Solve problems involving surface area and volume for a range of prisms, cylinders and composite solids (ACMMG242)	**Examination**	✓	✓

MATHEMATICS YEAR 10 (continued)					
Term 4	**Money and Financial mathematics**	**Number and Algebra** **Linear and non-linear relationships** • Explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology as appropriate (ACMNA239) **Money and financial mathematics** • Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229) Patterns and algebra • Substitute values into formulas to determine an unknown (ACMNA234)	**Monitoring Task**	Collect information about students' understanding and ability to recall simple and compound interest formulas. Use technology to make connections and solve problems utilising simple and compound interest.	Collect information about students' understanding and ability to recall simple and compound interest formulas. Use technology to make connections and solve problems utilising simple and compound interest.
	Number and Algebra	**Students will engage with the following content:** **Number and Algebra** **Linear and non-linear relationships** • 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 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 linear equations, including those derived from formulas (ACMNA235) Money and financial mathematics • Connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies (ACMNA229) **Patterns and algebra** • Substitute values into formulas to determine an unknown (ACMNA234)	**Examination**	✓	✓

HISTORY YEAR 10 (APPROACH A)

Year 10 Level Description

The Year 10 curriculum provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation provides a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and its global standing.

The content provides opportunities to develop historical understanding through key concepts, including **evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.** These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: *Historical Knowledge and Understanding* and *Historical Skills*. These strands are interrelated and should be taught in an integrated way, and in ways that are appropriate to specific local contexts. The order and detail in which they are taught are programming decisions.

Year 10 achievement standard

By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence used to support these interpretations.

Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose, and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

	Unit	Description	Assessment Type	Criteria Assessed			
				Historical Knowledge & Understanding	Historical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	1	**World War II** In this depth study students will investigate the following key questions: • How did the nature of global conflict change during the twentieth century? • What were the consequences of World War II? How did these consequences shape the modern world The following content is taught as part of an overview for the historical period: • the inter-war years between World War I and World War II, including the Treaty of Versailles, the Roaring Twenties and the Great Depression The depth study investigates: • wartime experiences through a study of World War II. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.	Supervised assessment – Response to Stimulus	✓		✓	✓

HISTORY YEAR 10 (APPROACH A) (continued)							
Semester 1 (continued)	2	**Rights and freedoms (1945 - the present)** In this depth study students will investigate the following key question: • How was Australian society affected by other significant global events and changes in this period? The depth study investigates the background to and the struggle of Aboriginal peoples and Torres Strait Islander peoples for rights and freedoms from the 1930s to the 21st century, with a particular focus on the Stolen Generations and the Mabo decision. The influence on and parallels between the American Civil Rights Movement and the struggle for Indigenous rights in Australia will also be explored. The continuing effort to secure civil rights and freedoms nationally and internationally will conclude the unit. The content provides opportunities to develop historical understandings through the key concepts of evidence, continuity and change, cause and effect, perspectives, significance and contestability.	Exam/Test	✓		✓	✓
	3	**Migration experiences** In this depth study students will investigate the following key questions: • How was Australian society affected by significant global events and changes in this period? The following content is taught as part of an overview for the historical period: • the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts (Korea, Vietnam, The Gulf Wars, Afghanistan), including the rising influence of Asian nations since the end of the Cold War. • developments in technology, public health, longevity and standard of living during the 20th century and concern for the environment and sustainability. The depth study investigates: • The nature of migration to Australia after World War II, changes in government policies in Australia and the impact of migration on Australian society. The nature of Australian national identity and character has changed significantly since 1945. In this unit, students investigate patterns of immigration to Australia since 1945, including the causes and effects of changing migration policies. They will examine the impact of significant world events and developments on migration policies and the impact of migration on Australian society and identity and on Australia's international relations. Students will examine the population changes that have made Australia one of the most culturally diverse nations on earth.	Research assignment - Immigration experiences (1945-present)	✓	✓	✓	✓

SCIENCE YEAR 10

Achievement Standard Year 7 Science

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

	Unit	Description	Assessment Type	Criteria Assessed	
				Science Understanding	Science Inquiry
Term 1	**Water – Waste not, want not.**	Students will consider the importance of water and the water cycle. They investigate mixtures, including solutions, pure substances and a range of separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. Students will plan and conduct investigations into the separation of mixtures and they use their data to draw conclusions. These understandings will be applied in unit 2 through other applications to their community.	**Assignment/ Project (Separating a mixture)**	Identifies and describes the techniques to separate substances from mixtures	Plans and conducts an investigation to separate mixtures and makes predictions. Examines results and investigation method and suggests improvements to method. Communicates using scientific terminology.
	Water – Waste not, want not (continued)	Students build on the concepts in Unit 1 & consider the application of these in the community. Students will investigate the application of filtration systems in water treatment & recycling processes. They compare & contrast artificial treatment process & the water cycle to understand how humans have impacted on & mimic natural processes. Students explore Australian Indigenous peoples' values about water. They conduct a water audit for the home & school and suggest ways to manage water use. They also calculate their own water footprint.	**Assignment /Project (Water Issue)**	Describes the processes of the water cycle and the treatment process and compares these Identifies where science has been used to solve a real-world problem. Describes how the technique impacts on and is viewed by society	Communicates using scientific terminology
Term 2	**Moving right along – exploring motion**	Students will build on their knowledge of forces from year 4. They will develop an understanding of how forces affect the motion of a vehicle. Students will apply their understanding of balanced and unbalanced forces to justify conclusions and design modifications to objects. They will explore the effects of gravity and consider the difference between mass and weight. Students will investigate the impact of friction on moving objects and the forces that are involved in simple machines. They will develop and conduct a testing process to answer identified questions, taking into account fair testing. Students will critically process and accurately analyse experimental data to draw evidence based conclusions and communicate using scientific terminology and representations. They will consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations	**Monitoring Task**		

SCIENCE YEAR 10 (continued)					
Term 2 (continued)	**Moving right along – applications in real systems**	Students apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.	**Assignment/ Project (Scientific Report)**	Describes how forces affect the motion of a vehicle	Identifies a question, plans fair testing identifying variables to be changed and measured considering safety Uses evidence to support conclusions and inform change Communicates using scientific terminology and representations
Term 3	**Heavenly Bodies**	Students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students examine how science and technology have contributed addressing to the issue of solar storms and reducing their effects on Earth. They explore and compare cultural beliefs related to phases of the moon and eclipses.	**Exam**	Describes the circumstances in the Earth, moon and sun system required to affect the Earth. Describes the importance of scientific contribution when addressing real-world problems.	Communicates using scientific terminology and representations.
	Sensational Seasons	Students examine the seasons, different cultural understandings of the seasons and explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management. Students examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours such as farming and fishing.	**Poster/Multi-modal Presentation**	Explains how the Earth and sun interact to cause seasons. Describes how understanding of seasons has addressed a real world problem.	Identifies trends in data from different sources about seasons and climate. Communicates, using scientific terminology and representations.
Term 4	**Organising Organisms**	Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems. Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.	**Exam**	Classifies organisms based on observable differences.	Draws on evidence to construct a key using scientific conventions. Communicates using scientific language.
	Affecting Organisms	Students will review their understanding of food webs, to identify how human activity can impact food webs in the marine environment. They will summarise and analyse data and consider how science and technology contribute to finding solutions to issues related to marine-resource management. Students will propose practices which could be put into place to address resource-management and sustainability issues. They will examine how people use their science understanding and skills in occupations, and the work of scientists in Antarctica. Students will explore native food webs and how these are understood and used by Indigenous Australians.	**Exam**	Constructs food webs and describes the effect of change. Proposes solutions to problems caused by human activity.	Uses scientific conventions, language and representations.

