

Corinda State High School

2023

Whole School Curriculum Plan



School: Corinda State High School

Regional centre: Metro

Total enrolments	2062		Systemic <ul style="list-style-type: none">NAPLAN – school specific and national trended dataAnnual Statistical Reports (Department of Education and QCAA)School Opinion SurveysOneSchool reports School-based <ul style="list-style-type: none">AllWell test Data (year 7 and 10)Formative and summative assessmentAchievement dataQCE checksSchool Opinion SurveysStudent Perception SurveysTrackEd reports
Year levels	7-12		
Student information	932 males:	1025 females	
	1.9% Indigenous students:	13.2% students with disabilities:	
Staff information	Number of teaching staff:	Number of non-teaching staff:	
	158	56	
Systemic priorities The top three priorities for 2023 are: <ul style="list-style-type: none">Educational achievementWellbeing and engagementCulture and inclusion			
School-based priorities Our top three priorities for 2021 are: <ul style="list-style-type: none">Culture FirstFeedback for stretchTransformative competencies			

<div></div> <div>Mission statement: To prepare future ready students who exercise agency in their own education and throughout life.</div>			
<div>What are our future goals for teaching and learning? Corinda aims to create an evolving learning framework that enables students to develop inter-related competencies needed to engage with the world. It will build on the essential strong foundations and recognise learners’ individuality and acknowledge the wider set of relationships that influence their learning.</div>			
What we are doing and will continue doing to improve teaching and learning?	What we are doing and will continue doing to build staff capacity through continuing professional development?	What we are doing and will continue doing to manage our resources effectively.	What we are doing and will continue doing to ensure parent and community engagement.
<div>Pedagogy focus: Pedagogical framework refinement of practice – embedding the gradual release of responsibility instructional model and High Impact Teaching Strategies school wide. Explicit teaching and learning focus through the continual improvement of learning intentions and success criteria. We will embed a concept underlying the learning framework where everyone is considered a learner. The interactive, mutually supportive relationships between teachers, peers, families and communities will help learners progress towards their goals. Teaching and Learning team focusing on incorporation of Agile thinking in curriculum Teaching expertise to support pedagogy focus: Continue implementation and embedding of Writers toolbox supported by professional development and coaching. Disciplined focus on Literacy and Numeracy improvements in response to diagnostic testing and A-E data. Develop alignment around a culture of feedback and assessment for/as/of learning, Catering for all learners: Review of learning support and SEP structures Early identification of potential ATAR high achievers and implementation of targeted strategies to challenge, lift and stretch. Use targeted resources to continue inclusion agenda and coteaching model Identify and redevelop learning spaces that support agile thinking</div>	<div>School leaders: Continue building capacity as a leadership team through clearly defined roles aligned to our strategic plan ‘success profiles’. Align line management of staff to meet school priorities and maintain focus on strategic focus Implement Culture of Learning with all staff. Provide Professional Development and roll out plan for the new ACARA. Teaching staff: Support implementation of Pedagogical Framework through targeted Professional Development, classroom coaching and leadership strategies Continue collegial engagement model to support professional learning and collaboration. Build capacity of staff to adapt and optimise agile learning environments Provide Professional Development to team leaders in the new ACARA. Support staff: Review of support structure to improve student support and outcomes Student support services implement framework using PERMAH model Ancillary staff: Train all ancillary staff in the Defining Great model Integrate ancillary staff into our wellbeing model and school culture through the house system</div>	<div>Human resources: Engage in targeted recruitment to attract and retain high quality teachers Financial resources: Professional Development Budget Investing 4 Success Faculty Budgets Business Manager in charge of finance Physical resources: Facilities manager Business manager in charge of facilities Deputy in charge of infrastructure and IT Annual stocktake of assets</div>	<div>Parent engagement: Term One<ul style="list-style-type: none">Speech NightMerit ceremonyInterim reportingClearing Skies Gifted information eveningPrograms of Excellence Sports eveningYear 7 welcome nightBlazer ceremonyPerformance eveningsTerm Two<ul style="list-style-type: none">Open DayPrograms of Excellence information evening (future enrolments)Semester ReportingParenting forum / guest speakerPerformance eveningsTerm three<ul style="list-style-type: none">SET planningParent teacher interviewsEnrolment interviewsInterim reportingYear 7 parent information session (future enrolments)Year 12 formalTerm Four<ul style="list-style-type: none">Art GalleryMusic in the NightGraduation CeremonyDance NightParent information session future year 7Semester ReportingParenting forum / guest speaker</div>

Use of targeted resources to support our Aboriginal and Torres Strait Islander students			<p>Year round:</p> <ul style="list-style-type: none">• Parents and Friends/Citizens Association meet on the last Wednesday of every month.• Parenting insights, school TV live on school website <p>Community links:</p> <ul style="list-style-type: none">• Rising Phoenix publication• Newsletter• School Facebook page, Linked in Page• Benawarra Schools cluster• 6 house charities throughout the year• Harcourts and Lions sponsorship• Lunch and Learn sessions
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Academic Reporting

Corinda State High School issues reports as follows:

Interim reporting

Interim reports are generated and issued through OneSchool at the end of Terms 1 and 3. Years 7-10 receive an interim report. This report includes grades for achievement, effort and behaviour. No additional comments are included in the interim reports.

Semester reporting

Semester reports are generated and issued through OneSchool at the end of each semester. Years 7-10 receive a semester report for both semester 1 and 2. This report includes:

- grades for achievement, effort and behaviour.
- comments generated through the OneSchool comment bank.

Unit reporting

Unit reports are generated and issued through OneSchool at the end of units 1, 2 and 3 for years 11 & 12. This report includes:

- grades for achievement, effort and behaviour.
- comments generated through the OneSchool comment bank.
- the student’s score for the unit (General subjects only)

Grades

The semester report consists of:

- a Level of Achievement (A-E). The awarding of this grade is based on the evidence available in the student folio. For subjects that run the entirety of the year, the grade is a cumulative result.
- an Effort grade (very good - unsatisfactory). The awarding of this grade is based on the teacher professional judgement matched to the descriptors included in the Academic Reporting matrix (Appendix 5)
- a Behaviour grade (A-E). The awarding of this grade is based on the teacher professional judgement matched to the descriptors included in the Academic Reporting matrix (Appendix 5).

	Australian Curriculum Subject Offerings Years 7 - 10									
	Core Subjects					Electives (Student's study one semester from each strand)				
Year 7,8 & 9	English	Humanities	Science	Mathematics	Health and Physical Education	Languages		The Arts		Technologies
	English / Humanities Excellence WRAP	English / Humanities Excellence	Math / Science Excellence	Math / Science Excellence	Football Excellence Dance Excellence Tennis Excellence	Japanese	German	Dance	Music	Agriculture
						French	Chinese	Drama	Music	Engineering Excellence
						Spanish		Visual Art	Excellence	Culinary Excellence
								Visual Art Excellence	Digital Design Art	Food Technology
										Design and Technology
										Digital Technology
Year 10	Core Subjects					Elective Subjects				
	English	Humanities	Science	Mathematics	HPE	Health and Physical Education	Languages	Technologies		
	English Honours	Philosophy and Reasoning Honours	Science Honours	Mathematics Honours	Total Fitness	Health Education studies	Japanese	Agricultural Science		
				Mathematics Extension		Physical Education studies	French	Design Technology and Fashion		
						Football Excellence	Spanish	Food and Nutrition		
						Tennis Excellence	German	Hospitality		
							Chinese	Intro to construction		
						Digital Technologies	The Arts	Intro to Design		
						Future Enterprise studies	Dance	Intro to Electrotechnology		
						Digital Technologies	Drama	Intro to Engineering		
							Media	Intro to Furnishing		
							Music			
							Visual Art			

Teaching and learning term overview across 7–10

Corinda State High School curriculum plan displays a coherent and sequenced approach so high-quality teaching, learning and assessment practices can be fostered and integrated across year levels. There is a clear link between the school priorities of feedback and informed use of data to raise student achievement standards. The P-12 curriculum, assessment and reporting framework and its supporting documents have also assisted the formulation of this plan.

English Year 7	Task 1 — Looking Through Their Eyes	Task 2 — Lights, Camera, Action; Setting the Scene	Task 3 — Wild Creatures; Letting Stories Loose	Task 4 — Heroes or Villains?
	In this unit you have you have listened to, read and viewed a variety of literary and digital texts, and investigated how personal identity and representations of individuals are created. This task is a unique opportunity for you to position your friends to view to you in a particular way: that is, how your identity aligns with someone from History.	In this unit, you have studied how the behaviour and attitude of the central character(s) in a film often changes in response to the events of the narrative. You have been viewing the film Spider-Man: Into the Spider-verse and have analysed the way film techniques are used by directors to create meaning and represent characters’ identity.	In this unit you have been studying gothic texts. You have looked at the way patterns of speech and idioms have helped create the personal identities of characters. You have also studied the gothic genre and identified elements that help to create a gothic style (setting, mood, and enigmatic character/s).	In this unit you have been studying the persuasive genre. You have investigated the way language features and rhetorical devices (pathos, ethos, logos) can position audiences to accept representations of figures in the world who dominate your social landscape.
English Year 8	Task 1 — Voice in Verse	Task 2 — Crossing Cultures	Task 3 — Snapshots	Task 4 — Depictions of Dystopias
	In this unit you have explored how Aboriginal and Torres Strait Islander peoples, cultures and histories have been represented in poetry. You have also explored how poetic techniques are used to create representations of people, places and events, particularly in their use of language features and vocabulary.	In this unit you have read The Bone Sparrow (Fraillon, 2016) which explores the themes of crossing cultures, social justice and the importance of friendship and family. You have also explored how people, places and events are represented from different perspectives, and how characterisation is used by authors to demonstrate unique perspectives.	In this unit you have viewed Flight Paths (Pullinger et al., 2007) and 253 (Ryman, 1998), and how these texts develop their narrative by exploring multiple perspectives connected to a single networked place or event. You have also explored how the use of language features, images and vocabulary are able to develop a narrative in deliberate and unique ways.	In this unit you have read a graphic novel as well as exploring a range of media texts that depict the theme of ‘dystopia’ in authentic or convincing ways. You have also explored how these texts draw on real world events and position readers to consider the potential dangers society faces if these warnings are not acted upon.
English Year 9	Task 1 — Pitching Australia	Task 2 — Changing Times	Task 3 — The Crisis of Youth	Task 4 — Critical Consumers
	In this unit, you have studied how Australian media creates a representation of national identity. You have also explored how persuasive techniques are used to position an audience to understand these representations in particular ways.	In this unit, you have studied how authors create speculative fiction by referencing real world places, histories, cultures and issues. You have also explored how the use of language features in your own writing add depth and new layers of meaning.	In this unit, you have studied how different text types create representations of people through their use of images, vocabulary and language features, as well as how these representations create a larger media narrative. You have also explored how to articulate your own interpretations of texts through the development of thesis statements supported by evidence and analysis.	In this unit, you have studied how social media positions its consumers through the discourses it facilitates between users. You have also explored how to identify and analyse bias, opinion and misinformation, as well as how to use evidence to challenge these perspectives.
English Year 10	Task 1 — Media Representations	Task 2 — Reimagining Stories	Task 3 — Romeo and Juliet	Task 4 — Music and Poetry
	In this unit you have viewed contemporary news media texts and media texts that create different representations of individuals, issues and ideas. You have explored how authors use language features, textual structures and images in order to create these representations and their effect on audiences.	In this unit you have completed a novel study analysing how complex ideas have been created using a range of language features, stylistic devices, textual structures and images. You have also explored how author’s statements are used to communicate how and why aesthetic elements for particular effect.	In this unit, you have studied how Romeo and Juliet, by William Shakespeare, has used aesthetic features and symbols to create characterisation and communicate complex themes to audiences across times and places. You have also explored how to develop a thesis across an extended written response, using a combination of evidence and analysis to support your position on an argument.	In this unit, you have studied how poetry has been used across cultures to communicate ideas and represent issues in a way that is accessible for a wide variety of people. You have also explored how persuasive techniques are used in spoken texts for effect when positioning an audience.

Humanities Year 8	Unit 1 — History – The Black Death in Asia, Europe and Africa (14th century plague)	Unit 2 — History – The Polynesian expansion across the Pacific (c.700 – 1756)	Unit 3 — Landforms and landscapes	Unit 4 — Changing nations
	<p>explore living conditions and religious beliefs in the 14th century, including life expectancy, medical knowledge and beliefs about the power of God</p> <p>explore the role of expanding trade between Europe and Asia in the Black Death, including the origin and spread of the disease</p> <p>examine causes and symptoms of the Black Death and the responses of different groups in society to the spread of the disease, such as the flagellants and monasteries</p> <p>investigate the immediate- and long-term effects of the Black Death on Asian, European and African populations, and conflicting theories about the impact of the plague</p>	<p>explore the emergence of the Polynesian culture to better understand Australia’s connectedness to Asia and the Pacific</p> <p>examine migration including navigation</p> <p>investigate ideas of expansion and the complexity of Island history and culture in particular the Maori civilisation including environmental sustainability</p> <p>investigate the way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island).</p>	<p>Different types of landscapes and their distinctive landform features</p> <p>Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples</p> <p>Geomorphic processes that produce landforms, including a case study of at least one landform</p> <p>Human causes and effects of landscape degradation</p> <p>Ways of protecting significant landscapes</p> <p>Causes, impacts and responses to a geomorphological hazard</p>	<p>Causes and consequences of urbanisation, drawing on a study from Indonesia, or another country of the Asia region</p> <p>Differences in urban concentration and urban settlement patterns between Australia and the United States of America, and their causes and consequences</p> <p>Reasons for, and effects of, internal migration in both Australia and China</p> <p>Reasons for, and effects of, international migration in Australia</p> <p>Management and planning of Australia’s urban future</p>
	Unit 1.5 – History - Medieval Europe (c.590 – c.1500)	Unit 2.5 – Civics & Citizenship - Citizenship, diversity and identity		
	<p>explore the way of life in Medieval Europe focusing on key social, cultural, economic and political features</p> <p>investigate how an individual’s life experience depended on their place in medieval society by studying the roles and relationships of different groups</p> <p>explore continuity and change in crime and punishment in Medieval Europe</p> <p>examine the important role of the Catholic Church and its dominance in medieval society</p> <p>investigate significant developments such as the Crusades and individuals such as Joan of Arc and Charlemagne.</p>	<p>explore the emergence of the Polynesian culture to better understand Australia’s connectedness to Asia and the Pacific</p> <p>examine migration including navigation</p> <p>investigate ideas of expansion and the complexity of Island history and culture in particular the Maori civilisation including environmental sustainability</p> <p>investigate the way of life in ONE Polynesian society, including social, cultural, economic and political features, such as the role of the ariki in Maori and in Rapa Nui society (Easter Island).</p>		

Humanities Year 9	Unit 1 - Making a nation	Unit 2 - World War I (1914-1918)	Unit 3 — Biomes and food security	Unit 4 — Geographies of interconnections
	<p>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander Peoples</p> <p>Experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans)</p> <p>Living and working conditions in Australia around the turn of the twentieth century (that is 1900)</p> <p>Key people, events and ideas in the development of Australian self-government and democracy, including, the role of founders, key features of constitutional development, the importance of British and Western influences in the formation of Australia’s system of government and women's voting rights</p> <p>Laws made by federal Parliament between 1901-1914 including the Harvester Judgement, pensions, and the Immigration Restriction Act</p>	<p>An overview of the causes of World War I and the reasons why men enlisted to fight in the war</p> <p>The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign</p> <p>The impact of World War I, with a particular emphasis on Australia including the changing role of women</p> <p>The commemoration of World War I, including debates about the nature and significance of the Anzac legend</p>	<p>Distribution and characteristics of biomes as regions with distinctive climates, soils, vegetation and productivity</p> <p>Human alteration of biomes to produce food, industrial materials and fibres, and the use of systems thinking to analyse the environmental effects of these alterations</p> <p>Environmental, economic and technological factors that influence crop yields in Australia and across the world</p> <p>Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world</p> <p>The capacity of the world’s environments to sustainably feed the projected future global population</p>	<p>The perceptions people have of place, and how these influence their connections to different places</p> <p>The way transportation and information and communication technologies are used to connect people to services, information and people in other places</p> <p>The ways that places and people are interconnected with other places through trade in goods and services, at all scales</p> <p>The effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia</p> <p>The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places</p>
	Unit 1.5 – Progressive ideas and movements (1750 – 1918)	Unit 2.5 – Civics & Citizenship - Government and democracy		
	<p>The emergence and nature of key ideas in the period, with a particular focus on ONE of the following: capitalism, socialism, egalitarianism, nationalism, imperialism, Darwinism, Chartism</p> <p>Reasons why ONE key idea emerged and/or developed a following</p> <p>The role of an individual or group in the promotion of ONE of these key ideas, and the responses to it, for example from workers, entrepreneurs, land owners, religious groups</p> <p>The short and long-term impacts of ONE of these ideas on Australia and the world</p>	<p>The role of political parties and independent representatives in Australia’s system of government, including the formation of governments</p> <p>How citizens’ political choices are shaped, including the influence of the media</p> <p>The process through which government policy is shaped and developed, including the role of Prime Minister and Cabinet</p>		

Humanities Year 10	ANCIENT HISTORY: Unit 1 — The Age of Vikings	ANCIENT HISTORY: Unit 2 — The First Emperors of Rome
	<p>Key inquiry question: How do the Vikings reflect the attitudes, beliefs and behaviours of a significant period of European transition?</p> <p>In this unit, students investigate the Age of Vikings through an analysis of relevant archaeological and written sources:</p> <ul style="list-style-type: none">·The way of life in Viking society (social, cultural, economic, and political features) and the roles and relationships of different groups in society.·The significant developments and/or cultural achievements that led to Viking expansion, including their technological and engineering achievements, and the extent of their trade.·The nature of beliefs, rituals, and funerary practices in relation to Nordic mythology, including the adoption and gradual transition to Christianity.·The role of significant individuals within Viking political structures, with particular focus on Ragnor Lodbrok.·Viking conquests and relationships with subject peoples, including the perspectives of monks, changes in the way of life of the English, and the Norman invasion.	<p>Key inquiry question: How was autocratic power maintained by the Julio-Claudian Dynasty of Rome?</p> <p>In this unit, students investigate the Julio-Claudian Dynasty of Early Imperial Rome, with a particular emphasis on the nature and exercise of autocratic power and authority:</p> <ul style="list-style-type: none">· Overview of the Julio-Claudian Dynasty, the early Imperial Roman period (social, cultural, economic, and political features), and causes leading to dynastic and autocratic leadership.·Significant events in the life of Augustus and the establishment of the Principate, such as the Roman Civil War, the Triumvirates of Rome, and the consolidation of autocratic power.·The relationship between Roman Emperors and institutions of power to establish and maintain an autocracy, with a particular focus on the Senate, military, religion, and culture (arts & literature) <p>·Examination of various interpretations and representations of autocratic power in primary and secondary sources, and how these have differed over time.</p> <p>·The impact that Augustus had on establishing the political institutions of Imperial Rome and the role of autocracy in the Ancient world</p>
	ECONOMICS: Unit 1 — It’s All Economics!	ECONOMICS: Unit 2 — It’s All Economics!
	<p>In this unit, students investigate economic fundamentals through a study of:</p> <ul style="list-style-type: none">• The role of the dynamic economy• An introduction to key figures in economic thought such as Adam Smith and Karl Marx• Key economic concepts including: the economic problem, supply & demand (price mechanism), opportunity cost, economic growth, economic/ business cycle, circular flow, scarcity, factors of production, full employment, RBA and inflation.• Contemporary issues/ events/ case studies at different levels such as: personal, local, national, regional, global (see: ACARA Year 10 Economics and Business)• Government strategies to manage economic performance such as: fiscal policy – taxation and welfare as well as Monetary Policy –Cash Rate.	<p>In this unit, students investigate personal economics through a study of:</p> <ul style="list-style-type: none">• The role of consumer in the circular flow• Key economic concepts including: earning and income, budgeting, finance, superannuation, political economy• The role of the financial sector particularly the share market including ASX• Investing options, plans and strategies such as: shares, commodities, property• *Financial Independence Retire Early
	GEOGRAPHY: Unit 1 — Geography of Wellbeing	GEOGRAPHY: Unit 2 — Environmental Change and Management
	<p>In this unit, students investigate global, national and local differences in human wellbeing between place, and will:</p> <ul style="list-style-type: none">• examine the different concepts and measures of human wellbeing• examine causes of global differences in these measures between countries• explore the spatial differences in wellbeing within and between countries• evaluate the differences from a variety of perspectives.• assess programs designed to reduce the gap between differences in wellbeing	<p>In this unit, students investigate environmental geography through an in-depth study of a specific environment, and will:</p> <ul style="list-style-type: none">• examine the environmental functions that support life• analyse the major challenges to sustainability• assess how people perceive and respond to environmental challenges.• investigate a specific type of environment and environmental change – Oxley Creek.• analyse the causes and consequences of the change• evaluate and select strategies to manage the change.
	LEGAL STUDIES: Unit 1 — Criminal Law	LEGAL STUDIES: Unit 2 — Law Reform

	<p>In this unit, students investigate criminal law through a study of Queensland’s criminal justice system:</p> <p>The differences between customs, rules and laws</p> <p>Legal principles related to establishing criminal guilt including presumption of innocence, standard & burden of proof, elements of a crime, actus reus and mens rea</p> <p>The role of key persons including the judge, jury, defendant and prosecution</p> <p>Rights and protections afforded to defendants including defences, the right to silence and access to legal aid</p>	<p>In this unit, students investigate how laws can be reformed to better meet society’s needs:</p> <p>The principles and processes associated with Australia’s electoral system, including democracy and how representatives are elected to Parliament</p> <p>How laws are made in Australia through parliaments (statutory law)</p> <p>How citizens can participate in Australia’s democracy, including use of the electoral system, contact with elected representatives, use of lobby groups, and law reform bodies</p> <p>Current legal issues where efforts are being made to reform the law</p>
	PHILOSOPHY AND REASON: Unit 1 — Philosophy of Science	PHILOSOPHY AND REASON: Unit 2 — Moral Philosophy
	<p>In this unit, students will investigate reasoning through studying how to correctly form logical arguments:</p> <p>Elements and structures of arguments</p> <p>Deductive reasoning</p> <p>Types of inductive reasoning</p> <p>Critical thinking tools to evaluate arguments</p> <p>The nature of scientific evidence</p> <p>The distinction between science and pseudoscience</p>	<p>In this unit, students investigate consequentialist and non-consequentialist philosophical theories of ethics to understand how people should live their lives:</p> <p>Sources of morality: social, personal, theistic, reason</p> <p>Ways of judging actions based on consequences through Jeremy Bentham’s theory of Utilitarianism</p> <p>Ways of judging actions based on duty through Immanuel Kant’s ethical theories</p> <p>Limitations and criticisms of Utilitarianism and Kantian ethics</p>

Maths Year 7	Unit 1 – Numbers	Unit 2 – Algebra and Linear Equations	Unit 3 – Measurement and Shape	Unit 4 – Probability and Statistics
	<p>Integers: Students:</p> <ul style="list-style-type: none">• Compare, order and locate integers.• Add and subtract integers.• Apply the order of operations involving addition and subtraction of integers as well as multiplication and division of positive integers.• Simplify mental and written calculations by applying the associative, commutative and distributive law. <p>Fractions: Students:</p> <ul style="list-style-type: none">• Compare fractions using equivalence.• Locate fractions and mixed numbers on a number line.• Solve problems involving all four operations and uncommon denominators.• Express one quantity as a fraction of another.• Solve problems involving simple ratios. <p>Squares and Square roots: Students:</p> <ul style="list-style-type: none">• Investigate index notation and represent whole numbers are products of powers and prime numbers.	<p>Algebra: Students:</p> <ul style="list-style-type: none">• Use the conventions of algebra to create algebraic representations of real-life situations.• Evaluate algebraic expressions using substitution.• Extend the properties of arithmetic to algebraic terms to simplify expressions.• Solve simple algebraic equations and check solutions using substitution. <p>Co-ordinate Geometry: Students:</p> <ul style="list-style-type: none">• Plot points on a cartesian plane.• Locate coordinate pairs for a given point.• Apply translations, reflections and rotations using a cartesian plane.	<p>Measurement: Students:</p> <ul style="list-style-type: none">• Investigate the relationship between the area of a rectangle, triangle and parallelogram to develop rules.• Apply the rules for area of rectangles, triangles and parallelogram to solve problems.• Apply the rules for the volume of a rectangular prism. <p>Shape: Students:</p> <ul style="list-style-type: none">• Manipulate different prisms and combinations of prisms.• Draw different views of prisms and combinations of prisms. <p>Geometric Reasoning Students:</p> <ul style="list-style-type: none">• Classify triangles and quadrilaterals based on side and angle properties.• Use the concepts of complementary, supplementary, opposite, corresponding, alternate and co-interior angles to determine unknown angles.	<p>Percentages: Students:</p> <ul style="list-style-type: none">• Calculate percentages of amounts.• Convert between fractions, decimals and percentages. <p>Money: Students:</p> <p>Compare the cost of products based on unit-pricing to determine the “best buy”.</p> <p>Chance: Students:</p> <ul style="list-style-type: none">• Construct sample spaces for single event probabilistic events and determine the probability of an outcome occurring. <p>Statistics: Students:</p> <ul style="list-style-type: none">• Collect data from both primary and secondary sources.• Display data using stem-and-leaf and dot plots.• Calculate the statistical measures of: mean, median, mode and range.• Use statistical measures of data to make meaning from the data.

Maths Year 8	Unit 1 — Algebra and Linear Functions	Unit 2 — Collecting and Interpreting Data	Unit 3 — Shape and Measurement	Unit 4 — Probability/Planning a trip
	<p>In this unit students are exposed to learning experiences that develop an understanding that linear functions can be used to model scenarios and data about these models can be interpolated and extrapolated using graphical and/or algebraic methods.</p> <p>Students will practise and be fluent in the skills of:</p> <ul style="list-style-type: none">• Simplification of algebraic expressions and equations using addition, subtraction, multiplication and division of rational and integer coefficients.• Evaluating expressions by first simplifying them using index laws.• Expanding and factorising algebraic expressions.• Solving linear equations.• Plotting points on a cartesian plane.• Calculating the gradient of a linear function.• Determining the x- and y-intercepts of a linear function.• Substituting values into linear functions and solving the resulting linear equation.	<p>In this unit students design, collect and interpret data in real-life situations. They make decisions about the most appropriate methods of collecting data and making decisions about the validity of both the way in which the data was collected and the ways that measures of centrality are applied to the data.</p> <p>Students will practise and be fluent in the skills of:</p> <ul style="list-style-type: none">• Sampling data using the methods of: Random Sampling, Stratified Sampling, Capture Recapture• Calculate mean, median and range when data is presented as:• Sets of data• Frequency tables• Graphs	<p>In this unit students explore the properties of both 2- and 3-dimensional objects. They can convert to appropriate units of measure and calculate both area and volume for the object studied. Students use Euclidean geometry to determine unknown angles and identify congruency of triangles.</p> <p>Students will practise and be fluent in the skills of:</p> <ul style="list-style-type: none">• Converting between common units of measure.• Calculate the circumference of circles.• Calculate the perimeter of composite shapes including those with semi-circles and quarter circles.• Calculate the area of:• Parallelograms• Trapeziums• Rhombuses• Kites• Circles• Composite shapes• Calculate the volume of:• Prisms• Work backwards to find unknown dimensions in area and volume questions.• Calculate and apply scale factor.• Determining unknown angles in geometric shapes using:• Sum of interior angles in a triangle.• Sum of interior angles in quadrilaterals.• Angles involving parallel lines and transversals.	<p>In this unit students solve problems involving percentages increase and decrease and the related concepts of profit and loss. They also read and interpret timetables and determine time of travel within the same time zone. Students extend their prior learning on probability to include the complement of an event, “exclusive or”, “inclusive or, and “and” events. They use the representations of two-way tables and Venn diagrams to solve probability problems.</p> <p>Students will practise and be fluent in the skills of:</p> <ul style="list-style-type: none">• Drawing Venn diagrams and two-way tables• Collect data to be represented in Venn diagrams and two-way tables.• Shade desired area of Venn diagrams to represent, complement exclusive or inclusive and use Venn diagrams to calculate desired probabilities. Calculate the:<ul style="list-style-type: none">○ profit○ loss○ percentage of an amount○ amount when given a percentage○ percentage increase○ percentage decrease• Convert between 12h and 24h time• Interpret timetables in 12h and 24h time• Calculate time of travel using timetables.