HEALTH AND PHYSICAL EDUCATION YEAR 10

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities.
Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

	Unit	Description	Assessment Type	Criteria Assessed	
				Investigating	Performance and Practical Application
Term 1	**Personal, social and community health**	**Students will engage with the following content:** **Personal, Social and Community Health** **Being healthy, safe and active** • Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk (ACPPS091) • Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) **Communicating and interacting for health and wellbeing** • Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095) • Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) **Contributing to healthy and active communities** • Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities (ACPPS096)	**Assignment /Report**	✓	

HEALTH AND PHYSICAL EDUCATION YEAR 10 (continued)					
Term 2	**Cultural Connections**	**Students will engage with the following content:** **Movement and Physical Activity** **Understanding movement** • Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104) **Personal, Social and Community Health** **Being healthy, safe and active** • Evaluate factors that shape identities, and analyse how individuals impact the identities of others (ACPPS089) • Examine the impact of changes and transitions on relationships (ACPPS090) **Communicating and interacting for health and wellbeing** • Investigate how empathy and ethical decision making contribute to respectful relationships (ACPPS093)	**Practical**		✓
Term 3	**I can influence others**	**Students will engage with the following content:** **Movement and Physical Activity** **Learning through movement** • Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105) **Personal, Social and Community Health** Being healthy, safe and active • Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices (ACPPS092) **Communicating and interacting for health and wellbeing** • Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095) • Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses (ACPPS094) **Contributing to healthy and active communities** • Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)	**Research Task**	✓	

HEALTH AND PHYSICAL EDUCATION YEAR 10 (continued)					
Term 4	**Excellence in Health**	**Students will engage with the following content:** **Movement and Physical Activity** Learning through movement • Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams (ACPMP105) **Personal, Social and Community Health** Communicating and interacting for health and wellbeing • Evaluate and apply health information from a range of sources to health decisions and situations (ACPPS095) **Contributing to healthy and active communities** • Critique behaviours and contextual factors that influence the health and wellbeing of their communities (ACPPS098) • Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)	**Collection of Work**	✓	✓

DIGITAL TECHNOLOGY YEAR 10

Year 10 Achievement Standard

By the end of Year 10, students explain the control and management of networked digital systems and the security implications of the interaction between hardware, software and users. They explain simple data compression, and why content data are separated from presentation. Students plan and manage digital projects using an iterative approach. They define and decompose complex problems in terms of functional and non-functional requirements.

Students design and evaluate user experiences and algorithms. They design and implement modular programs, including an object-oriented program, using algorithms and data structures involving modular functions that reflect the relationships of real-world data and data entities. They take account of privacy and security requirements when selecting and validating data. Students test and predict results and implement digital solutions. They evaluate information systems and their solutions in terms of risk, sustainability and potential for innovation and enterprise. They share and collaborate online, establishing protocols for the use, transmission and maintenance of data and projects.

	Unit	Description	Assessment Type	Criteria Assessed	
				Knowledge and understanding of Digital Technologies	Process and production skills
Semester 1	1	**There's an app for that!** In this unit students will use algorithms and an object oriented programming language to design and create a responsive web app to solve an identified problem, for example an app to locate the best surfing spots in Queensland. Learning opportunities will include: • examining existing apps • studying agile software development cycle used in real-world projects • exploring and evaluating solutions and information systems that create information from open data (for example in meteorology, transportation, government).	Project Folio	✓	✓

TECHNOLOGY YEAR 10 MANUAL ARTS

Achievement Standard

Students explore the role of technology in society from a range of perspectives. They use their imagination and creativity to develop design solutions and make design and production decisions that demonstrate consideration of the context, specifications, constraints and management requirements. They understand how information, materials and systems can be combined in innovative ways in response to real-world situations. They understand the importance of matching characteristics of resources to detailed specifications and standards. They investigate the contributions, past and present, of technological processes and products within local, national and global markets. They recognise that technology has a rich history and has developed into a large number of increasingly overlapping fields that provide career opportunities.

	Unit	Description	Assessment Type	Criteria Assessed				
				Knowledge & Understanding	Investigating & Designing	Producing	Evaluating	Reflecting
Rotation 1 & 2	**Manual Arts:** Work Shop Productions	Practical Task: Students will engage with new and familiar materials to create a camp stool. Students will demonstrate an ability to follow step by step instructions and technical skills in the manufacture of something made from wood. Theory Task: Students will demonstrate their understanding of the processes and procedures involved in making the practical component of this subject. In doing so students will demonstrate their understanding of safety procedures, tools and their uses and manufacturing processes like marking out, measuring, drawing and constructing.	**Assignment and Practical**	✓	✓	✓	✓	✓
	Manual Arts: Work Shop Productions	Practical Task: Students will engage with new and familiar materials to create a carry all. Students will demonstrate an ability to follow step by step instructions and technical skills in the manufacture of something made from wood. Theory Task: Students will document the process and procedures involved in making the practical component of this subject. In doing so students will demonstrate their understanding of safety procedures and manufacturing processes like marking out, measuring, drawing and constructing.	**Assignment and Practical**	✓	✓	✓	✓	✓

DRAMA YEAR 10

Year 10 Achievement Standard

By the end of Year 10, students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama they devise, interpret, perform and view.
They use their experiences of drama practices from different cultures, places and times to evaluate drama from different viewpoints.
Students develop and sustain different roles and characters for given circumstances and intentions.
They perform devised and scripted drama in different forms, styles and performance spaces. They collaborate with others to plan, direct, produce, rehearse and refine performances.
They select and use the elements of drama, narrative and structure in directing and acting in order to engage audiences. They refine performance and expressive skills in voice and movement to convey dramatic action.

Semester	Unit	Description	Assessment Type	Criteria Assessed		
				Making Devising	Making Performing	Responding
1	1	**Drama fusions** In this unit, students make and respond to drama by exploring contemporary Australian drama including Aboriginal dramatists and Torres Strait Islander dramatists and experimenting with linear and non-linear narrative structures and available theatre technologies. Students will: • improvise with the elements of drama and narrative structure to develop ideas, and explore subtext to shape devised and scripted contemporary Australian drama • manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles of contemporary Australian drama • practise and refine the expressive capacity of voice and movement to communicate ideas and dramatic action in a range of contemporary Australian drama styles and spaces, including exploration of those developed by Aboriginal dramatists and Torres Strait Islander dramatists • structure drama, both linear and non-linear, to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements • perform devised and scripted contemporary Australian drama, making deliberate artistic choices and shaping design elements to unify dramatic meaning for an audience • evaluate how the elements of drama, forms and performance styles in devised and scripted contemporary Australian drama convey meaning and aesthetic effect • analyse a range of drama from contemporary Australian drama to explore differing viewpoints and enrich their drama making, including drama of Aboriginal peoples and Torres Strait Islander peoples, and consider these styles of drama in relation to international contexts	Practical, Performance and Written	✓	✓	✓

VISUAL ART YEAR 10

Achievement Standard Visual Art Year

By the end of Year 10, students evaluate how representations communicate artistic intentions in artworks they make and view. They evaluate artworks and displays from different cultures, times and places. They analyse connections between visual conventions, practices and viewpoints that represent their own and others' ideas. They identify influences of other artists' on their own artworks. Students manipulate materials, techniques and processes to develop and refine techniques and processes to represent ideas and subject matter in their artworks.

	Unit	Description	Assessment Type	Criteria Assessed	
				Responding	Making
Rotation 1 **Term 1/2**	**I am**	**Students will engage with the following content:** •Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131) • Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125) • Develop and refine techniques and processes to represent ideas and subject matter (ACAVAM127) • Evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making (ACAVAR130) • Manipulate materials, techniques, technologies and processes to develop and r• Plan and design artworks that represent artistic intention (ACAVAM128) • Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)epresent their own artistic intentions (ACAVAM126) • Plan and design artworks that represent artistic intention (ACAVAM128) • Present ideas for displaying artworks and evaluate displays of artworks (ACAVAM129)	**Appraisal and Practical Task (collection of work)**	✓	✓

Years 11 and 12

Years 11 & 12 encompass three academic strands, all recorded on Student Data Capture System (SDCS) for the issuing of Senior Statements at exit, a Tertiary Entrance Statement (if applicable) and a Queensland Certificate of Education (QCE) or Queensland Certificate of Individual Achievement (QCIA):

- ***Authority subjects*** are managed by Queensland Curriculum and Assessment Authority (QCAA) through Senior Syllabi documents from which the school develops approved Work Programs. These work programs are monitored during Year 11 and results are verified for exit in Year 12 at regional and state level through a panel review process. Authority subjects are used to gain an OP for tertiary studies in conjunction with the Queensland Core Skills (QCS) Test for which students engage in a curriculum enhancement program and practice tests through Years 10, 11 and 12.

  Students also have the option to study Authority subjects if not offered at the school through Distance Education. An external study room is equipped with necessary technology to engage in this form of learning.

- ***Authority-registered subjects*** are managed by QCAA through Subject Area Syllabi (SAS) documents from which the school develops approved Study Plans. Assessment from these study plans are externally moderated by the QCAA moderation process and undergo school-based internal reviews every year.

- ***Vocational Education and Training (VET)*** are competency based certificate courses delivered through accredited Training and Assessment Strategies (TAS). Charters Towers SHS is a Registered Training Organisation (RTO) (Provider number: 30059) and is subject to internal and external auditing processes in accordance with ASQA guidelines coupled with QCAA monitoring. Industry consultation and industry placement for trainer and assessors also forms a crucial validation process in ensuring course delivery meets industry requirements.

Student results are recorded in Student Data Capture System (SDCS) from which the QCAA issues the Senior Statement, Tertiary Entrance Statement and QCE/QCIA. The school issues VET Certificates of Completion or Statements of Attainment. The Senior Phase of Learning offers the following subjects to accommodate diverse career pathways:

Authority Subjects

Authority Work Programs can be located at: V:\ Senior Secondary Authority\Work Programs - QCAA WP Online\2016

BIOLOGY **PREREQUISITE: A B STANDARD IN YEAR 10 SCIENCE**

Biology is the study of life and natural systems on Earth. It encompasses studies of the origin, development, diversity, functioning and evolution of living systems and the consequences of intervention in those systems. It is characterised by a view of life as a unique phenomenon with fundamental unity. Living processes and systems have many interacting factors that make quantification and prediction difficult. An understanding of these processes and systems requires integration of many branches of knowledge.

Participation in Biology enables students to engage in creative scientific thinking and to apply their knowledge in practical situations. The study of Biology will help students foresee the consequences for the living world of their own, and society's, activities on the living world. This will enable them to participate as informed and responsible citizens in decision-making processes, the outcomes of which will affect the living world both now and in the future.

Learning Experiences

Students will be involved in:

1. Individual collaborative learning, planning, organising activities and solving problems;
2. carrying out laboratory work and writing practical reports;
3. observing teacher demonstrations;
4. dissecting specimens;
5. researching in the library and independent research study;
6. excursions and field work;
7. viewing media and using digital technologies;
8. discussing and debating current biological issues;
9. completing homework on a nightly or weekly basis;
10. collecting, analysing, interpreting and evaluating data.

Assessment

Students are required to communicate ideas and information using appropriate biological terminology, genres and conventions. They achieve this by gathering information, explaining biological phenomena, predicting outcomes and making informed decisions about the effects of human intervention on biological systems. Students are given multiple opportunities to demonstrate their level of achievement in a variety of assessment tasks that include complex and challenging aspects, embedded in a range of contexts.

Three main criteria are assessed:
Understanding Biology (UB): this objective provides opportunities for students to demonstrate a knowledge and understanding of the key concepts and ideas of biology. Students will be required to acquire, construct and communicate knowledge and understanding of the ideas, concepts and theories of biology, revealing underlying interrelationships between them.

Investigating Biology (IB): This objective provides opportunities for students collectively and individually to access, collect, derive and interpret quantitative and qualitative biological data. Students will be required to critically and creatively question, observe, construct ideas, make choices, analyse date, make decisions and solve problems to demonstrate the processes involved in biological investigation.

Evaluating Biological Issues (EBI): This objective aims to develop in students the ability to embrace current biological understandings and ideas to evaluate the effects of their application on present-day and future society.

The three main assessment types that are used to do this are:

- **Written Tasks** consisting of short response questions and/or essay responses to stimulus material, under supervised conditions;
- **Extended Response items** that may often require students to gather and analyse first and second-hand data in order to solve a problem or answer a question;
- **Extended Experimental Investigations** that ask students to research, design, conduct, report on and evaluate an experiment.

NOTE: Field Studies are undertaken as a compulsory component of the course. Data gathered from these studies is used to complete Extended Response items and becomes part of the summative assessment for Biological Science as well as helping students to gain a better understanding of biological phenomena.

CHEMISTRY **PREREQUISITE: B STANDARD IN MATHEMATICS AND SCIENCE IN YEAR 10.**

The study of Chemistry engages students and teachers in an exciting and dynamic investigation of the material universe. Chemistry provides a platform and conduct in which humankind can interact with and explore matter.

The study of Chemistry provides students with a means of enhancing their understanding of the world around them, a way of achieving useful knowledge and skills as well as a stepping stone for further study.

An understanding of Chemistry is essential for many vocations. Many tertiary courses in science have Senior Chemistry as a prerequisite. [Please check with the Tertiary Institution's Booklet or Guidance Officer for information about specific courses.]

Some careers requiring Chemistry are:

- biochemist
- botanist
- chemical engineer
- industrial chemist
- dietician
- food technologist
- forensic scientist
- nurse
- geneticist
- marine biologist
- doctor
- microbiologist
- metallurgist
- pathologist
- pharmacist
- science teacher
- veterinary scientist
- zoologist

Learning Experiences

Students of Chemistry will be involved in:

1. carrying out laboratory work and writing practical reports;
2. completing homework on a nightly and weekly basis;
3. undertaking library research;
4. observing teacher demonstrations;
5. solving chemical problems using calculations;
6. taking lesson notes;
7. viewing videos;
8. working in groups and participating in class discussions; and
9. a variety of excursions - to mine sites, refineries, etc.

Assessment

Assessment in Senior Chemistry is both formative (used for diagnostic purposes) and summative (used to derive a Level of Achievement).

The three main criteria assessed are:

1. **Knowledge and Understanding (K&U):** This objective provides students the opportunity to recall and interpret concepts, theories and principles of Chemistry, describe and explain processes and phenomena of Chemistry, and link and apply algorithms, concepts, theories and scheme of Chemistry.
2. **Investigative Processes (IP):** This objective provides students the opportunity to conduct and appraise chemical research tasks, operate chemical equipment and technology safely and use primary and secondary chemical data.
3. **Evaluating and Concluding (E&C):** This objective provides students the opportunity to determine, analyse and evaluate the chemical interrelationships involved in Chemistry, predict chemical outcomes and justify chemical conclusions and recommendations, and communicate chemical information in a variety of ways.

There are three (3) types of assessment incorporated within the Chemistry Syllabus. These are:

1. Extended Experimental Investigations. With this category, instruments are developed to investigate an hypothesis or to answer practical research questions.
2. Supervised Assessments. There are four (4) areas that can be assessed:
   - Short items
   - Practical exercises
   - Paragraph responses
   - Response to seen or unseen stimulus.
3. Extended Response Task. This assessment is in response to a chemical question, circumstance or issue.

DRAMA **PREREQUISITE: B STANDARD IN ENGLISH AND DRAMA IN YEAR 10.**

"We teach the arts in our schools to create great people so they are empowered with skills and knowledge to be successful in life. To do great things regardless of the vocational pathway they choose. You study the arts not necessarily to become an artist." STEVE JOBS

What is Drama all about?
Drama explores dramatic forms and styles, and the ways they are used to express and communicate human experience in different cultures, times and places.

You will use and develop your creativity, thinking skills and technical understandings about Drama to imagine and explore behaviour, relationships, emotions and beliefs in different situations and contexts.

What Will You Learn?
As Year 11 and 12 will be a combined class with only one teacher, the intent is to teach the same topic for both cohorts. Therefore, a course of study with an A-B format has been designed, as stated in the 2013 Drama Senior Syllabus. The format can alswo be taught to an individual Year 11 or Year 12 class when numbers increase.

Drama has three important aspects: Creating Drama, presenting Drama as an actor, and critiquing Drama performances.

Year A Content	YEAR B CONTENT
Journey of Self (Unit 1): Realism, Comedy of Manners, One Person Show, Post Modern Theatre ***The Journey to the Theatre (Unit 2):*** Post Modern Theatre and/or various, as regionally available. ***The Journey of Us (Unit 3):*** Applied Theatre, Verbatim Theatre and Indigenous Theatre Forms	**Promenade Back (Unit 4):** Realism, Australian Gothic Theatre, Physical Theatre, Asian Theatre Forms **Promenade to the Theatre (Unit 5):** Post Modern Theatre and/or various, as regionally available. **From Promenade to March (Unit 6):** Epic Theatre, Absurd Theatre, Political Theatre and Forum Theatre

How Will You Learn?
In Drama you will work in groups and as an individual to learn and apply your knowledge, understandings and skills in different types of activities.

Practical work is the focus when presenting drama as an actor, and demonstrating drama you have formed and created.

Non-practical work is the focus when critiquing drama performances, and producing written and spoken/signed presentations of drama you have formed and created.

How Will You Be Assessed? The dimensions for a course of study in this subject are:

Dimension 1: Forming

The dimension *Forming* is characterised by students making creative dramatic works.

When forming, students create, shape and manage drama through the application, manipulation and structuring of the dramatic languages.

Assessment can include: devising, directing, applying stagecraft, scriptwriting and improvising.

Dimension 2: Presenting

The dimension *Presenting* is characterised by students planning and rehearsing performances to an audience.

This understanding is realised through applying acting and performance skills.

Assessment can include: acting (movement, voice), applying stagecraft and working as an ensemble.

Dimension 3: Responding

The dimension *Responding* is characterised by students interpreting, analysing, reflecting and evaluating dramatic action from a position outside of, or after, the drama.