Maths Year 9	Unit 1 – Algebra and Linear Functions In this unit students are exposed to learning experiences that develop an understanding that linear functions can be used to model scenarios and data about these models can be interpolated and extrapolated using graphical and/or algebraic methods. Students will practise and be fluent in the skills of: <ul style="list-style-type: none"> Simplification of algebraic expressions and equations using addition, subtraction, multiplication and division of rational and integer coefficients. Evaluating expressions by first simplifying them using index laws. Expanding and factorising algebraic expressions. Solving linear equations. Plotting points on a cartesian plane. Calculating the gradient of a linear function. Determining the x- and y-intercepts of a linear function. Substituting values into linear functions and solving the resulting linear equation. 	Unit 2 – Collecting and Interpreting Data In this unit students design, collect and interpret data in real-life situations. The make decisions about the most appropriate methods of collecting data and making decisions about the validity of both the way in which the data was collected and the ways that measures of centrality are applied to the data. Students will practise and fluent in the skills of: <ul style="list-style-type: none"> Sampling data using the methods of: Random Sampling, Stratified Sampling, Capture Recapture Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183 - Scootle) Investigate techniques for collecting data, including census, sampling and observation (ACMSP284 - Scootle) Explore the practicalities and implications of obtaining data through sampling using a variety of investigative processes (ACMSP206 - Scootle) Explore the variation of means and proportions of random samples drawn from the same population (ACMSP293 - Scootle) Investigate the effect of individual data values, including outliers, on the mean and median (ACMSP207 - Scootle) 	Unit 3 – Shape and Measurement Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183 - Scootle) Solve a range of problems involving rates and ratios, with and without digital technologies (ACMNA188 - Scootle) Choose appropriate units of measurement for area and volume and convert from one unit to another (ACMMG195 - Scootle) Find perimeters and areas of parallelograms, trapeziums, rhombuses and kites (ACMMG196 - Scootle) Investigate the relationship between features of circles such as circumference, area, radius and diameter. Use formulas to solve problems involving circumference and area (ACMMG197 - Scootle) Develop formulas for volumes of rectangular and triangular prisms and prisms in general. Use formulas to solve problems involving volume (ACMMG198 - Scootle) Define congruence of plane shapes using transformations (ACMMG200 - Scootle) Develop the conditions for congruence of triangles (ACMMG201 - Scootle) Establish properties of quadrilaterals using congruent triangles and angle properties, and solve related numerical problems using reasoning (ACMMG202 - Scootle)	Unit 4 – Probability/Planning a trip Carry out the four operations with rational numbers and integers, using efficient mental and written strategies and appropriate digital technologies (ACMNA183 - Scootle) Solve problems involving the use of percentages, including percentage increases and decreases, with and without digital technologies (ACMNA187 - Scootle) Solve problems involving profit and loss, with and without digital technologies (ACMNA189 - Scootle) Solve problems involving duration, including using 12- and 24-hour time within a single time zone (ACMMG199 - Scootle) identify complementary events and use the sum of probabilities to solve problems (ACMSP204 - Scootle) Describe events using language of 'at least', exclusive 'or' (A or B but not both), inclusive 'or' (A or B or both) and 'and'. (ACMSP205 - Scootle) Represent events in two-way tables and Venn diagrams and solve related problems (ACMSP292 - Scootle)
Maths Year 10 Core	Unit: 1 Patterns and algebra Linear and non-linear relationships Geometric reasoning	Unit: 2 Pythagoras and trigonometry I Using units of measurement Chance Data representation and interpretation	Unit: 3 General Patterns and algebra II Linear and non-linear relationships II	Unit 4: General Money and financial maths Geometric reasoning
	Indices Algebra and equations Coordinate geometry Simultaneous linear equations and inequalities	Trigonometry I Surface area and volume Probability Univariate data Bivariate data	Quadratic expressions Quadratic equations Non-linear relationships	Financial mathematics Deductive geometry

Maths Year 10 Essentials	Unit: 1 Patterns and algebra Linear and non-linear relationships Geometric reasoning	Unit: 2 Pythagoras and trigonometry I Using units of measurement Chance Data representation and interpretation	Unit 3: Essentials Money and Financial Maths Geometric reasoning	Unit 4: Essentials Patterns and algebra II Linear and non-linear relationships II
	Indices Algebra and equations Coordinate geometry Simultaneous linear equations and inequalities	Trigonometry I Surface area and volume Probability Univariate data Bivariate data	Financial mathematics Deductive geometry	Quadratic expressions Quadratic equations Non-linear relationships
Maths Year 10 Extension / Methods	Unit: 1 Patterns and algebra Linear and non-linear relationships Geometric reasoning	Unit: 2 Geometric reasoning Pythagoras and trigonometry Using units of measurement Chance Data representation and interpretation	Unit: 3: Methods Patterns and algebra II Linear and non-linear relationships I	Unit 4: Methods Money and financial maths Real numbers Pythagoras and trigonometry II
	Indices Algebra and equations Coordinate geometry Simultaneous linear equations Inequalities	Pythagoras and Trigonometry Deductive geometry Surface area and volume Probability	Quadratic expressions Quadratic equations Non-linear relationships Polynomials Functions and relations	Real numbers Financial mathematics Circle geometry Trigonometry II

Science Year 7	Unit 1 — Physics: Moving right along	Unit 2 — Earth and Space	Unit 3 — Biology: Organisms	Unit 4 — Chemistry: Water
	<p>During this term students investigate forces, and how they can change the motion of an object. They consider the impact of friction on moving objects and appreciate the role of forces in their everyday lives. Students will:</p> <ul style="list-style-type: none">• explore different types of forces including friction, air resistance, upthrust and weight• distinguish between mass and weight• investigate common situations where forces are balanced, such as stationary objects or objects moving at a constant speed• investigate common situations where forces are unbalanced, such as objects speeding up or slowing down• draw force diagrams to represent situations where balanced or unbalanced forces are being applied to objects• investigate the effects of applying different forces to familiar objects experimentally to collect quantitative data• identify questions and problems about the use of friction• design and conduct fair tests on the use of friction in our everyday lives• collect, display, analyse and identify relationships in quantitative data• critique the method used to collect data• communicate ideas, findings and solutions to problems using scientific language.	<p>During this term students learn about the interrelationship of the sun, Earth, the moon, and other planets. They explore seasons on Earth and on another planet, and the phases of the moon. Students will:</p> <ul style="list-style-type: none">• investigate what causes seasons and how they differ depending on the tilt of the axis and the orbit of the planet• compare the seasons on Earth with the seasons of another planet• compare times for the rotation of Earth, the sun and the moon, and the times for the orbits of Earth and the moon• model the relative movements of Earth, the sun and the moon• research what people used to think caused the phases of the moon• investigate and explain natural phenomena such as the phases of the moon, and solar and lunar eclipses• explore the role of gravity in keeping planets in orbit• use scientific explanations to report on findings from research <p>-classify resources as renewable or non-renewable; compare renewable and non-renewable resources</p> <ul style="list-style-type: none">• explore the water cycle in terms of changes of state of water and investigate factors that influence the water cycle, emphasising that water is a renewable resource:	<p>During this term students explore the impact of human activity on other organisms. They appreciate classification and the relationships between organisms as a platform for making predictions about the consequences of the human activity. Students will:</p> <ul style="list-style-type: none">• explore the diversity of living organisms• group organisms on the basis of similarities and differences• explore the history of classification and how it has developed over time• construct and use dichotomous keys• use the taxonomic ranks of kingdom, phylum, class, order, family, genus, species and the scientific conventions for naming species• construct and interpret food chains and webs to show relationships between organisms in an environment• participate in field work to investigate organisms in a local ecosystem• construct and use a range of representations to present and analyse information collected during fieldwork• recognise the role of microorganisms within food chains and food webs <p>explain the effect of human activity and other living things on local ecosystems</p> <p>explain how Aboriginal and Torres Strait Islander practices can inform sustainable management of the environment</p> <p>communicate ideas, findings and solutions to problems using scientific language.</p>	<p>During this term students use a local water source to investigate the importance of water, for example the water cycle, properties of water and separation techniques used to provide clean drinking water. Students will:</p> <ul style="list-style-type: none">• participate in field work to investigate local water use and management• investigate the differences between pure substances and mixtures and create representations of each• identify the solvent and solute in solutions• use a range of physical separation techniques such as filtration, decantation, evaporation and chromatography• construct and use a range of representations to present and analyse data collected. <p>explore and compare separation methods used in the treatment of drinking water for the community and at home</p> <p>consider the decisions made by local authorities about sustainability and the recycling of grey water and black water. Understand the impact of these decisions on local industry and/or agriculture</p> <p>evaluate the claims made in newspapers and other media</p> <p>communicate ideas, findings and solutions to problems using scientific language.</p>

<div> <div>Science Year 8</div> </div>	<div> <div>Unit 1: Forces</div> <p>During this unit students investigate forces, and how they can change the motion of an object. They consider the impact of friction on moving objects and appreciate the role of forces in their everyday lives. Students will:</p> <ul style="list-style-type: none"> * explore different types of forces including friction, air resistance, upthrust and weight * distinguish between mass and weight * investigate common situations where forces are balanced, such as stationary objects or objects moving at a constant speed * investigate common situations where forces are unbalanced, such as objects speeding up or slowing down * draw force diagrams to represent situations where balanced or unbalanced forces are being applied to objects * investigate the effects of applying different forces to familiar objects experimentally to collect quantitative data * design and conduct fair tests on the use of friction in our everyday lives </div>	<div> <div>Unit 3: STEM- Mission to the Moon</div> <p>During this unit students investigate a chosen aspect of a manned mission to the Moon.</p> <p>Students will:</p> <ul style="list-style-type: none"> * investigate the stages involved in the mission * explore the issues associated with each stage * choose on issue to investigate further * explain the scientific concepts relevant to their chosen topic * develop a model or solution relevant to their chosen issue </div>	<div> <div>Unit 4: Water</div> <p>During this unit students use a local water source to investigate the importance of water, for example the water cycle, properties of water and separation techniques used to provide clean drinking water. Students will:</p> <ul style="list-style-type: none"> • classify resources as renewable or non-renewable • compare renewable and non-renewable resources • explore the water cycle in terms of changes of state of water and investigate factors that influence the water cycle, emphasising that water is a renewable resource • investigate the differences between pure substances and mixtures • identify the solvent and solute in solutions • use a range of physical separation techniques such as filtration, decantation, evaporation and chromatography • explore and compare separation methods used in the treatment of drinking water for the community and at home <p>Unit 5: Interactions</p> <p>During this unit students explore the impact of human activity on other organisms. They appreciate classification and the relationships between organisms as a platform for making predictions about the consequences of the human activity. Students will:</p> <ul style="list-style-type: none"> • group organisms on the basis of similarities and differences • construct and use dichotomous keys • use the taxonomic ranks of kingdom, phylum, class, order, family, genus, species and the scientific conventions for naming species • construct and interpret food chains and webs to show relationships between organisms in an environment • participate in field work to investigate organisms in a local ecosystem • explain the effect of human activity and other living things on local ecosystems </div>	<div> <div>Unit 6: STEM- Resource use and Carbon Neutral</div> <p>During this unit students will investigate an issue related to sustainability and resource use at Corinda.</p> <p>Students will:</p> <ul style="list-style-type: none"> * gather data related to resource usage at Corinda * analyse the data to identify issues that require further investigation * investigate possible solutions to each issue * choose one issue to investigate further * present a solution or recommendation related to their chosen issue. </div>
	<div> <div>Unit 2: Space</div> <p>During this unit students learn about the interrelationship of the sun, Earth, the moon, and other planets. They explore seasons on Earth and on another planet, and the phases of the moon. Students will:</p> <ul style="list-style-type: none"> * investigate what causes seasons and how they differ depending on the tilt of the axis and the orbit of the planet * compare the seasons on Earth with the seasons of another planet * compare times for the rotation of Earth, the sun and the moon, and the times for the orbits of Earth and the moon * investigate and explain natural phenomena such as the phases of the moon, and solar and lunar eclipses * explore the role of gravity in keeping planets in orbit </div>			

Science Year 8	Unit 1 — Chemistry	Unit 2 — Biology	Unit 3 — Physics	Unit 4 — Earth and Space and Psychology
	During this term students engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at a particle level and distinguish between chemical and physical changes. They use the particle model to describe the differences between elements, compounds and mixtures. Students will gain an understanding of how chemical change involves substances reacting to form new products. Finally, students will design experiments to support their claims on particle theory, using evidence-based decisions.	During this term students will learn how to use a compound microscope. This will guide a focus on cell structure, function and reproduction including how organisms reproduce, starting at a cellular level. They will investigate the structure and function of a variety of interconnected body systems	During this term students investigate energy transfers and transformations. They will research two devices and explain how the devices work, how they transfer and transform energy. Student and produce a multi-modal poster to display their findings.	During this term students engage in a range of laboratory-based experiments and investigative learning experiences to explore changes in matter at a particle level and distinguish between chemical and physical changes that allow the formation of different types of rocks. As heat aids in this process, students will further explore the role of energy in the rock cycle. Psychology During this term students will be introduced to psychology. They will learn about the brain, intelligence, emotion, as well as social psychology and the influence of groups.
Year 9	Unit 1a – Earth and Space / Ecology	Unit 2 – Physics	Unit 3 – Biology	Unit 4 – Chemistry
	During this 5 week unit students will 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. The assessment mode for this unit will be a test 1b- Ecology During this 5 week unit students consider the operation of systems at a range of scales. They explore the ways that an ecosystem system responds to changes in the environment and the interdependencies between biotic and abiotic components of the ecosystem. The assessment for this short unit is a research based written report.	In this physics unit, students will explore concepts associated with light and how light behaves. They will apply wave theory to thermal energy transfer and light energy. Students will also consider thermal energy, including conduction, convection and radiation. The assessment for this unit a practical report designing and conducting an investigation into heat transfer.	During this unit students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment. The assessment for this unit is an exam.	During this unit the exploration of concepts of the atom will be developed. Students will explore how subatomic particles influence the identity of atoms, explain chemical reactions in terms of rearranging atoms, and model these reactions using combusting and acid / base interactions. Radioactivity in atoms will be explored with students acknowledging that some atoms are unstable and can release alpha, beta and gamma radiation.
Science Year 10	Unit 1 – Biology	Unit 2 – Chemistry	Unit 3 – Physics	Unit 4A – Earth and Space Unit 4B – Senior Science Preparatory Unit
	Students will undertake a unit of study that enables them to understand heredity and genetics. Beginning with the origin of the universe and covering key concepts of evolution to investigate the vast biodiversity that exists on Earth today,	This unit will cover how elements are arranged and the properties of particular groups of elements in the periodic table. Students will learn how to represent chemical reactions as word, molecular and balanced chemical equations. Students will investigate the factors that affect rate of reaction and how the rates are measured. Students will be able to design/modify a student experiment from a mandatory practical, interpret results and draw conclusions	Students will be involved in experiential learning to investigate conservation of energy and Newton’s Laws. They will be able to describe the physics of motion and make predictions based on theories.	Students will be involved in preparatory activities and lessons that will advantage them should they have chosen to study a general science for year 11 and 12. If students have chosen Science in Practice or no Science, they will be involved in an applied science project for the term.

HPE Year 7	Safety and Basketball	Nutrition and Athletics	Alcohol and Other Drugs	Adolescent Relationships and Challenge/Adventure games
	<p>Theory: Students will study key concepts of safety, including cyber, sun and road safety. They will develop a multi-modal presentation that informs the class about key issues for adolescent safety.</p> <p>Practical: Students will learn fundamental movement skills which will allow them to engage meaningfully in the sport of Basketball.</p>	<p>Theory: Students will be introduced to the topic of nutrition and learn about healthy and balanced diets as well as the Australian Guidelines of Healthy Eating.</p> <p>Practical: Students will continue their skill development and apply movement concepts to the sport of Athletics.</p>	<p>Theory: Students will learn about various drugs and the impact they have on the body and relationships with others. They will learn how to make informed decisions about behaviours they may engage in.</p> <p>Practical: Students will learn specific movement sequences and patterns of play to be successful in the game of Ultimate Disc.</p>	<p>Mental Health affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make healthy choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.</p>
HPE Year 8	Mental Health and Wellbeing Games and Sports	Health benefits of Physical Activity Games and Sports	Relationships / Sexuality Rhythmic and Expressive Movement	Health Benefits- Anatomy Games and Sports
	<p>Theory: Students will investigate the important theme of mental health and wellbeing. They will learn about resources to promote positive mental health and how to identify thought patterns in themselves and others.</p> <p>Practical: Students will learn patterns of play that are integral in performing well in Touch Football.</p>	<p>Theory: Students will study the concept of components of fitness and energy systems. This will allow them to understand training principles and physical performance.</p> <p>Practical: Students will participate and learn strategies that are critical to success in Netball.</p>	<p>Theory: Students will learn about sexual health and respectful relationships. This will inform them of how positive relationships operate and how to maintain sexual health.</p> <p>Practical: Students will continue to develop their ability to engage in social and formal dances of increasing complexity.</p>	<p>Theory: Students will begin to learn specific aspects of anatomy and physiology that are crucial to success in further studies of Physical Education and sports science. This will prepare them for success in subsequent years.</p> <p>Practical: Students will develop their hand-eye coordination through participation in Cricket.</p>
Year 9	Health Benefits of P.A. Alcohol and Other Drugs Games and Sports	Relationships and Sexuality Mental Health/Wellbeing Rhythmic and Expressive Movement	Food and Nutrition Active Play and Minor Games	Safety Mental Health/Wellbeing Games and Sports
	<p>Theory: Students will study the Health Benefits of Physical Activity in order to enhance their knowledge of Lifestyle diseases and the risk of sedentary behaviours.</p> <p>Practical: Students will engage in practical lessons that will develop their skills in Volleyball.</p>	<p>Theory: Students will enhance their knowledge from previous study regarding respectful relationships. They will also revisit sexual health and gain deeper knowledge regarding the topic.</p> <p>Practical: Students will learn more complex patterns of movement to develop their prior learning in Dance.</p>	<p>Theory: Students will learn the specifics of Nutrition including Food label analysis and how to monitor their daily food intake using a food diary.</p> <p>Practical: Students will participate in a range of Indigenous Games that increase their knowledge of Indigenous Culture and how Aboriginal people engaged with Physical Activity.</p>	<p>Theory: Students will be introduced to the fundamental principles of First Aid and CPR in order to be able to assist in an emergency.</p> <p>Practical: Students will participate in a variety of games, leading up to participation in a modified version of Australian Rules Football.</p>

HPE Year 10	Principles of coaching – Field sports	Energy & Training – Court Sport	Tactical Awareness – Net sport	Sport and Rec in the community
	<p>Students engage with different approaches to coaching sessions: drills vs game sense/coaching styles introducing the role of the coach. Students will be planning an effective session/Assessing risk in activities. Students will explore a variety of communication strategies. Students critically analyse contextual factors that influence identities, relationships, decisions and behaviours within a team environment. Students will be introduced to teamwork focus and building rapport with class mates. Students will be participating in a range of sport coaching sessions to demonstrate expected standards and coaching styles. Students will demonstrate leadership, fair play and cooperation across a range of movement and health contexts. Students apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing throughout sessions. Students will apply and transfer movement concepts and strategies to new and challenging movement situations. Students apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. Students will work collaboratively to design and apply solutions to movement challenges. Students will provide a proposition and evaluation of coaching session to improve fitness and physical activity levels in communities as well as demonstration of leadership, fair play and cooperation during coaching session</p>	<p>Students engage with concepts, principles and strategies about energy, fitness, training and physical performance, using an inquiry approach. Students recognise and explain the concepts and principles about energy, fitness and training through purposeful and authentic learning about and in the selected physical activities. In the selected physical activities, students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. Students apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of energy, fitness and training concepts. Students analyse and synthesise relationships between the energy and fitness demands of the selected physical activities and their personal performance. Students devise a training strategy to optimise performance in Netball. Students evaluate the effectiveness of the training and movement strategies and justify using primary and secondary data.</p>	<p>Students engage with concepts, principles and strategies about tactical awareness, ethics and integrity using an inquiry process. Students recognise and explain the concepts and principles about dynamic systems of motor learning and tactical awareness through purposeful and authentic learning about and in the selected physical activities. Students explore body and movement concepts and demonstrate specialised movement sequences and movement strategies. They apply concepts to specialised movement sequences and movement strategies in authentic performance environments to gather data about their personal application of tactical and body and movement concepts. Students analyse and synthesise relationships between the constraints of movement strategies and their personal performance. Students recognise and explain the concepts and principles about ethics and integrity in physical activity. In a range of physical activities, students explore the factors that influence fair play, ethical behaviour and integrity to gather data about engagement. Students devise a tactical strategy to optimise performance in Volleyball. Students evaluate the effectiveness of the tactical strategy and movement strategies and justify using primary and secondary data. They devise an ethics strategy to provide a course of action in response to one identified ethical dilemma in the interschool sport program. Students evaluate the effectiveness of the devised ethics strategy to optimise integrity and positive engagement for students in interschool sport.</p>	<p>Students engage with concepts relating to the sport, fitness and recreation industries. They investigate opportunities for engagement in a wide range of recreational activities in the community and analyse the impact that engagement in regular physical activity has on overall health. Students will also participate in a wide range of physical activities to promote lifelong engagement in P.A. which aims to create positive exercise habits leading to healthy lifestyles.</p>

Dance Excellence Year 7	Unit 1 — To the Street	Unit 2 — Contemporary	Unit 3 — Jazz Choreography	Unit 4 — Lyrical Choreography
	Students will participate in Hip Hop technique classes within the P1-4 sessions and learn a Hip Hop performance piece for their practical assessment.	Students will participate in Contemporary technique classes within the P1-4 sessions and learn a contemporary performance piece for their practical assessment.	Students will participate in Jazz technique classes within the P1-4 sessions begin to investigate choreographic processes and how this links to their own practice in commercial jazz styles	Students will participate in Lyrical and Ballet technique classes within the P1-4 sessions. Students will extend on their learnt choreographic skills from Unit 4 to create their own duo / solo choreography.
	Unit 1 — Safety	Unit 2 — Food and Nutrition for Dancers	Unit 3 — Alcohol and Other Drugs	Unit 4 — Relationships / Adolescence
	Theory: Students will study key concepts of safety, including cyber, sun and road safety. They will develop a multi-modal presentation that informs the class about key issues for adolescent safety.	Theory: Students will be introduced to the topic of nutrition and learn about healthy and balanced diets as well as the Australian Guidelines of Healthy Eating.	Theory: Students will learn about various drugs and the impact they have on the body and relationships with others. They will learn how to make informed decisions about behaviours they may engage in.	Theory: Students will begin to explore the impact of adolescence on individuals and how this influences relationships with various types of people.
Dance Excellence Year 8	Unit 1 — To the Street	Unit 2 — Fitness for Dancers	Unit 3 — Jazz Choreography	Unit 4 — Lyrical Choreography
	Students will participate in Hip Hop technique classes within the P1-4 sessions and learn a Hip Hop performance piece for their practical assessment.	Students will participate in Contemporary technique classes within the P1-4 sessions and learn a contemporary performance piece for their practical assessment.	Students will participate in Jazz technique classes within the P1-4 sessions begin to investigate choreographic processes and how this links to their own practice in commercial jazz styles	Students will participate in Lyrical and Ballet technique classes within the P1-4 sessions. Students will extend on their learnt choreographic skills from Unit 4 to create their own duo / solo choreography.
	Unit 1 — Mental Health and Wellbeing for Dancers	Unit 2 — Fitness for Dancers	Unit 3 — Adolescence	Unit 4 — Anatomy for Dancers
	Theory: Students will study the impacts of poor mental health, in order to enhance their knowledge and importance of positive wellbeing.	Theory: Students will enhance their knowledge from previous study regarding fitness and the its positive effects. They will test and track their own levels of fitness, and explore various training methodologies that can enhance their own levels of fitness.	Theory: Students will learn study and explore the effects of adolescence and puberty. They will enhance their own knowledge and understanding of sexual health.	Theory: Students will be introduced to the fundamentals of the human structure by exploring muscle and skeletal structures. As well as the various planes of movement, joints and terminology utilised to describe and explain movement.
Dance Excellence Year 9	Unit 1 — Let's Get Loud	Unit 2 — Moving Lyrics	Unit 3 — Contemporary Choreography	Unit 4 — Extension Choreography
	Students will participate in Jazz technique classes within the P1-4 sessions and learn a Jazz/Latin fusion performance piece for their practical assessment.	Students will participate in Lyrical/Ballet technique classes within the P1-4 sessions and learn a Lyrical performance piece for their practical assessment.	Students will participate in Contemporary technique classes within the P1-4 sessions begin to investigate choreographic processes and how this links to their own practice.	Students will participate in Contemporary technique classes within the P1-4 sessions. Students will extend on their learnt choreographic skills from Unit 4 to create their own choreography in small groups.
	Unit 1 — Health Benefits of Physical Activity	Unit 2 — Relationships and Sexuality, Mental Health/Wellbeing	Unit 3 — Food and Nutrition	Unit 4 — Safety, Mental Health
	Theory: Students will study the Health Benefits of Physical Activity in order to enhance their knowledge of Lifestyle diseases and the risk of sedentary behaviours.	Theory: Students will enhance their knowledge from previous study regarding respectful relationships. They will also revisit sexual health and gain deeper knowledge regarding the topic.	Theory: Students will learn the specifics of Nutrition including Food label analysis and how to monitor their daily food intake using a food diary.	Theory: Students will be introduced to the fundamental principles of First Aid and CPR in order to be able to assist in an emergency.