This objective can be realised in written, oral and multi-modal communication.
Assessment can include: critiquing

ENGLISH **PREREQUSITE:** **B STANDARD IN ENGLISH IN YEAR 10.**

English is a powerful tool that enables students to develop the ability to actively participate as literate members of Australia and the global community. Proficiency in English allows students to understand and appreciate Australia's cultural heritage, as well as international cultures. English promotes life-long learning as active citizens in shaping the future of the country and world in which they live.

Senior English strives to develop a student's appreciation of language, an enjoyment in its use and a fascination for its changing nature.

Who should study English?

Students who seek to pursue further education at university or TAFE and need an OP Score must study Senior English. Senior English is a subject that is suitable for those students who are interested in critically analysing literary and non-literary texts with a view to understanding how language shapes and empowers the individual.

Senior English places an emphasis on students becoming critical readers of the texts they read and view. Students are encouraged to become people who think about language and how language is used to effect; this allows students to participate effectively in our society and to appreciate the world at large.

What will students be studying?

Students can look forward to a range of innovative units which will reflect the changing focus of the English syllabus and the role literary and non-literary texts play in contemporary society. Students can look forward to studying a range of semester units including:

YEAR 11
- Rites of Passage
- The Gender Divide
- Mystery and Suspense
- War Stories

YEAR 12
- A Hero's Tale
- The Eternal Bard
- The Greats
- The End of the Road

The subject provides students with the opportunity to engage with a range of texts and language to foster:
- cultural heritage and a sense of the historical and cultural traditions that lead to particular works and authors being highly valued;
- an awareness of how students' personal attitudes, values and beliefs relate to those operating in their society and use of this understanding to explore individual understandings and relationships with the world through texts studied; and
- an understanding of how texts reflect or challenge cultural and social perspectives, representations and ways of thinking, and why some texts sometimes generate different understandings.

Assessment Techniques

Folios of student work are kept to display their individual competence in using language. These folios will include three tasks in both the written and spoken mode.

These tasks will include a variety of:
- discussion forums
- reviews
- short stories
- magazine articles
- multimodal presentations
- feature articles
- analytical expositions
- dramatic performances and
- a Valedictory speech

LEGAL STUDIES PREREQUSITE: B STANDARD IN ENGLISH IN YEAR 10.

Legal Studies focuses on "legal awareness". It focuses on studies of legal issues arising out of common social situations and community matters and the resulting consequences for the individual and society, rather than a knowledge of the law as such. The subject has been designed for students who, whatever their post-school destinations, wish to develop understandings, skills, abilities and attitudes about legal situations and issues so as to be better able to participate in the social processes of their communities.

What are the benefits?

Legal Studies…

- develops a basic understanding of the operation of our legal system to understand the interplay of "law in society".
- provides students with skills and knowledge to act responsibly in situations.
- provides students with basic legal knowledge and awareness of the range of regulatory rules and laws.
- empowers students and encourages them to be responsible citizens.

How do students learn?

In Senior Legal Studies, students examine the nature and functions of our legal system, the processes of law making and its implementation, especially in relation to issues and situations that are likely to have an impact on their daily lives.

Topics include:

CORE UNITS . . .

1. Introduction to the Legal System
2. Human Rights
3. Criminal Law
4. Civil Obligations
5. Independent Study

ELECTIVE UNITS . . .

1. Civil Wrongs (torts) and the Law
2. Employment and the Law
3. Family and the Law
4. Sport and the Law

Students need to be involved in a wide range of learning activities to achieve the aims and objectives of this course. Together with many of the more traditional teaching and learning activities, students will be involved in activities that include case studies, mock trials, debates and discussions, interviews and polls, community investigations, field trips, statistical analyses, simulation activities, guest speakers and audiovisual presentations. These will often relate to particular issues and situations in local communities involving "real life" experiences.

How are students assessed?

Schools use a wide range of assessment techniques to determine the relationships between student achievement and the exit criteria of the course.

Assessment techniques can include:

- short-answer tests with stimulus items;
- essays;
- assignments;
- real or simulated problem solving and projects;
- seminar and media presentations.

MATHEMATICS A PREREQUISITE: B STANDARD IN MATHEMATICS IN YEAR 10.

Mathematics is an integral part of a general education. It pervades so many aspects of daily life that a sound knowledge is essential for informed citizenship. In Mathematics A, the skills needed to make decisions which affect students' everyday lives are provided. These skills are also called on in other subjects and provide a good general background for many areas of further study or employment. Mathematics A emphasises the development of positive attitudes towards the student's involvement in mathematics. This development is encouraged through the use of relevant personal and work-related learning experiences.

What do students study?

Mathematics A consists of core and elective topics.
The core topics are:

- *Managing Money:*
  earnings, taxation, budgeting, spending, business applications, bank interest, credit cards, investments.
- *Elements of Applied Geometry:*
  application of trigonometry, application of Pythagoras' Theorem, area, volume, latitude, longitude, measurement of time and distance.
- *Linking Two and Three Dimensions:*
  scale drawings and plans, bracing, practical tests for squareness, plumbness and levels, estimation of quantities and costs.
- *Data Collection and Presentation:*
  types of data and variables, collecting and handling data, sample representation, key features of data, data displays, mean and medians, descriptors of spread.
- *Exploring and Understanding Data:*
  use of summary statistics and sample statistics, interpretation and use of relative frequencies and probability.

The elective topics are:

- *Maps and Compasses:*
  navigation or land measurement.
- *Operations Research:*
  networks and queuing.

What do students do?

By the end of this course, students should develop:

- an appreciation of the value of mathematics to the lifelong learner
- sound number sense and an ability to view and interpret the world from a quantitative perspective
- the ability to recognise when situations in their everyday life can be dealt with through mathematical analysis and procedures, and be able to attempt such analysis or procedures with confidence and success
- an awareness of the elements of chance which exist in some aspects of life and an ability to make decisions informed by this awareness
- an ability to visualise and represent spatial relationships in two and three dimensions
- an ability to comprehend mathematical information which is presented in a variety of forms to become informed and critical citizens.

How is student work assessed?

Students will be assessed using three (3) categories: extended modelling and problem solving tasks; reports; and supervised tests.

A variety and balance in the types of assessment instruments will be used, thereby enabling students with different learning styles to demonstrate their understanding. In making judgements about a student's level of achievement at exit of this course, students will be graded on the following three (3) exit criteria, that being:

- knowledge and procedures;
- modelling and problem solving; and
- communication and justification.

MATHEMATICS B PREREQUISITE: B+ STANDARD IN MATHEMATICS IN YEAR 10.

Mathematics is a crucial part of a general education. It enhances an understanding of the world and enables quality participation in a rapidly changing society.

Mathematics is an international system for the communication of ideas and concepts providing a unique and powerful way to view the world, a way of thinking to explore problems, a concise and unambiguous symbolic system and a creative activity involving invention, intuition and exploration (QSA Senior Syllabus).

Mathematics underpins science and technology, most industry, trade and commerce, social and economic planning and communication systems.

In Mathematics B, mathematical skills are developed which form the basis for further tertiary study in Mathematics. These skills are needed not only in the traditional careers of engineering or the physical sciences but also as tools in fields as diverse as agriculture, food, technology, geography, biology, electronics, computer science, economics and management. The modes of thinking developed in Mathematics B provide ways of modelling and problem solving in situations in order to explore, describe and understand the world's social, biological and physical environment. Students are given the opportunity to appreciate and experience the dynamic nature of Mathematics. They are encouraged to study the power of Mathematics through problem solving and applications in life-related contexts.

What will Students Learn?

Mathematics B involves the study of mathematical functions and their applications, differential and integral calculus and applied statistical analysis. These are used to develop:

- knowledge and skills in advanced computation and algebraic methods and procedures
- mathematical modelling and problem solving strategies and skills
- the capacity to justify mathematical arguments and make decisions
- the capacity to communicate about mathematics in a variety of forms.

What will Students Study?

The course topics include:

- **Introduction to Functions** - linear, trigonometric, periodic, exponential and logarithmic.
- **Rates of Change** - instantaneous and average rates of change.
- **Periodic Functions and Applications** - recognition of periodic functions, sketching, investigating shapes and relationships, general forms of periodic functions.
- **Exponential and Logarithmic Functions and Applications** - exponential functions, logarithmic functions, the relationships between them, compound interest, annuities.
- **Optimisation using Derivatives** - differentiation as a tool in a range of situations which involve the optimisation of continuous functions.
- **Introduction to Integration** - real life applications of integration.
- **Applied Statistical Analysis** - types of variables and data, stem-and-leaf and box-and-whisker plots, probability, random sampling, discrete and continuous distributions, inference.

Subject Selection

Students should be encouraged to select a level of Mathematics commensurate with both their ability and degree of commitment to their studies. Successful study of Mathematics B requires a **minimum of four (4) hours additional study per week.** The school recommends that students wishing to study Mathematics B should have achieved a High Achievement or better in Year 10 Mathematics over four (4) continuous terms of study.