Dance Year 7	Unit 1 — Dance to the beat		
	Students will choreograph and perform dances from a range of contexts focusing on Hip Hop dance style, demonstrating a wide range of movement skills and style-specific techniques, and use the elements of dance with appropriate expressive qualities for choreographic intent. They will interpret ideas through increased understanding of movement and of how the elements of dance work together to communicate meaning. Through improvising, selecting, organising, rehearsing and refining movement/dance they will express their own and others’ ideas and artistic intentions. Students will discuss and analyse how dance takes place in various artistic and cultural contexts, responding critically to dance by comparing the content and meaning of dance works from a variety of Contemporary and historical contexts.		
Dance Year 8	Unit 1 — Dance through the decades	Unit 2 — Dance tells a story	
	<p>Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. They extend the combinations of fundamental movement skills to explore dance styles. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>As they make and respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers’ intentions and expressive skills in dances they view and perform.</p> <p>Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.</p>	<p>Students build on their awareness of the body through body part articulation. They extend their understanding and use of space, time, dynamics and relationships including performing in groups, spatial relationships and using interaction to communicate their choreographic intention. They extend the combinations of fundamental movement skills to explore dance styles. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>As they make and respond to dance, students explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of dance. They evaluate choreographers’ intentions and expressive skills in dances they view and perform.</p> <p>Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.</p>	
Dance Year 9	Unit 1 — Dance around the world	Unit 2 — Dance for the stage	
	<p>Students build on their awareness of the body and how it is used in particular dance genres. They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include WORLD dance style-specific movement skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>As they experience learning about world dance, students draw on IDEAS from a range of cultures, times and locations. They explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students reflect on the development of traditional and contemporary styles of as they make and respond to dance, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of dance. They evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform.</p> <p>Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.</p>	<p>Students build on their awareness of the body and how it is used in artistic dance styles and genres They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include artistic dance style-specific movement skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>As they make and respond to dance, students explore meaning and interpretation, forms and elements of dance. They evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform.</p> <p>Students understand that safe dance practices underlie all experiences in the study of dance. They perform within their own body capabilities and work safely in groups.</p>	
Dance Year 10	Unit 1 — Dance Careers (9 weeks)	Unit 2 – The Art of Dance (15 weeks)	Unit 3 – Dance Productions (12 Weeks)
	<p>This unit involves students making and responding to dance, independently and in small groups, and with their teachers and communities. They explore the multiple career paths of a dancer and what options are available for those pursuing and career in dance. Students build on their awareness of the body and how it is used in multiple commercial dance styles and genres. They extend their understanding and use space, time, dynamics and relationships to expand their performance skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection. Students prepare for and undertake the process of professional dance auditions and job opportunities. By working alongside active artists in the community, students will be able to realise and prepare themselves for future opportunities by building on their dance vocabulary, diversity in multiple genres and create a dance portfolio.</p>	<p>Students explore Art of Dance – Contemporary Dance through MAKING (choreography) and RESPONDING. As they experience EXAMINING Contemporary Dance, students draw on IDEAS from a range of cultures, times and locations. Students build on their awareness of the body in the contemporary dance style They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include style-specific movement skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>Students also explore the dance and influences of Aboriginal and Torres Strait Islander Peoples, and those of the Asia region. Students reflect on the development of traditional and contemporary styles of dance as they make and respond to dance pieces, students explore meaning and interpretation, forms and elements and social, cultural and historical contexts of dance. They evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform.</p>	<p>Student explore Dance Theatre through making (choreography and Performance).</p> <p>Students build on their awareness of the body and explore musical theatre styles to communicate a message to a young audience as well as keep them engaged. They extend their understanding and use space, time, dynamics and relationships to expand their choreographic intentions. They extend the combinations of fundamental movement skills to include jazz style-specific movement skills. They extend technical skills from the previous band increasing their confidence, accuracy, clarity of movement and projection.</p> <p>As they experience examining dance productions and dance theatre, students draw on ideas from a range of cultures, times and locations. evaluate dancers’ success in expressing the choreographers’ intentions and the use of expressive skills in dances they view and perform.</p>

Japanese Year 7	Unit 1 - はじめまして (Pleased to meet you)	Unit 2 - いただきます Let's eat	Unit 3 — 私のもたち My friend	Unit 4 —— かぞく Family	Unit 5 -わたしのまち My town	Unit 6 — わたしのいっしゅかん My week
	Students explore the language and cultural practices used for meeting, greetings and self-introductions in Japan and Australia. The students understand there are three Japanese writing scripts, and know and can use five Hiragana and four Kanji.	Students explore the language and cultural practices related to eating out in Japan. The students understand there are three Japanese writing scripts, and know and can use twenty Hiragana and one Kanji.	Students explore the language and cultural practices used for self-introductions and introducing others. The students begin to understand that language and behaviour varies depending on the relationship between the speakers. The students know and can use twenty-one Hiragana and Kanji for numbers 1-10.	Students explore the language and cultural practices related to sharing personal information about oneself and one's family. The students begin to understand that language and behaviour varies depending on the relationship between the speakers. The students know and can use Hiragana and 3 new Kanji.	Students explore cities and towns in the target country, (especially Kyoto) and in their own neighbourhood. They experiment with the language used to describe what one can see and do in different towns (local attractions, features, experiences and activities). The students know and can use Hiragana and 2 new Kanji.	Students explore the language and cultural practices related to personal interests, hobbies, likes and dislikes in the target country and Australia. Students create digital stories about themselves, family and friends. The students know and can use Hiragana and Kanji for days of the week.
Japanese Year 8	Unit 1 — Are you busy?	Unit 2 — Let's Hang in there	Unit 3 — Fun school events	Unit 4 — What are your hobbies?	Unit 5 – What character?	Unit 6 – Festivals and celebrations
	Students learn how to tell the time. They consider their daily routine including what they eat for lunch. They also learn about club activities are offered at school in Japan.	Students explore what typical school days are like for Japanese students. They compare differences between their own school and schools in Japan.	Students list key dates in a school calendar. They communicate how they travel to school, and by what means of transport they go by. They talk about excursions that allow them to travel.	Students discuss what their hobbies are and how often they do them. They consider different things they do in their spare time including what they do in the holidays.	Students identify parts of the body and how to describe a character's physical appearance. They also talk about their favourite Anime or Manga.	Students use language to celebrate birthdays and fun events, including Japanese festivals. They talk about their birthday and what they received as a gift. They also describe what they do / did on special occasions.
Japanese Year 9	おいたち Self-introduction and personal milestones	何語をはなしますか。 Languages in your community		ファストフードはヘルシー? What foods are healthy?	どこで買いものをしますか。 Shopping	
	Students reflect on their own milestones and compare them with typical Japanese people of the same age. They consider the types of festivals that are available in Japan and how they are used to celebrate important milestones.	Students consider what languages are spoken in our school and wider community. They explore parts of the world, looking at a variety of countries and associated languages.		Students compare foods that typical Japanese people eat and foods that typical Australians eat. They consider their own diets and what is healthy or unhealthy in their own cultures and family life. Students determine what country is healthier between Japan and Australia and justify their reasons.	Students learn practical communicative skills related to shopping in Japan. They learn to communicate in shopping scenarios and exchanging money.	
Japanese Year 10	みんなでワイワイ Leisure	とかいとうなか Town and country	修学旅行(しゅうがくりょこう) School Excursion	アルバイト Part time job	何になりたいですか。 What do you want to become?	オーストラリアでホームステイ
	Unit Synopses: Students reflect on and compare the popular past-time activities of Japanese and Australians.	Unit Synopses: Students reflect on the differences between living in urban cities as compared to rural countryside areas.	Unit Synopses: Students compare Japanese and Australian school trips, and learn about places that Japanese students visit.	Unit Synopses: Students reflect on the differences and similarities between jobs that Japanese teenagers might have in comparison to Australian teenagers, their reasons for working and how they use their money.	Unit Synopses: Students reflect on the future aspirations of Japanese young people, and how this compares to the goals of young Australians.	Unit Synopses: Students reflect on how Japanese students visiting might react to aspects of Australian culture

French Year 7	Unit 1 - Bonjour! (Hello!)	Unit 2 – Les Saisons et Les Fêtes (seasons and celebrations)	Unit 3 — Au café (At the cafe)	Unit 4 — Les loisirs et les passe-temps (leisure and pastimes)
	In this unit, students will explore the languages and cultural practices relating to introducing themselves in French. Students will learn how to greet someone, say their name, age, nationality, where they live, and their hair and eye colour.	In this unit, students will learn how to ask for and give the day and date, as well as the weather.	In this unit, students will learn how to talk about food and drink and express preferences.	In this unit, students will learn how to talk about leisure activities and pastimes; discuss daily/weekly leisure activities and describe how often they do it.
Year 8	Unit 1 – My family	Unit 2 – My Daily routine	Unit 3 — At the Market	Unit 4 — Holiday
	Greetings Family members Expressing possession: Le/la/l’/les ... de ... Possessive adjectives (mon, ma, mes, ton, ta, tes, son, sa, ses, notre, nos, votre, vos, leur, leurs) Numbers (1-60) + Age Descriptions of people and animals Colours Position/agreement of adjectives Plural nouns (+ x) 1st Group - AIMER, PREFERER, ADORER, DETESTER (all forms) Irregular - ÊTRE, AVOIR (all forms)	Asking for/giving the day, date and time Numbers (1-100) School subjects Reading/creating timetables Comparison of French/Australian school routines 1st Group – ÉTUDIER, ADORER, DETESTER (all forms) Irregular – FAIRE, ALLER (all forms)	Food and drink Reading a recipe Quantities: ½, ¼ 500g de... Portions: une tranche, une boîte The partitive article (du, de la, des) Recognition of the imperative mood (l’imperatif) 1st Group - AJOUTER, MELANGER, COUPER 3rd Group - PRENDRE Irregular - FAIRE	Future plans Destinations: -À la montagne, au bord de la mer, a la plage, en ville Means of transport: en bus, en avion, en train Holiday activities: NAGER, FAIRE SKI, se REPOSER, MANGER, REGARDER la télé... The near future tense (le futur proche) Irregular - ALLER, FAIRE
Year 9	Unit 1 – At the doctors	Unit 2 – At home	Unit 3 — Where are we going?	Unit 4 — Let ’s go shopping !

	Body parts Expressing pain and emotions J'ai mal à la/au/à l/aux ... Je suis fatiguée... J'ai peur de... Giving advice : DEVOIR + infinitive AVOIR + besoin POUVOIR + infinitive AVOIR + l'air General health and wellbeing The imperative mood 1st Group – MANGER, MARCHER 2nd Group – DORMIR Irregular - ÊTRE, AVOIR, POUVOIR, DEVOIR	Around the home Discussing household chores Adverbs of frequency Reflexive verbs Present tense (1st, 2nd, 3rd group verbs) (all forms) Irregular - FAIRE	Asking for/giving directions Identifying places in town Prepositions of location The imperative mood 3rd Group - ATTENDRE, DESCENDRE, PRENDRE	Asking for/giving prices Buying/selling things Using prices and quantities Clothing and fashion Direct object pronouns (le, la, l', les) Demonstrative adjectives (ce, cet, cette, ces) 1st Group - ACHETER, 3rd Group - VENDRE
Year 10	Unit 1 - Partons en voyage ! (Let 's Travel!)	Unit 2 – Coup de foudre (Love at first sight)	Unit 3 — Le bahut (School and future plans)	Unit 4 — La famille et la communauté (Family and Community)
	Modes of transport Buying tickets Formal/informal register Expressing a range of possibilities Holiday destinations and activities Prepositions for cities and countries (à, en, au, aux, à l') The pronoun 'y' The present tense (1st, 2nd, 3rd group & irregular verbs) The near future tense (le futur proche) Recognition of the past tense (le passé compose) Recognition of the conditional mood (le conditionel)	Asking for/giving advice on relationships Expressing feelings/emotions The imperative mood Direct object pronouns, (le, la, les) Indirect object pronouns (me, te, lui, nous, vous, leur) The imperative mood (l'imperatif) Present tense (1st, 2nd, 3rd group) PLAIRE (+ à), MANQUER (+ à)	Daily routine School exchanges Future plans Asking for and giving opinions The perfect tense (le passé composé) Reflexive verbs Reflexive verbs in the past tense	Family Community Youth issues Present tense (1st, 2nd, 3rd group) Expressing opinion Cognitive verbs and key words (in preparation for Senior) The perfect & imperfect tenses (le passé composé & l'imparfait)