Mathematics B will typically be studied over two consecutive years in Years 11 and 12.

MODERN HISTORY **PREQUISITE: B STANDARD IN ENGLISH AND HISTORY IN YEAR 10.**

Who should study History?

Through the study of Modern History, we can understand why our modern world is the way it is, and gain insight into the processes of change and continuity that have shaped today's world, their causes, and the roles people have played in those processes. Modern History is a course for students who have been successful in the study of history under the Australia Curriculum and who wish to continue developing their historical understanding of the world around them. It is an Authority subject offering students following a tertiary path the opportunity to gain credits towards their QCE and get an OP.

What do students study?

The senior syllabus in Modern History is characterised by diversity. Students will study topics that provide:

- a range of scales — local, national, international and global
- a range of time periods, from pre-modern to contemporary
- a range of geographical contexts — Australian, Asia–Pacific, European, African and American
- some study of relations between Indigenous and non-Indigenous Australians, post WWII.

Year A	Studies of Hope: American Civil Rights
	Studies of Hope: Human Rights in Central Africa
	Studies of Conflict: Arab Israeli Conflict
	The individual in history: Person of Interest Study
Year B	Studies of Diversity: Tolerance and Intolerance in China
	Studies of Diversity: Contemporary Race Relations in Australia
	Studies of Conflict: The Cold War
	The individual in history: Person of Interest Study

How are students Assessed?

Assessment is based on the 3 criterion:

Criterion 1: Planning and using an historical research process

Criterion 1 is about planning and putting into effect the procedural and organisational structures of a research task. It involves students in:

- identifying the issue for investigation
- devising, developing and focusing the key research question or hypothesis, and sub-questions
- locating and using primary and secondary sources
- maintaining a record of research
- reflecting on and changing direction or emphasis of research when necessary.

Criterion 2: Forming historical knowledge through critical inquiry

Criterion 2 is about the development of historical knowledge and cognitive skills through critical engagement with historical sources. It involves students in:

- identifying the information that is explicit in sources
- understanding the nature of historical sources of evidence, assumptions about the problematic character of historical sources, and the tentative and interpretive qualities of historical knowledge
- analysing what is explicit and implicit in sources, including themes, values and interrelationships within and among sources
- evaluating the worth of sources: assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and locating value positions, biases, perspectives and standpoints in their historical context
- making decisions about a question or hypothesis: synthesising evidence, reaching a conclusion about a question or hypothesis, and justifying the conclusion.

Criterion 3: Communicating historical knowledge

This criterion is about presenting the results of historical research. It involves students in:

- communicating a knowledge and understanding of – historical information – concepts - change and continuity - cause and effect – events – developments
- producing written and non-written responses in appropriate genres
- producing logically developed and fluent historical arguments, with claims substantiated by sources of evidence or references to evidence
- meeting the requirements for language conventions, referencing, length, scale and scope of responses.

PHYSICAL EDUCATION

PREREQUISITE: B STANDARD IN ENGLISH AND PHYSICAL EDUCATION IN YEAR 10.

Physical Education is a course of study designed to encourage students to develop knowledge in, about and through physical activity.

How does Physical Education benefit students?

Physical Education helps students acquire knowledge about "Figueroa's Framework", "Biomechanics", "Sports Psychology", "Exercise Physiology" and "Motor Learning". Students will become informed Australian citizens through the development of evaluative and analytical skills. Through evaluation of personal experiences, students realise the importance of acquiring all the facts, applying these facts to relevant situations and evaluating the outcome to enable improvement and growth.

Course requirements:

Students will be time-tabled with two theory and one practical lesson each week. Students are expected to have a sports uniform, hat, sports shoes, exercise book and pens for every lesson.

Assessment techniques include:

- Supervised written assessment
- Research assessment
- Physical performance
- Multi-modal presentation

What do students learn?

All schools are required to include subject matter from each of the following areas:

- Learning physical skills
- Processes and effects of training and exercise
- Equity and access to exercise, sport and physical activity in Australian society
- Physical activities (Touch, Athletics, Netball, Softball)

Learning physical skills

This involves the study of how physical skills are learned.

Topics:

- Motor learning
- Psychology
- Biomechanics

Processes and effects of training and exercise

This involves the study of training principles and programs, exercise physiology and evaluation of training programs to suit physical capacities and activities.

Topics:

- Energy for physical performance
- Training, exercise and physical performance
- Acquiring and evaluating physical performance capacities.

Physical activity in Australian society

This involves the study of Australian society through sport. Through applying their knowledge and personal experience about Australian society, students will analyse the role major societal groups have on the portrayal of sport in society.

Topics:

- Figueroa's Framework
- Factors affecting equity at the individual, interpersonal, institutional, structural and cultural levels

V I S U A L A R T **PREREQUISITE: B STANDARD IN ENGLISH AND ART IN YEAR 10.**

Charters Towers State High School offers a unique opportunity for students to study a variety of experiences across a 2 year course rotation developed from the Visual Art Syllabus. Students are offered the opportunity of ***diversification*** during the formative year of study in ***11***, completing more experimental and teacher-directed work. In ***Year 12*** students are expected to engage in ***specialisation*** in completing student-resolved bodies of work.

Visual Art consist of two modes of assessment; Making and Appraising. **Making** requires students to solve problems when creating and displaying artworks. **Appraising** is critical analysis of artworks in diverse contexts, investigating artistic language and expression.

DIVERSIFICATION (Year 11)

YEAR A

Students look at the idea of ***Form*** focusing on a range of ideas and topics. In studying the notion of Form, students experiment with changing the way we see **reality** using **distortion**, **abstraction** and by experimenting with the use of **text** and the **physical environment**.

Units of Work

Altering Reality: students explore the idea of reality using abstraction and distortion.

Wordsworth: students explore the notions and use of text and artists' books to develop an individualised piece inspired by personal journeys.

The Environment: students determine their own focus and how they respond to different physical environments.

YEAR B

Students look at a range of **contemporary** and **historical** topics particularly focussing on the use of media in our society. Students experiment with representations of **making a social comment**, the use of propaganda in forming **societal opinions** and **personal journeys**.

Units of Work

Battle of the Sexes: students explore the notion of male verse female, gender superiority and the development of human form.

Reacting and Expressing: students explore the notions of expressing emotion and opinion through art in reaction to a chosen contemporary issue.

My World, Your World: students determine their own focus exploring how contemporary societal issues are reflected in their own personal lives.

SPECIALISATION (Year 12)

Students look at the physical and emotional idea of **Place and Time**. Students look at **society** and the **environment** around them and experiment with a range of student chosen media.

Units of Work

Time Place and Space: students determine their focus, exploring where they fit into the physical world around them.

Snapshot: students determine their own focus by exploring the mental and emotional state of being at a particular place in time.

Further Contribution: students resolve another making or appraising work that contributes to Time, Place and Space or Snapshot.

Media Areas

Media Areas that will be studied through the course include artists' books, assemblage, digital imagery, drawing, collage, installation,
painting, printmaking, sculpture and students' choice.

Authority Registered Subjects

Authority-registered Study Plans can be located at: V:\ Senior Secondary Authority-Registered\2016\Study Plans

ENGLISH COMMUNICATION

This course has been designed for those students in Years 11 and 12 who prefer to receive a broad-based education, comprising both general and vocational education. It caters for those students who do not wish to obtain an OP Score (Overall Position) to enter university but who wish to develop their communication skills so that they will be better equipped for a variety of life roles.

The literacy promoted in this course will provide a means through which students can acquire independence in learning, seek information, make choices and act on their own futures.

Outcomes of this course

On successful completion of English Communication, you will be able to:

- carry out a range of entry-level tasks requiring basic literacy skills in comprehension, such as giving and receiving information, working effectively in a team, creating real-life work based documents, analysis of documents and resources for specific tasks and dealing with customers and clients.
- develop a range of skills, attitudes and knowledge which will assist you in both work related roles and school based roles.
- become proficient in the following:
  - ✓ collecting, analysing and organising information for specific assessment purposes (travel brochure, multimedia presentation, review, social commentary, financial advice segment, autobiographical writing, a comparative presentation and an artist spotlight);
  - ✓ communicating ideas and information to persuade audiences both in the written and spoken form;
  - ✓ working individually and in teams to promote a strong work ethic and develop interpersonal skills;
  - ✓ solving problems;
  - ✓ using technology to educate or create.