German Year 7	Unit 1 — Tag Wie heißt du? Introductions: Introducing yourself	Hast du Geschwister? Introducing and describing your Family	Hast du ein Haustier? Describing pets	Wann hast du Geburtstag? Talking about birthdays
	Students explore the language and cultural practices used for meeting, greetings and self-introductions in German speaking countries and in Australia. Students are made aware of formal and informal language in German.	Students explore the language and cultural practices used for introducing and describing a family in German speaking countries and in Australia.	Students explore the language and cultural practices used for describing pets in German speaking countries and in Australia	Students explore the language and cultural practices used for talking about birthdays in German speaking countries and in Australia
Year 8	Was machst du gern? Hobbies and personal interests	Was ist dein Lieblingsfach? School, subjects and comparisons between Australia and Germany	Was ist los? Describing body parts, ailments and healthy eating.	Fahren wir? Talking about distances, places and travel times.
	Students explore the language and cultural practices used for hobbies and interests in German speaking countries and in Australia. Students are made aware of formal and informal language in German.	Students explore the language and cultural practices used for introducing and describing subjects and school in German speaking countries and in Australia.	Students explore the language and cultural practices used for describing body parts and ailments in German speaking countries and in Australia	Students explore the language and cultural practices used for talking about distances, places and travel times in German speaking countries and in Australia
Year 9	Unit 1 — Coole Klamotten Describing what people are wearing	Unit 2 —Zu Hause Talking about rooms and furniture	Unit 3 — Geld verdienen und ausgeben Shopping and spending money	Unit 4 — Was hast du gemacht? Wohin bist du gefahren? Excursions and trips, holidays and travel
	In this unit students learn how to name items of clothing, ask and say what people are wearing, give opinions about various types of clothes, ask and say what somethings cost, say what size shoes and clothes you wear, explain why, describe people, describe school uniforms , seasonal clothing.	In this unit students learn how to name the rooms of a house, compare the size of different rooms, say which rooms are on which floor, say which room people and things are in, ask about furniture, ask about floor plans, talk about what they do around the house, say what you and others do, ask what job someone would rather do, say which jobs are easier than others, talk about how often you do something, talk about different types of houses, currency conversions, describe your dream home.	In this unit students learn how to name different types of shops, say where the shops are, say in which shop they would prefer to work, give a reason why they would need to work In a particular type of shop, talk about how you earn money, talk about and compare legal working age in Germany and Australia, about formal language	In this unit students learn how to ask someone what they did over the weekend, say what you did on the weekend, talk about what you and others have done, suggest and reject different activities, talk about holiday plans, say where you and others have been over the holidays, say what you and others have done in the holidays
Year 10	Unit 1 — Das ist mir so peinlich Family Life/Relationships	Unit 2 —Retter die Umwelt	Unit 3 — Media Advertising/Media	Unit 4 — Wir machen einen Austausch School Life/Exchanges
	In this unit students learn how to describe personal problems (Ich muss) ask about other people's problems (Hast du ein Problem?), State a point of view (Das ist nicht fair) Ask for and give advice (Was soll ich machen?) Negotiate with someone and make compromises (Darf ich ...) Ask for and give permission (Darf ich... Okay du darfst....)Describe people's appearance (Er hat ...), Structure an argument (Das verstehe ich, aber ...)	Talking about the environment	Students are learning about the history of East and West Berlin, how to express and ask for opinions about events/music/tv programmes, evaluate advertisements, describe television programmes and films, write a film critique	In this unit students learn how to say what they are interested in, talk about their daily routine, discuss the advantages and disadvantages of where they live, compare different types of housing and lifestyles, talk about statistics (land density, population density- Australia and German speaking countries, using statistics to back up an argument or opinion, saying where you would like to go on an exchange and why, structuring a presentation using palm cards as prompts

Spanish Year 7	Unit 1 — ¡Bienvenidos! / Welcome!	Unit 2 — Tú y yo / You and I	Unit 3 — En el instituto / At school	Unit 4 — Tiempo libre / Free time
	Students explore the language used for meeting others and introducing oneself, describing the classroom and classroom objects. The students understand there are differences in punctuation between Spanish and English.	Students explore the language used for giving personal information, stating what languages they speak, and describing physical appearance of family, friends and pets.	Students describe daily routines, what they usually eat throughout the day, and explain their opinions about school subjects	Students discuss what they do in their free time, including playing sports, leisure time with friends and family, and how they help at home. Students also understand how to make plans and discuss future plans
Year 8	Unit 1 — En casa / At home	Unit 2 — Mi pueblo / My town	Unit 3 — La comida / Food	Unit 4 — De compas / Shopping
	Students explore the language used for describing and justifying opinions about where people live, including houses and apartments, and their location within cities or towns.	Students explore the language used for describing cities and towns, including types of places within them (train stations, museums, etc.), and justifying opinions about whether particular cities or towns are good places to live or go for a holiday.	Students explore the language used to identify and describe food, discuss eating habits, how to order food and buy different amounts of fruit and vegetables.	Students explore the language used for describing clothing, including uniforms, how often they wear particular clothes, and how to express varying degrees of obligation. Students understand that some verbs that conjugate in Spanish do not do so in English (e.g. must).
Year 9	Unit 1 — Nos presentamos / Introducing ourselves	Unit 2 — El turismo / Tourism	Unit 3 — Diviértete / Having fun	Unit 4 — La salud / Health
	Students continue building on the language learnt in previous years to introduce and describe themselves and others, including adjectives for appearance and personality, daily activities and free time interests.	Students explore the language used for describing cities and towns, including places relevant for travel and tourism. Students also begin using the preterite tense to describe past experiences, particularly relating to travel.	Students explore the language used to make social plans, including over the phone. Students continue using the preterite tense to describe past experiences and also begin using the imperfect tense to describe past situations, including the weather.	Students identify common health issues, and use expressions to give basic advice, including how to lead a healthy lifestyle (eating, exercise, socialising). Students also use the immediate future (voy a) to explain what they are going to do in the future to stay healthy.
Year 10	Unit: 1 Unit Title: Mi Mundo / My world	Unit 2 Unit Title: La exploración de nuestro mundo / Exploring our world	Unit 3 Unit Title: Nuestra sociedad / Our society	Unit 4 Unit Title: Mi futuro / My future
	Students build on previous language learnt to describe people and daily routines, including at school, extra-curricular activities and free time. Students also evaluate where they live, such as the city, neighbourhood or house/apartment.	Students use the preterite, imperfect and imperfect continuous to describe actions in the past, including daily routines, travel and the weather. Students also explain media preferences and habits, such as TV, books, social media.	Students discuss young people’s roles at home and in the workplace (using the preterite and imperfect tenses). Students will also be able to make and negotiate plans with their peers using the conditional tense and building on the types of questions learnt in previous years.	Students discuss options for further study and career choices (short- and long-term plans) as well as what they consider important for their futures, using the future tense, conditional, conditional subjunctive, present subjunctive.

Chinese Year 7	你好! Hello!	我的家 My family	Introduction of a range of hobbies, days of the week, weekly plan	My school 我的学校 U
	In this unit, students will revise/be introduced to basic Pinyin system and Chinese character writing, including aspects of the language and culture. Students will also learn how to introduce themselves in Chinese. Students will explore and appreciate the cultural differences in human interactions between Chinese and Australian cultures and the linguistic differences between Chinese (Mandarin) and English. By the end of the unit, students will complete a short conversation in which they introduce and give basic details about themselves in Chinese (Mandarin).	In this unit, students will be able to introduce their family members and talk about their pets. They will also learn how to say dates and months and talk about birthdays. Students will also explore and appreciate the cultural differences in family relations between Chinese and Australian cultures and the linguistic differences between Chinese (Mandarin) and English. By the end of the unit, students will complete a comprehending assessment in which they will listen to different pen pals introducing themselves and their families and then answer questions.	In this unit, students will learn how to name different types of hobbies, talk about what they do in their free time, express likes/dislikes for a particular activity, talk about days of the week, and make plans with friends. Students will also explore and appreciate the cultural differences in using spare time between Chinese and Australian teenagers and the linguistic differences between Chinese (Mandarin) and English. By the end of the unit, students will complete a comprehending assessment in which they will read two diary entries about 2 teens’ weekly schedules and then answer questions.	In this unit, students will learn how to talk about school subjects, tell the time, talk about their school timetables, likes and dislikes about school subjects and give reasons, talk about class sizes, compare the schooling systems in Australia and in China. Students will explore and appreciate the cultural differences in attitudes towards education among Chinese and Australian teenagers. By the end of the unit, students will complete a writing assessment in which they will write a diary to recount a day at school.
Chinese Year 8	Unit 1 — 食物与饮料 Foods and drinks	Unit 2 — 假期 Holidays	Unit 3 — 我 All about me	Unit 4 — 你家在哪儿? Where do you live?
	In this unit, students will be comparing and contrasting the dining experiences in Australia and China, including aspects of table manners and etiquette of both cultures. They will be required to complete a speaking assignment – a role play between the waiter/waitresses and patrons in a Chinese restaurant; and a listening assignment – a presentation about a teenager’s eating habits and a dialogue in a restaurant, as a result of language acquired during this unit. This unit would include introductions of a few Australian and Chinese dishes, a few tableware items, and how to order, express wants, use etiquette language in a restaurant context.	In this unit, students will be learning how to talk about weather and using different time frames, talk about different countries and languages, talk about where you like to go on holiday, talk about different means of transport, use past time markers to talk about where you went on holiday, and learn about holidays in China. They will be required to complete a writing assignment – a weather report and a postcard; and a reading assignment – a letter from a Chinese pen pal, as a result of language acquired during this unit.	In this unit, students will be learning how to describe people’s appearance, describe a room using position words, use colour adjectives to talk about clothes, and also describe one’s daily routine. Students will also learn about teenagers’ daily routines and clothes in China. Students will be required to complete a writing assignment – a letter to a pen pal describing the life as a teenager in Australia; and a reading assignment – read a letter from a Chinese pen pal describing his/her life as a teenager in China, as a result of language acquired during this unit.	In this unit, students will be learning how to describe the neighbourhood and talk about places in a town, use relative place words to indicate the location of facilities, use future time phrases to talk about weekend plans, describe their house using comparisons, talk about jobs and what they would like to do in the future. Students will also learn about the accommodation and living conditions in China. Students will be required to complete a speaking assignment – record a vlog introducing their house and neighbourhood, talk about their weekend plans, and talk about what they want to do in the future; and a listening assignment – listen to a Chinese student introducing his/her house and neighbourhood, talk about his/her weekend plans, and talk about what he/she wants to do in the future, as a result of language acquired during this unit.
Chinese Year 9	Shopping	Travel in China	Body and Health	My future plan
	<p>In this unit, students will learn how to communicate wants and ask for clothes items in the desire colours, sizes and styles in a shopping context; communicate by using manners (polite you, greeting and use please, thank you and so on)</p> <p>They will be required to complete a speaking assignment – role play between the customer and shop assistant in a shopping context); and a listening test – Listen to a conversation between a customer and shop assistant about the customer’s shopping experience.</p>	<p>In this unit, students will learn how to describe the weather conditions, the climate, the 4 four seasons of a certain city, to create a travel brochure and to talk about their travel experience in different tourist attractions.</p> <p>They will be required to complete a writing assignment – Create a flyer of 200 – 250 characters to introduce Brisbane and 2 popular tourist attractions in the city; and a reading test – Read the article about travelling in China and then answer questions in ENGLISH.</p>	<p>In this unit, students will be learning how to express symptoms and illnesses, express discomfort, to inquire about someone’s health/illness, to state a probability, to ask if someone’s feeling better, make conversation at the clinic and how to give advice to the patients.</p> <p>Students will be required to complete a speaking assignment – role play between the doctor and the patient; and a listening assessment – Listen to two dialogues and answer the corresponding questions.</p>	<p>In this unit, students will be learning how to talk about jobs and what they would like to do in the future. Students will also learn to describe their personality and academic results to analyse if they suit the career that they choose to do in the future.</p> <p>Students will be required to complete a writing assignment – You are to write an essay of 150 to 200 characters, titled “我的未来计划 (My future plan)” to talk about your future plan; and a reading assessment – read 2 articles about 2 students’ future plans and answer the questions in English.</p>
Year 10	Unit 1 — Making friends	Unit 2 — Chinese festivals and celebrations	Unit 3 — Food and Nutrition	Unit 4 — Giving directions

	<p>In this unit, students will learn how to greet people under different circumstances in Chinese (for example: how to greet new friend, close friends, or the people who you need to use polite form to, etc.), describe one’s personal information, physical appearance, characters/personality, as well as hobbies.</p> <p>They will be required to complete a speaking assessment – Introduce family members and a close friend to a new friend (teacher’s role); and a listening test – Listen to a conversation between two friends about their new friend and answer questions</p>	<p>In this unit, students will be learning about traditional Chinese festivals (e.g. Chinese New Year, Mid-autumn Day, Dragon Boat Festival and Chinese National Day), Chinese Lunar calendar, the customs, ways of celebrations, festival foods and the cultural significance behind the festivals. They will be required to complete a Reading assessment – an article about Chinese New Year, also known as Spring Festival; and a writing assignment – a blogpost to introduce an Australian festival to unknown Chinese audience.</p>	<p>In this unit, students will be learning about the Chinese foods and drinks, Australian foods and drinks for breakfast, lunch and dinner, food preparation and cooking techniques, nutrition, measure words for foods and drinks, healthy and unhealthy diet and habits.</p> <p>Students will be required to complete a reading assessment – Text 1 read the recipe and answer the questions; Text 2 read a letter and answer the questions; a writing assessment – write a letter to give suggestion for a healthy diet plan and weight control.</p>	<p>In this unit, students will be learning how to ask and give directions and to express near and far. Students will be required to complete a speaking assessment – roleplay: to ask and give directions; and a reading and listening combination assessment – Read a personal letter about neighbourhood and listen to a recording about giving directions.</p>
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Music Excellence Year 7	Unit 1 — Raucouc Rhythms	Unit 2 – Music Technology	Unit 3 — The Concepts of Music
	Understanding how to perform music is fundamental to the development of musicianship. As year 7 Music Excellence students begin their study of music at high school they will be challenged to develop their performance skills of body and trash percussion music. Through experiencing music performances on a range of instruments students will become more confident at sight reading rhythms, keeping a tempo, subdividing and exploring the musical elements using percussive sounds. Students will be provided with an opportunity to perform in the wider school community.	Understanding how to use music technologies to record musical ideas is integral to the music industry. As year 7 Music Excellence students begin their study of music at high school, they will be required to record compositional ideas. They will explore how to notate and improvise music. Through the development of simple chord progressions and melodies, an understanding of timbre, pitch, harmony, expressive devices, dynamics and sonic textures will begin.	Understanding how to analyse and evaluate music from a variety of musical styles and genres is a valuable skill as students prepare for the Senior Music course of study. As year 7 Music Excellence students develop their theoretical knowledge of music they will begin to analyse music from a range of contemporary and traditional styles and make evaluations about how the composers manipulate the elements of music in ways that adhere to stylistic conventions.
Music Excellence Year 8	Unit 1 — Future Music		Unit 2 — Notation and Orchestration – The Fundamentals
	Understanding how to perform music from a variety of musical styles and genres is inextricably linked with the development of musicianship. As year 8 Music Excellence students explore music at high school they will be challenged to develop their performance skills of music using keyboard, ukulele and their principal instrument. Through experiencing modern music from a variety of cultural backgrounds and traditions students will become familiar with how the elements of music are manipulated for different purposes.		Year 8 Music Excellence students develop an understanding about how the elements of music are manipulated differently in many musical styles and genres. As year 8 Music Excellence students continue to refine their technical and expressive control of their principal instrument, they will also be challenged to compose music for their main instrument. Students explore instrument categories in more depth and reflect on the relationship between their own instrument and other instrument families. Their compositions may be performed or recorded. Through a thorough investigation into the elements of music and how they are manipulated in music written for their main instrument, students will gain a deeper understanding of timbre, pitch, harmony, expressive devices, dynamics and sonic textures.
Music Excellence Year 9	Unit 1 — Making a Statement	Unit – Stories Through Sound	Unit 3 — Finding Your Sound
	Understanding how to prepare for a performance and developing an understanding of all elements of the performance context. As year 9 Music Excellence students continue their study of music at high school, they will be challenged to critically reflect and engage with metacognitive reflective practice regarding their rehearsal techniques and how they conduct themselves to make each performance meaningful and significant. Through a thorough investigation into the elements of music and various performance contexts they will gain an insight into how they can overcome technical and psychological barriers to successful and fulfilling performances.	Understanding how to write for a specific musical style or genre is integral to the development of musicianship. As year 9 Music Excellence students continue their study of music at high school, they will be challenged to work individually to compose music in a video game context. Their compositions may be presented in combination with a visual element. Through a thorough investigation into the elements of music and how they relate to a variety of styles and accompanying visual contexts, students will gain a deeper understanding of timbre, pitch, harmony, expressive devices, dynamics and sonic textures.	Understanding how to perform music from a variety of musical styles and genres is inextricably linked with the development of musicianship. As year 9 Music Excellence students continue their study of music at high school they will be challenged to develop their performance skills of music in contemporary and traditional styles. Through experiencing music from a variety of cultural backgrounds and traditions students will become familiar with how the elements of music are manipulated for different purposes.