Course of Study

Students will complete a range of units over the course, which may include:

- ✓ Life, Love and Cricket
- ✓ Sight and Sound
- ✓ Crime Time
- ✓ Shark Attack
- ✓ World Trip
- ✓ Film Identity
- ✓ Teenfest
- ✓ Heroes and Role Models

Exit Criteria

An exit level of achievement will be awarded on completion of the program of study for English Communication. The criteria on which a student will be judged are derived from the general objectives. These criteria are:

1. Knowledge of contextual factors
2. Knowledge of textual features
3. Knowledge and understanding of texts

English Communication allows students to achieve their Queensland Certificate of Education (provided they gain four semesters of credit, working at a sound level of achievement, or above, for at least one semester).

HOSPITALITY PRACTICES

Hospitality Practices as a subject offers the opportunity for students to focus on the food and beverage sector of the hospitality industry. Through this focus, students develop an understanding of hospitality and the structure, scope and operation of related activities in the food and beverage sector.

The course of study over two years consists of three core topics – navigating the hospitality industry, working effectively with others, and hospitality in practice. The subject enables students to develop skills in food and beverage production and service. They will work as an individual and as part of teams to plan and implement events in a hospitality context.

Students develop an awareness of industry workplace culture and practices and develop the skills, processes and attitudes that are desirable for future employment. They have the opportunity to develop personal attributes that contribute to employability, including the ability to communicate, connect and work with others, plan, organise, solve problems and navigate the world of work.

Students will have the opportunity to interact with the core topics and selective electives from the following:

Core

- Navigating the hospitality industry
- Working effectively with others
- Hospitality in practice

Electives

- Kitchen operations
- Beverage operations and service
- Food and beverage service

What do students study?

This course is designed to provide food preparation skills, communication skills, and work readiness skills. The units of work offered include:

- Current food trends
- Health, safety and hygiene
- Gourmet Food
- Preparation and service of food and beverages and sold as a catering service
- Multicultural influences
- Sustainable practices
- Meal planning
- Plating and presentation

How are students assessed?

Assessment in Hospitality Practices is designed to demonstrate achievement of the objectives of the course and to provide students with the opportunity to build on their work readiness skills.

Assessment techniques include:

- Extended Response to Stimulus
- Project – simulated and actual events
- Examination: Short test Response with case studies

NOTES: Due to the practical nature of Hospitality, students MUST ensure they bring cooking resources for EVERY cookery lesson.

Covered-in shoes are mandatory.

INDUSTRIAL GRAPHICS SKILLS

Course Overview

This subject is an introduction to the design and drafting industry. Student work is primarily completed using Computer Aided Design (CAD) software however some manual drafting work may be required in some areas. Charters Towers State High School uses CAD programs from the *Autodesk* package including *Autodesk Inventor* and *Autodesk REVIT*. Students are encouraged to download free student versions of this software from http://students.autodesk.com/ to allow CAD work to be completed at home.

Units of Study

A course in Industrial Graphics is based on the five units listed below:

- Industry Orientation
- Graphics for the Building and Construction Industry
- Graphics for the Furnishing Industry
- Graphics for General Manufacturing Industries
- Industrial Design

Equipment required for the course:

Students are expected to supply their own pencil, eraser and USB memory stick. The school has computers with required software and other manual drafting equipment for student use as required.

[This equipment is essential for students to complete the course, as well as being beneficial in other subjects and use at home.]

Assessment

Each unit of the course will require students to complete assessment in one of the following techniques:

- Research Project
- Folio of Drawings
- Presentation Package

INDUSTRIAL TECHNOLOGY SKILLS

Subject Overview

This subject is designed to help students develop an understanding of the Australian Manufacturing Industry. Students enrolling in the subject derive satisfaction from working with materials, tools and machines while they gain the skills needed to prepare themselves for future employment as well as recreation and leisure. The course will include units of work relevant to the following manufacturing areas: furnishing, engineering, plastics, construction.

Learning experiences

Students will be involved in a wide range of experiences including:

- following teacher demonstration
- undertaking practical exercises
- analysing and clarifying the nature of technological problems
- identifying, consulting and using reference sources
- applying relevant knowledge to the resolution of technological problems
- deciding on appropriate solutions to problems
- planning and monitoring progress
- interpreting drawings to manufacture a single component or multiple components for a practical task
- interpreting WH&S requirements in a workshop
- demonstrating relevant WH&S standards when undertaking a task in the workshop or classroom

Mandatory aspects of the course

During this course students will be using industry standard portable and fixed electrical tools and equipment. Therefore, a non-negotiable aspect of the course will be the wearing of clothing and footwear (student supplied) that comply with Workplace Health and Safety requirements.

All materials for practical projects will be supplied to students once a commitment has been made to pay the relevant subject charges as part of the Charters Towers State High School Resources Scheme.

No student will be permitted to undertake practical tasks without:

- long sleeved cotton shirt
- long trousers or jeans or overalls
- steel capped boots.

All clothing and footwear to be clearly identified with the student's name and phone number.

Assessment

Students will be assessed using the following criteria:

- Knowledge and Understanding (Written Tasks)
- Applied Processes (Written and Practical Tasks)
- Practical Skills (Practical tasks)

As with all subjects, students will be required to use some home time to complete written tasks.

P R E V O C A T I O N A L M A T H E M A T I C S

Mathematics is an integral part of a general education. A thorough knowledge of mathematics is important as it allows people to make informed decisions on everyday issues such as:

- collecting, accessing, organising, displaying and interpreting data
- financing and repaying loans
- running a small business
- budgeting (saving money)
- calculating prices and quantities of materials
- reading maps

In Prevocational Mathematics the skills needed to make decisions which affect students' everyday lives are provided. These skills are also integral to many other subjects and provide a solid foundation for either the workplace or trade training.

The study of Prevocational Mathematics emphasises positive attitudes towards involvement in mathematics. This is encouraged using an approach that involves the repetition of basic principles and real-life industry applications.

Mathematical study involves students investigating real-world problems and issues many of which are both immediately relevant and relevant to other courses of training or study.

What do students do?

Students will engage with a wide range of topics in a variety of contexts.

All units that students study are assessed under one or more of the following topics:

- Mathematics for interpreting society: number
- Mathematics for interpreting society: data
- Mathematics for personal organisation: location and time
- Mathematics for personal organisation: finance
- Mathematics for practical purposes: measurement

Units and Assessment

2016

Term 1: Shop Until You Drop (folio)
Healthy Bodies (Practical Task)
Term 2: Location, Location, Location (Practical Task)
Money, Money, Money (Folio)
Term 3: Home for the Holidays (Presentation)
What Happens next? (Practical Task/Flow chart)
Term 4: In the Garden (Practical task)

2017

Term 1: Around the World (presentation)
Lost or Not (practical task)
Term 2: You and Your Money (folio)
Term 3: Architect Antics (project)
Let's Party (tasks)
Term 4: Going into Business (planning project)

Subject Selection

It is strongly recommended that students wishing to enrol in Prevocational Mathematics discuss this choice with maths teachers and a Head of Department.

R E C R E A T I O N

RECREATION offers students the opportunity to experience the CHALLENGE and FUN of active participation in a variety of Recreational Pursuits, whilst developing SKILLS necessary and beneficial for future employment and living.

If you are the kind of student who wants a HANDS ON approach to learning, looking at developing skills relevant to a range of careers, then this is for YOU!

However, you must be willing to tackle NEW CHALLENGES, and be stretched beyond your comfort zone. RECREATION students are required to coach, train, interview community members, and run large sporting tournaments.

This is an Authority-registered subject and will not count towards an OP score.

How will Recreation benefit me?

RECREATION is a demanding yet rewarding subject. It requires students to be able *to combine both practical and theoretical knowledge* related to specific tasks and activities. Continual participation is essential for students to achieve the maximum benefits of the subject.

'Recreation' is one of the fastest growing industries in Australia. Here in Charters Towers there are many providers, both professional and voluntary, of facilities catering for your every recreational need. The experience provided through this course, alongside further studies and work experience, will place you in good stead to pursue a fun and challenging career in such professions as: *Sports Administrator; Coach; Activities Coordinator; Ranger; etc.*

How is the course structured?

The course will offer a variety of sports, giving students the opportunity to develop skills and knowledge relevant to the recreation industry.

The subject will be offered on two lines and each class may include students from Years 11 and 12. Each term allows you to develop important 'work-skills' in the context of a recreation pursuit.

Recreational pursuits that you may cover during the course include: Volleyball, European Handball, Basketball, Soccer, Touch Rugby League, Weight Training, and Tennis.

What about assessment?

Assessment is used to determine grades (A-E) in three (3) criteria: acquire; apply; and evaluate. Students will complete a variety of theoretical and practical assessments. There is an expectation of students to actively participate in all theory and practical lessons and some assessment will be conducted outside of class time such as conducting activities at lunchtimes.

Some of the activities that students may do include:

- plan and conduct a sporting competition;
- organise various outdoor and sporting activities;
- create a safety report for the Gym facility;
- physical performance tests in each recreation pursuit
- conduct coaching activities

Students are assessed not only on their performance and knowledge of a variety of different sports but also how they utilise this knowledge in the workplace.

SCIENCE IN PRACTICE

Science in Practice balances the scope of senior science subjects by offering students opportunities to engage meaningfully in vocational applications of science. As such, this skills-based course gives rise to dual outcomes in employability and scientific literacy.

A course developed using the Science SAS (Study Area Specification 2011) embraces the intrinsic "hands-on" nature of the subject and provides students with opportunities to develop the key concepts in contexts that arise naturally from the subject matter and from the practical and investigative approach of the subject.

Students will develop science understanding to prepare them for a range of career options including:

- Laboratory Technician
- Apprenticeships
- Wildlife Carer
- Miner
- Environmental Health Officer
- Park Ranger
- Farmer
- Enrolled Nurse
- Alternative Health Therapist
- Gardener

What do students study?

The course is designed to provide students with a variety of intellectual, technical, operational and workplace skills.
The units of work offered in Science in Practice include:

- Harnessing Chemicals
- The Earth in the Universe
- Water Studies
- Mining, Mines and Rehabilitation
- Agriculture and Food
- Clean Energy: Energy Efficient Industries
- Your Health
- Social Drugs and Their Impacts

How are students assessed?

Assessment is designed to enable students to demonstrate achievement of the objectives of the course, namely, Knowing and Understanding, Investigating and Connecting, and Concluding.

Assessment techniques include:

- Case Studies
- Experimental Investigations
- Model Building
- Performance Tasks
- Written Assignments
- Supervised Exams
- Portfolios
- Practical Projects

Students will be provided with a range of situations and units over the subject which will attempt to provide real-life and practical engagement with the science community.

SOCIAL and COMMUNITY STUDIES

Social and Community Studies allows you to respond to these questions through developing important 'life skills' — the personal, interpersonal, and citizenship skills that are at the core of the subject. It will help you to develop responsible attitudes and behaviours, establish positive relationships and networks, and encourage you to be an active and informed citizen who can participate effectively in the community.

Students will develop social and community understanding to prepare them for a range of career options including:

- Receptionist
- Education Administrator
- Recreation worker
- Admin support worker
- Human services
- Social worker
- youth Services
- Community worker

What do students study?

This course is designed to provide personal skills, interpersonal skills, and Citizenship skills. The unit of work offered in Social and Community Studies:

- Gender and identity
- The Arts and the community
- Health- food and nutrition
- Health- recreation and leisure
- Science and technology
- The world of work
- Legally, it could be you
- Money management

Social and Community Studies challenges you to look at society and the world through a process of social investigation. This means being curious, asking questions, reflecting on the information you gather through research and investigation, and appraising and reconsidering the consequences and outcomes.

How are students assessed?

Assessment in Social and Community Studies is designed to demonstrate achievement of the objectives of the course, namely, Knowledge & understanding, Applying & examining, and producing & Evaluating.

Assessment techniques include:

- Extended Response to Stimulus
- Multimodal Responses
- Project
- Examination: Short test Response Test

Vocational Education & Training

VET Training and Assessment Strategies can be located at: V:_Senior Secondary VET\2016\Training & Assessment Strategies

Charters Towers State High School is a Registered Training Organisation (RTO) for several Certificate courses and supplements these offerings with courses offered through the Dalrymple Trade Training Centre (DTTC).VET courses attract a work placement component, with work experience as a precursor managed by the school's Work Placement Coordinator. There are also options for a School Based Apprenticeship/Traineeship (SAT).

AHC20110
CERTIFICATE II in AGRICULTURE

NATIONALLY RECOGNISED TRAINING

What do Students Study?

This course aims to help prepare students for the workplace by focusing on individual effort and teamwork including the planning and carrying out of routine tasks with some teacher assistance. Students study a range of core and elective units in this course. This course requires two (2) core units and fifteen(15) elective units.

CORE UNITS:

AHCOHS201A
Participate in OHS processes

AHCWRK209A
Participate in environmentally sustainable work practices

ELECTIVE UNITS:

AHCCHM201A	Apply chemicals under supervision
AHCINF202A	Install, maintain and repair fencing
AHCIRG202A	Assist with the operation of pressurised irrigation
AHCIRG204A	Lay irrigation and/or drainage pipes
AHCIRG206A	Maintain pressurised irrigation systems
AHCLSK202A	Care for health and welfare of livestock
AHCLSK205A	Handle livestock using basic techniques
AHCLSK206A	Identify and mark livestock
AHCLSK209A	Monitor water supplies
AHCMOM203A	Operate basic machinery and equipment
AHCMOM204A	Undertake operational maintenance of machinery
AHCPHT201A	Plant horticultural crops
AHCWRK204A	Work effectively in the industry
AHCWRK205A	Participate in workplace communications
AHCBAC302A	Establish pastures and crops for livestock production

Why Study Agriculture?

Study in this course is designed to develop a range of skills related to primary industries and other sectors such as local government, tourism, hospitality, transport, construction, community services, information technology and metals. Students have the opportunity to develop knowledge and skills in workplace safety, effective communication and self-management. Sensitivity to the environment and developing a work ethic are encouraged. On successful completion of the Certificate II units of competency, students will:

- be able to carry out a range of entry-level employment tasks for positions such as labourer, assistant farm/station hand
- possess a range of skills, attitudes, knowledge and experiences that will assist in self-development and communication with others
- be eligible for credit into related courses offered by other Registered Training Organisations, for example Agricultural colleges, TAFE and RITE.

How do Students Learn?

A range of teaching approaches will be used in order to cater for students' various learning styles. Both teachers and students need to be adaptable and flexible when dealing with living systems. The major emphasis of the course is learning skills from hands-on experiences. Visits to the local farms and work on the school's agricultural farm, supplement work covered in the classroom, with the aim that theoretical knowledge consolidates practical experience.

Students who enjoy practical-oriented work in an agricultural context will gain much from this style of presentation. It is vital that students are prepared for and participate in ALL practical activities.

How Are Students Assessed?

Assessment for the course is competency-based; once a student demonstrates that they can correctly perform the tasks required in a variety of contexts for each unit, students will be given credit for that unit of competency. The units of competency successfully completed will be recorded on the student's QCE (Queensland Certificate of Education). The knowledge and understanding essential to the course's units of competency, along with specific skill sets are assessed.

Assessment may be in the form of the following:

- teacher observation of student skills
- teacher questioning
- open book exams
- work books
- project work/practical work

Employability skills are integrated into the course activities and assessment and cover:

- communication
- team work
- problem solving
- self management
- planning and organising
- technology
- learning
- initiative and enterprise

Students must bring appropriate PPE [long-sleeved shirt and long pants, wide-brimmed hat and steel capped boots].

BSB20115
CERTIFICATE II in BUSINESS

Business dealings and transactions affect every person in the world every day of the year. Gaining knowledge of how the business world will allow you to gain a head start in your working life. The Certificate II in Business provides entry level training for those students interested in learning how to perform routine business activities. This qualification will allow students to gain employment after school in positions such as: administration assistant, clerical worker, data entry operator, information desk clerk, office junior, receptionist.

For those wishing to pursue further education after school, students may study: Certificate III in Business, Certificate IV in Business, Diploma in Business, Bachelor of Business.

Topics/units of competency in this subject include, but not limited to are:

BSBWHS201	Contribute to health and safety of self and others	Core
BSBCUS201	Deliver a service to customers	Elective
BSBINM201	Process and maintain workplace information	Elective
BSBINM202	Handle mail	Elective
BSBCMM201	Communicate in the workplace	Elective
BSBITU201	Produce simple word processed documents	Elective
BSBITU202	Create and use spreadsheets	Elective
BSBWOR202	Organise and complete daily work activities	Elective
BSBWOR203	Work effectively with others	Elective
BSBWOR204	Use business technology	Elective
BSBITU301	Create and use databases	Elective - Cert III
BSBITU303	Design and produce text documents	Elective - Cert III

Assessment is competency based and therefore no level of achievement is awarded. Assessment for this qualification is continuous and every unit of competency must be passed in order for the student to gain competency/qualification. Assessment techniques include: assignment, exams, teacher questioning, class observations, projects and work experience from employers.

ICT20115
CERTIFICATE II in INFORMATION, DIGITAL MEDIA AND TECHNOLOGY

NATIONALLY RECOGNISED TRAINING

Computers are an integral part of today's work, study and leisure, and students must know how to use them effe ethically. Even if not directly using computers, all individuals in society are affected in some way by their use.