Music Year 7	Unit 1 — Lets Play		
	Understanding how to perform music is fundamental to the development of musicianship. As year 7 Music Excellence students begin their study of music at high school, they will be challenged to develop their performance skills of body and trash percussion music. Through experiencing music performances on a range of instruments students will become more confident at sight reading rhythms, keeping a tempo, subdividing and exploring the musical elements using percussive sounds. Students will be provided with an opportunity to perform in the wider school community.		
Music Year 8	Unit 1 — Popular Music		
	Year 8 Music students will explore a range of musical styles and genres that are classified as Popular Music styles. They will study a range of songs from different styles and be challenged to compose music that demonstrates harmonic and melodic conventions of popular music songs. Their pieces will be notated and then recorded using GarageBand. Through a thorough investigation into the elements of music and how they relate to a variety of Popular Music styles, students will gain a deeper understanding of timbre, pitch, harmony, expressive devices, dynamics and sonic textures. Furthermore, students will be encouraged to develop their skills on a range of musical instruments as they prepare to perform for their peers.		
Music Year 9	Unit 1 — Music of the Media		Unit 2 - Folk Music
	Year 9 Music students will explore a range of musical styles and genres that are classified as Music from the Media. As year 9 Music students study a range of songs from different styles, they will be challenged to compose music that demonstrates harmonic and melodic conventions of music. Their pieces will be notated and then recorded using GarageBand. Through a thorough investigation into the elements of music and how they relate to a variety of media music styles, students will gain a deeper understanding of timbre, pitch, harmony, expressive devices, dynamics and sonic textures. Furthermore, students will be encouraged to develop their skills on a range of musical instruments as they prepare to perform for their peers.		Year 9 Music students will explore a range of musical styles and genres from around the world that are classified as Folk music. As year 9 Music students study a range of songs from different styles, they will be challenged to compose music that demonstrates harmonic and melodic conventions of music. Their pieces will be notated and then recorded using GarageBand. Through a thorough investigation into the elements of music and how they relate to a variety of media music styles, students will gain a deeper understanding of timbre, pitch, harmony, expressive devices, dynamics and sonic textures.
Music Year 10	Unit 1 — You’re the Voice (Term 1 and first 5 weeks of Term 2)	Unit 2 — The Roots – Jazz and Blues (Last 5 weeks of term 2 and all of Term 3)	Unit 3 — Video Killed the Radio Star (Term 4)
	Write a brief outline of the unit to illustrate the sequence of teaching and learning across the year level/band, e.g., context, key concepts, proficiencies, inquiry questions. Today, music is dominated by vocal conventions. Lyrical intent provides context for musical expression. Students evaluate the use of elements of music and defining characteristics from different musical styles that encompass the voice as the contextual priority and utilise through performed musical expression.	The Blues is a major turning point in the history of popular music. Influenced by African rhythms and the use of pitch brought to the new world by the slave trade, The Blues redefined western music. Jazz as an extension and refining of The Blues as iconic artists pushed musical boundaries developed sub-categories including Big Band Swing.	After the World Wars and The Great Depression, youth were in desperate need of an outlet for their energy, and Rock n Roll started a new focus on teenage life. With greater freedom came a new teenage market for record companies, and with a new market came pop music. The evolution of popular styles from the middle of the 20th century is as diverse as it is exciting. This unit looks at styles from 1950s Rock n Roll to 1990s Grunge and Dance music.

Media Year 7	Unit 1 —Surrealism (Terms 1 & 3)		Unit 2 —Text As Image (Terms 2 & 4)	
	<p>Students will begin to understand Surrealism in a theoretical and practical basis.</p> <p>Based on the book <i>Mechanica</i> by Lance Balchina, students will create using Photoshop tools their own modified insect with the Steam Punk aesthetic. Students need to take into consideration creating a creature that is a hybrid insect species from a combination of fauna and mechanical features. The <i>Mechanica</i> object may be based on an actual insect, but also include adaptations that are inspired by fantasy.</p> <p>Students will begin to understand Surrealism and write an essay to demonstrate their knowledge of the Surrealism movement and the work of Rene Magritte when analysing Magritte’s <i>La Belle Captive</i>.</p>		<p>Students will create a portrait composed of text based on an identity of their choice. The illustration will feature text that epitomises their person on choice. They will learn how to used the text tool and associated nested tools in Illustrator to create their illustration. Elements of design, line, tone and colour are the focus of this unit.</p>	
Media Year 8	Unit 1 — Still Image Creation – Google Logo	Unit 2 —Target Audience Analysis		Unit 3 – Video - Stop Motion Production
	<p>Students will begin to understand Elements and Principles of Design in a theoretical and practical basis.</p> <p>Based on the Google Logo, students will create using Photoshop tools their own personalized google logo. Students need to take into consideration creating a logo that is a aesthetical and a correct representation of their identity as an individual.</p>	<p>Students will research media conventions/techniques targeting audiences. They will need to justify their findings using proper terminology. They will also present their analysis to their classmates and propose marketing pitches to target specific audiences for their chosen topic.</p>		
Media Year 9	Unit 1 — Still Image Creation – Magazine/Podcast Cover Artwork	Unit 2 —PSA	Unit 3 – Video – Culture Jamming	
	<p>By creating a Magazine cover students are able to create and communicate representations of diverse worlds and investigate the impact and influence of media artworks on those worlds, individually and collaboratively. As an art form evolving in the twenty-first century, Media Arts enables students to use existing and emerging technologies as they explore imagery, text and sound and create meaning as they participate in, experiment with and interpret diverse cultures and communications practices.</p> <p>Students learn to be critically aware of ways that the media are culturally used and negotiated, and are dynamic and central to the way they make sense of the world and of themselves. They learn to interpret, analyse and develop media practices through their Media Arts making experiences. They are inspired to imagine, collaborate and take on responsibilities in planning, designing and producing media artworks.</p>	<p>Students will creat an animation that will promote the concept that it is okto “BE YOURSELF” As a class we will decide on the elements that need to be consistent across everyone’s work so that the branding of the PSA is cohesive.</p>	<p>Students are required to design a concepts and create a full-colour image for each, including a written evaluation and justification of, how and why they were modified, and for what impact. You should also include a “tag” that we will digitally graffiti on a building around the school or from your local community (Banksy style)</p>	
Media Year 10	Unit 1 — My Life in 1 Minute	Unit 2 – Videos For Change	Unit 3 — Game Design	Unit 4 – Movie Posters

	<p>The study of Media allows students to explore and explain the world around them. Students will develop the practical skills to utilise communication technologies by learning the skills necessary to operate a digital SLR camera and Premiere Pro for basic editing as part of their Making tasks. Students will use these skills to communicate and tell stories through communication technologies to create: a 1 minute Video that reflects their Life. (summative)</p> <p>They will through their responding activities (formative) learn to be more critically aware of the way media is culturally used and negotiated. By viewing and responding to a film with an indigenous perspective as well as viewing multiple related Music Videos they will examine the elements of Mise-En Scene and the codes and conventions of film making to explore how cultural is represented to the wider community. They will use this understanding of techniques, cultural values and beliefs and representations in their studies for the rest of the year.</p> <p>Students will gain the following understandings:</p> <p>that moving image media products are interrelated with their contexts of production and allow an expression of social, cultural, political and economic hopes and fears.</p> <p>that film allows us to explore the world around us and encourages use to contemplate and comment upon it</p> <p>Beginning to deepen knowledge in these areas encourages creative production and successful acquisition of media skills. These deep understandings reflect a 21st century media literacy.</p> <p>Music videos are the ideal focus for the study of film as they contain many of the key elements that are necessary to create a longer film. There is also a diverse range of styles and representations making it a relevant genre to study and learn from to develop a wider understanding of the production of Media.</p>	<p>As our 2nd unit in Introduction to Media, this unit will allow students to generate and synthesise ideas and concepts around creating a short film to engineer social change.</p> <p>Students will continue to develop the practical skills including further developing their knowledge and understanding of Mise en Scene to utilise communication technologies. They will develop the skills necessary to operate a digital SLR camera and Premiere Pro for basic editing as part of their Making task. The skills that they gather they will use to create a short film that comments on a social issue that they feel passionate about. They will also complete an analysis of a short PSA</p> <p>Creating a video about issues important to the students encourages them to engage at a deeper level by communicating a point of view that is relevant to them. The research the complete as part of their process will lead them to question how social and cultural values and alternative points of view are portrayed in media artworks.</p> <p>Achieving mastery of global competencies must involve experiences that shift student's thoughts and feelings about the world. These shifts must then be hardwired into long-term memory through repeated practice and application in the real world. Videos for Change is a real world exercise.</p>	<p>As our 3rd unit in Introduction to Media, this unit will allow students to generate and synthesise ideas and concepts around Game and Character Design.</p> <p>Art and the principles of design are used in everything from printed books and flyers to websites and movies. The same animation used in games can be applied to the most advanced movies and web content. Simple animations used to create a game characters can be applied to applications such as the creation of a web banner advertisement. High-tech tools used in game and character design are also very similar to those used to design architecture and machines in 3D. Artistic skills developed in the game industry can be easily transferred into many different fields and high-paying careers.</p> <p>Students will learn the creation and use of graphics and animations. They will develop their skills in the technologies and tools that are used to express ideas in media production by learning and developing skills in using Adobe Illustrator, Photoshop, Character Animator, After Effects and Premiere Pro and Paint 3D. The skills that they gather they will use to create a character they will animate and use as part of their presentation (summative) of their Game Concept.</p> <p>Students will also examine the issues around gaming, through a series of responding activities and a summative report. A deeper understanding around this topic reflects reflect their developing 21st century media literacy</p>	<p>The study of Media allows students to explore and explain the world around them. This unit allows students to explore and examine how meaning is constructed. Students will develop the basic practical skills to utilise the Adobe illustrator and Photoshop software</p> <p>as an introduction to Graphic Design software and concepts. These are the skills that the need to develop going into yr 11. Graphic design is everywhere and an important part of our daily visual communication. Being able to create visual products that communicate to an audience is an important 21 century skill.</p> <p>Students will create an Movie Poster that clearly communicates their chosen Genre. Students will gain the following understandings:</p> <p>that still images can be a powerful communication tool with careful planning and manipulation.</p> <p>They are continuing to deepen knowledge in these areas encourages creative production and successful acquisition of media skills. These deep understandings reflect a 21st century media literacy.</p>
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Visual Art Excellence Year 7	Unit 1 — Identity	Unit 2 — Personal totem	Unit 3 — Steam Punk Drawing	Unit 4 — Altered Environment
	Students begin their journey in Visual Art Excellence with a portrait that explores their identity. In this unit students are asked to analyse their personality, strengths and interests and represent them visually. This portrait creates a starting point in the Visual Arts excellence experience that students will be able to reflect on at their graduating exhibition.	<p>In this unit students are required to work collaboratively to create a public art totem in response to the theme flora. This totem will be displayed in the school gardens, enabling the year 7's to make their mark on the school and encouraging their understanding of the importance of public art in beautifying a space. Students are encouraged to follow the planning, development their individual totem pieces through researching the flora theme in their visual diary. Teachers may chose to narrow this theme to a native Australian Flora theme. From their research into interesting flora forms students plan and develop designs in their visual diary. In this development process students apply the concepts of simplification, exaggeration and the elements of design line, colour, form and shape to create a design that is engaging in a public forum. In the resolution of their design students are taught ceramic handbuilding processes such as slab, pinch pot, joining techniques, relief and incising processes and glazing and firing processes in order to demonstrate an informed approach to making. This task will encourage student to consider how an artwork is displayed to enhance their intention to an audience. Ultimately, students will need to work collaboratively to unify and construct their class sculpture and will be able to make their mark on the school early in their 7 Art Excellence course.</p> <p>Students also increase their awareness of public art by analysing a public mural that they see on their excursion to Botanica. They are taught the “Write that essay” paragraph structures and analyse a work in response to a question.</p>	Developing tonal drawing skills is important in creating representational drawings. Students develop this skill through developing Steam Punk animals composed of manmade objects. This unit focuses on tone and shape by teaching students the purposes of tone and tonal techniques and encouraging them to analyse the shape of their chosen animal and make insightful correlations with shapes in manmade objects. A theme may be incorporated into the unit such as dystopian animals etc. An extension to this unit would be animation of the various elements in the drawing.	<p>This unit encourages students to develop representational skills and then move beyond this by represent an environment that they love and know well with with varying degrees of abstraction. This unit also encourages students to manipulate various new media culminating in folio of small works made in response to the theme “Altered Environment.” Students are encouraged to view their chosen environment form various perspectives, reflect on it at different times of the day, recollect textures, sounds and objects found in the environment. The aim of this unit is for student to develop representational skills and then generate works that reflect their experience of their environment in a way that pushes the boundaries of how a landscape is traditionally represented with materials and processes the students haven't already worked with</p> <p>An Artist in Residence is linked to this unit: Either Jacqueline Scotcher (painter) or Glen Skein (print maker) or Nicola Moss (collage artist) could support students in their making pieces.</p>
Visual Art Excellence Year 8	Unit 1 — Mark Making BOW	Unit 2 — Mark Making BOW	Unit 3 — Suburbs	Unit 4 — Commissioned pet portraits
	Understanding how artists manipulate design elements to communicate their ideas and responses to the world around them is central to this unit. Students will also understand that artists seek inspiration from other artists and art movements. They will learn about the German expressionist art movement and how it continues to inspire contemporary Australian landscape painters. Students will focus on the elements Colour, Tone and Texture to create an emotive response to an aspect of the Australian Landscape in acrylic paint on canvas.	In this unit we build on the idea of connection to place through transforming our Expressive painting into a Lino block print. Lino block printmaking is the ideal medium to teach junior students the design elements shape, line, texture and the elements contrast, variation and balance. Printmaking also teaches collaborative learning skills as students need to work together to ensure that the space is workable. Student also need to follow process to achieve a clean edition. In this unit students will also look at the work of Indigenous artist Brian Robinson and identify how his artworks capture his connection to country and culture.	<p>Public Art brings creative expression out of the confines of galleries and directly to the public to engage with and enjoy. Public Art Commissions are also increasingly a major income stream for Artists. In this unit students are asked to respond to a design brief and create a Marquette for a site-specific sculpture in the Sherwood Arboretum</p> <p>In this unit, students will develop skills in the 3D media of Ceramics. They will experiment with a range of hand construction methods and create their marquette with the techniques appropriate to the shape of their design</p>	