This is designed to assist students in:

- Becoming confident and competent users/consumers of ICTs
- Managing their time and resources effectively and efficiently
- Developing skills needed for creative work, practical problem-solving and communication in a variety of media
- Directing their own learning by developing self-reliance, personal responsibility and self-management
- Developing the ability to work and communicate with others in a team
- Developing the processes, skills and attitudes needed to become responsible users of ICTs in the community
- Developing an ability to make informed decisions in situations and practices involving ICTs
- Developing a commitment to the safe and ethical use of ICTs.

What is the Certificate II in Information, Digital Media and Technology composed of?

This course involves the study of both core and elective units [all seven core and seven elective units must be attained in order to be awarded the full Certificate II] as shown below:

Units of Competency:

BSBWHS201	Contribute to health and safety of self and others	Core
BSBSUS201	Participate in environmentally sustainable work practices	Core
ICTICT201	Use computer operating systems and hardware	Core
ICTICT203	Operate application software packages	Core
ICTICT202	Work and communicate effectively in an IT environment	Core
ICTICT204	Operate a digital media technology package	Core
ICTWEB201	Use social media tools for collaboration and engagement	Core

ICTSAS208	Maintain IT equipment and consumables	Elective
ICTSAS203	Connect hardware peripherals	Elective
ICTICT205	Design basic organisational documents using computing packages	Elective
ICTSAS204	Record client support requirements	Elective
ICTSAS206	Detect and protect from spam and destructive software	Elective
ICTSAS202	Apply problem-solving techniques to routine IT malfunctions	Elective
ICTICT209	Interact with ICT clients	Elective

How are Students Assessed?

Assessment techniques could include:

- Teacher Observation of student skills
- Teacher Questioning
- Role Plays and Simulations
- Project work/practical work
- Objective/short-response tests
- Case Studies
- Course Work

SIR20212
CERTIFICATE II in RETAIL SERVICES

NATIONALLY RECOGNISED TRAINING

Certificate II in Retail Services provides entry level training for those students seeking employment in the field o assistant, customer service assistant or stock handler.

This is a competency based course, meaning that students will complete assessment pieces based on specific competencies that have been developed by the Department of Education, Training and Employment.

By the end of the two year course, by demonstrating competency, students will have attained a Certificate II in Retail Services which is recognised nationally and will assist in gaining employment in the above occupations or lead to further study in the industry.

Units of Competency to be studied throughout the two years include:

SIRXCCS201	Apply point-of-sale handling procedures	**Core**
SIRXCCS202	Interact with customers	**Core**
SIRXCLM101	Organise and maintain work areas	**Core**
SIRXCOM101	Communicate in the workplace to support team and customer outcomes	**Core**
SIRXICT001A	Operate retail technology	**Core**
SIRXIND101	Work effectively in a customer service environment	**Core**
SIRXRSK201	Minimise loss	**Core**
SIRXWHS101	Apply safe work practices	**Core**

SIRXADM001A	Apply retail office procedures	**Elective**
SIRRRPK214	Recommend specialised products and services	**Elective**
SIRXSLS201	Sell products and services	**Elective**
SIRXMER202	Plan, create and maintain displays	**Elective**
SIRRPOS002A	Handle mail received in a retail environment	**Elective**
SIRXMPR002A	Provide marketing and promotion program	**Elective**

Assessment is competency based and therefore no level of achievement is awarded. Assessment for this qualification is continuous and **every** unit of competency must be passed in order for the student to gain competency/qualification. Assessment techniques include: Assignment, exams, teacher questioning, class observations and projects and work experience reports from employers.

CUV20111
CERTIFICATE II in VISUAL ARTS

Certificate II in Visual Arts is primarily designed for people who demonstrate an interest in visual art and design processes including drawing, printmaking and digital imaging. The intended purpose of this course is to develop basic creative and technical skills that underpin visual arts and craft practice.

Certificate II in Visual Arts is competency based. This allows students to be assessed on specific competencies as well as integrating transferable generic employability skills including communication, team work, problem solving, self management, planning and organising, technology, initiative and enterprise. The students are required to demonstrate evidence towards the competency to gain the competency for the studied module.

Course Structure

To be issued with this qualification, students must successfully complete all four (4) core units and five (5) elective units of competency over the 2-year course:

National Code	Unit of Competency Title	Core / elective pathway
BSBOHS201A	Participate in OHS processes	CORE
CUVACD101A	Use basic drawing techniques	CORE
CUVPRP201A	Make simple creative work	CORE
CUVRES201A	Source and use information relevant to own arts practice	CORE
BSBCRT101 A	Apply critical thinking techniques	ELECTIVE
CUVDIG201A	Develop digital imaging skills	ELECTIVE
CUVPAI201A	Develop painting skills	ELECTIVE
CUVPRI201A	Develop printmaking skills	ELECTIVE
CUVPRP203A	Store finished creative work	ELECTIVE

This course is delivered over two semesters.

Core Units of Competency

CUVACD101A Use basic drawing techniques: This unit allows students to develop knowledge and understanding of visual representations by applying skills in basic sketching of objects and ideas.

CUVPRP201A Make simple creative work: Students will be required to make a creative work in any media using limited range techniques. In this unit, students are expected to communicate and discuss ideas.

CUVRES201A Source and use information relevant to own arts practice: Students have the opportunity to develop understanding of their arts practice through knowledge of history and theory associated with various genres, styles and mediums.

BSBOHS201A Participate in OHS processes: In this unit students must demonstrate the skills and knowledge required to participate in workplace occupational health and safety (OHS) processes to protect workers own health and safety, and that of others.

Elective Units of Competency

CUVPRI201A Developing printmaking skills: Students develop a knowledge, understanding and skills in tools, equipment, materials, workplace procedures and techniques in printmaking.

CUVPAI201A Develop painting skills: Students develop a knowledge, understanding and skills in tools, equipment, materials, workplace procedures and techniques in painting.

CUVDIG201A Develop digital imaging skills: Students develop a knowledge, understanding and skills in tools, equipment, materials, workplace procedures and techniques in digital imaging and computer technology.

CUVPRP203A Store finished creative work: Students who handle and store their completed assessment apply skills and knowledge in this unit.

BSBCRT101A Apply critical thinking techniques: This unit allows students to think critically and apply that thinking to a range of situations and challenges in an art setting.

30981QLD
CERTIFICATE II in WORKPLACE PRACTICES

NATIONALLY RECOGNISED TRAINING

Certificate II in Workplace Practices is primarily designed for young people enrolled in senior school, who have not yet determined their career pathway. The intended purpose of this course is to maximise young people's employability potential by providing knowledge, skills, generic and specific competencies to enable them to meet the demands of the workplace. The competencies include:

Unit Code	Unit Title	Learning Experiences
BSBCMM201A	Communicate in the workplace	▪ effective listening, questioning, written and non verbal communication
BSBIND201A	Work effectively in a business environment	▪ rights and responsibilities of employees and employers, business goals, values and standards.
BSBOHS201A	Participate in OHS processes	▪ workplace occupational health and safety processes to protect workers own health and safety, and that of others.
GENENP201C	Undertake an individual or team enterprise project	▪ initiative and project management skills
GENJAS201C	Manage personal employment options	▪ job search strategies, application and interview skills and participation in a formal interview situation.
GENPCD201C	Manage career planning and further learning	▪ labour market trends, career information sources, personal/career/occupational aspirations, access to training to obtain employment in preferred industry/occupational area of interest.
GENSWL201C	Participate in structured workplace learning for 80 hours.	▪ work experience

Course Structure:

To be issued with this qualification, students must successfully complete all seven (7) core units of competency which comprise this course.

Certificate II in Workplace Practices is competency based. This allows students to be assessed on specific competencies as well as integrating transferable generic employability skills including communication, team work, problem solving, self management, planning and organising, technology, initiative and enterprise. The students are required to demonstrate evidence towards the competency to gain the competency for the studied module.

Dalrymple Trade Training Centre Certificate Courses

- Certificate I in Construction – TAFE North or JENAGAR
- Certificate II in Engineering Pathways – TAFE North
- Certificate II in Hospitality (Kitchen Operations) – TAFE North
- Certificate II in Health Support Services – TAFE North
- Certificate II in Electro Technology (Career Start) – Careers Australia
- Certificate II in Automotive Servicing Technology – Careers Australia
- Certificate II in Hospitality (Front of House) – Careers Australia
- Certificate II in Logistics – Careers Australia
- Certificate II in Resources and Infrastructure Work Preparation – CQU or JENAGAR

Charters Towers SHS offers flexible learning for those students who wish to undertake other courses offered by Registered Training Organisations (RTOs) outside of the DTTC. The school accommodates external learning through timetable adjustments with study sessions granted in replacement of school-based or courses delivered at the DTTC.