Visual Art Excellence Year 9	Unit 1-2 Hybrid Creature	Unit 3-4 Still life/Make it-Curate it
	<p>Students develop a Body of Work (BOW) which consists of individual student responses to making and responding tasks that share a focus that lead to a collection of works. These are related to each other in some way, with each one being as important as the other. Students gather an understanding of how an artist works with a theme or concept and create a range of work based on that theme. This unit also works along-side contemporary practicing artist Carolyn V Watson. Watson will be the artist in residence for this unit.</p> <p>Initially in the unit students will develop technical drawing skills creating a folio of hybrid creature drawings. Students will progress to composing their drawing into a resolved painting. Finally, from this folio of 2-Dimensional artistic responses students will develop a sculpture that exploits texture, shape, form, focal point, repetition and line to represent their hybrid creature.</p> <p>Students will also conduct a reverse chronology investigation so they can gather an understanding of how artists seek inspiration from the aesthetic and process of other artists.</p>	<p>Students develop a symbolic still life painting that includes all kinds of man-made or natural objects, cut flowers, fruit, vegetables, fish, game, wine. Still life can be a celebration of material pleasures such as food, books and flowers, or a warning of the ephemerality of these pleasures and of the brevity of human life such as memento mori paintings.</p> <p>They must use objects that portray a personal symbolic meaning and reference other inspirational artists. This is an oil painting unit. Technical and skill based.</p> <p>Students Interpret the intention of Michael Zavros’ Ars Longa, Vita Brevis (2010) and evaluate the influence of Dutch Vanitas still life paintings of the 17th century</p> <p>500-600 analysis</p> <p>Make it Curate it – Graduation exhibition</p> <p>Students create an artwork inspired by another artist – independent work and student choice of theme and media.</p> <p>Students then display their work and the other artworks completed over the three year excellence course- How to curate and display their work in a space for an audience.</p>

Visual Art Year 7	Unit 1 — Narrative Lino print	Unit 2 — Written Analysis	Unit 3 — Flight Sculpture
	Students begin their journey in Visual Art Excellence with a portrait that explores their identity. In this unit students are asked to analyse their personality, strengths and interests and represent them visually. This portrait creates a starting point in the Visual Arts excellence experience that students will be able to reflect on at their graduating exhibition.	<p>In this unit students are required to work collaboratively to create a public art totem in response to the theme flora. This totem will be displayed in the school gardens, enabling the year 7's to make their mark on the school and encouraging their understanding of the importance of public art in beautifying a space. Students are encouraged to follow the planning, development their individual totem pieces through researching the flora theme in their visual diary. Teachers may chose to narrow this theme to a native Australian Flora theme. From their research into interesting flora forms students plan and develop designs in their visual diary. In this development process students apply the concepts of simplification, exaggeration and the elements of design line, colour, form and shape to create a design that is engaging in a public forum. In the resolution of their design students are taught ceramic handbuilding processes such as slab, pinch pot, joining techniques, relief and incising processes and glazing and firing processes in order to demonstrate an informed approach to making. This task will encourage student to consider how an artwork is displayed to enhance their intention to an audience. Ultimately, students will need to work collaboratively to unify and construct their class sculpture and will be able to make their mark on the school early in their 7 Art Excellence course.</p> <p>Students also increase their awareness of public art by analysing a public mural that they see on their excursion to Botanica. They are taught the “Write that essay” paragraph structures and analyse a work in response to a question.</p>	Developing tonal drawing skills is important in creating respresentational drawings. Students develop this skill through developing Steam Punk animals composed of manmade objects. This unit focuses on tone and shape by teaching students the purposes of tone and tonal techniques and encouraging them to analyse the shape of their chosen animal and make insightful correlations with shapes in manmade objects. A theme may be incorporated into the unit such as dystopian animals etc. An extension to this unit would be animation of the various elements in the drawing.
Visual Art Year 8	Unit 1 — Expressive Landscape	Unit 2 — Lino Landscape	Unit 3 — Ceramic Marquette
	Understanding how artists manipulate design elements to communicate their ideas and responses to the world around them is central to this unit. Students will also understand that artists seek inspiration from other artists and art movements. They will learn about the German expressionist art movement and how it continues to inspire contemporary Australian landscape painters. Students will focus on the elements Colour, Tone and Texture to create an emotive response to an aspect of the Australian Landscape in acrylic paint on canvas.	In this unit we build on the idea of connection to place through transforming our Expressive painting into a Lino block print. Lino block printmaking is the ideal medium to teach junior students the design elements shape, line, texture and the elements contrast, variation and balance. Printmaking also teaches collaborative learning skills as students need to work together to ensure that the space is workable. Student also need to follow process to achieve a clean edition. In this unit students will also look at the work of Indigenous artist Brian Robinson and identify how his artworks capture his connection to country and culture.	<p>Public Art brings creative expression out of the confines of galleries and directly to the public to engage with and enjoy. Public Art Commissions are also increasingly a major income stream for Artists. In this unit students are asked to respond to a design brief and create a Marquette for a site-specific sculpture in the Sherwood Arboretum</p> <p>In this unit, students will develop skills in the 3D media of Ceramics. They will experiment with a range of hand construction methods and create their marquette with the techniques appropriate to the shape of their design</p>

Visual Art Year 9	Unit 1 — Juxtaposition		
	Students will study Juxtaposition through the Surrealism movement and historical influences on the development of the movement as well as other contemporary Artists, techniques, in order to understand that art can be a response to the world events and social developments. Students will develop skills in representationally depicting subject matter, constructing balanced compositions, and manipulating 2D and 3D media such as pencil and water colours and clay. Students will also learn how to analyse and evaluate images in terms of how representation is communicated.		
Visual Art Year 10	Unit 1 — Objects of my Obsession	Unit 2 — Encode / Decode	Unit 3 — Artists as Inquirers (1 Semester Unit)
	Initially in the unit students will develop representational drawing skills creating a folio of drawings in various media. Students will then progress to viewing these realistic drawings through different lenses with a view to abstracting sections of their drawings. They will learn photoshop skills and create an abstract composition using those skills. They will also study various Modernist styles of artmaking such as Cubism, Fauvism, Surrealism and Expressionism and apply this style to one of their drawings. Finally, from this folio of representational drawings students will select a drawing or a cropped section of a drawing to stylise. Focusing on positive and negative spaces within this section students will create 2 small lino blocks and print on various papers and surfaces. From these prints, students will create a collage that exploit Colour, Shape and Repetition, Balance and Unity.	Students will develop an understanding of how artists use signs and symbols to create meaning within their works. Although both spoken language and visual language vary by culture, visual language has the potential to transcend and communicate across cultures, time and geography. Through the making exercise students encode a portrait of a chosen Australian with universal and personal symbology. In a short appraising task students will provide an explanation of their portrait by decoding the symbols imbedded in the image. To prepare them for senior Art students will be asked to identify the influence of another artist in their work. As a part of this unit students will also complete an exam whereby they have to analyse artworks in response to how the artists have used symbols to create a broader picture of their subject	This unit aims to prepare students for Senior Visual Art (General) and many of the learning experiences and processes that will form their learning in year 11 and 12. The senior syllabus encourages students to engage with artworks and make in response to their understanding of the purpose, media and approach the artist has employed, whilst also employing and incorporating their own perspectives and processes. This process is referred to as Reverse Chronology in the Senior Syllabus. As the previous units have had a 2D focus, a 3D response is a requirement of this task to build the student’s knowledge of media and processes in the sculptural domain. Students are encouraged to experiment with media and then select which media they will be able to employ to purposefully and effectively to communicate their ideas. Student will also be asked to document and present works as they would in Senior Visual Art (via Powerpoint)

Drama Year 7	Unit 1 — Superheroes and Villains		
	<p>Corinda State High School will offer drama to year 7 students for a six-month art study. Being a specialist subject students will have varying degrees of knowledge and experience from Primary school so it will be in this semester that students can ‘catch up’ on the Australian Drama Curriculum achievement standards. Performance skills, elements of drama and knowledge of forms and styles of performance will be explored through "Superheroes"</p> <p>The first part of the unit is designed to explore the ways in which our stories are passed from generations and how meaning is created in a performance through the use of physical light and symbolic light. Students will explore a playtext <i>Wonderfly</i> and identify how plays allow us to question our morals and decisions that we make. Through the Australian Curriculum: The Arts, students in Years 7 to 10 pursue broad questions such as: What meaning is intended in an artwork? What does the audience understand from this artwork? What is the cultural context of the artwork and of the audience engaging with it? What key beliefs and values are reflected in artworks and how did artists influence societies of their time? How do audiences perceive and understand artworks? What does the advancement of technology mean to the presentation of, and audience engagement with, different artworks? (Australian Curriculum Focus)</p> <p>Students will respond to a filmed text looking at character, tension and relationships. Knowledge formed through the analysis task will help students in the creation of their own characters.</p> <p>Students will begin to gain understanding of Drama as an Art form, what being a performing artist means and will begin training their own performance skills i.e. Physical, Mental, Vocal and Creative Skills. Students build on their understanding of role, character, and relationships. They use voice and movement to sustain character and situation. They use focus, tension, space, and time to enhance drama. They incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance. They shape drama for audiences using narrative and non-narrative dramatic forms and production elements (Australian Curriculum focus). Over the course of this unit, students will explore the dramatic techniques of Melodrama. Key dramatic concepts of the style such as; Stock characters (particularly Heroes and Villains), the dramatic conventions and Principles of Narrative will be explored through practical workshops. Students will devise, present and critique dramatic works in the style of Melodrama. Students explore action initially through the use of improvised scenes and progress to develop known stock characters through process drama. The theme of the unit is superheroes and villains which ensures the context is somewhat familiar to students but the skills are unfamiliar.</p>		

Drama Year 8	Unit 1 – Theatre for Young People	Unit 1 – Theatre for Young People Script
	<p>Year 8 Drama deepens the knowledge, understanding and skills of prior learning however in certain cases, prior experience in this performing art is limited which means that much of this unit will be introducing important new knowledge & skills. This Unit begins with developing a cohesive, friendly and respectful class through name learning games and group tasks. 3/4 weeks are focused on team working skills, teaching the norms of interpersonal communication, knowledge of the elements of drama and purposes. The process of Improvisation is taught in this ‘get to know each other and drama phase’ – it is a great way for the students to create, develop and manipulate the elements of drama. The important fundamental process that improvisation is created by offering, yielding, extending & advancing will be emphasised.</p> <p>Next the term focuses on exploring Juvenile Crime through relevant stimulus and a process drama. Reading routines will help students discover the common factors that influence the young to commit crimes. The hidden curriculum very much focuses on how young people should think before they act and creating empathy for how other young people live. Juvenile Crime is increasing and is of social concern therefore this unit can provide an insight into this issue. The process drama follows a teenage boy and girl who steal a car and go on a joyride. Their backgrounds and decisions are explored through hot seat role plays, freeze frames and improvisations. Through negotiation the students construct their lives and reasons for such a dangerous life choice. The focus of the unit is on forming drama through the manipulation of the elements of drama.</p> <p>Analysis of performance will be interwoven in this unit to build literacy skills in responding to drama. TYP performances by deBase Theatre will provide the students with excellent evidence of the manipulation of the elements of drama to create dramatic meaning. Analysis of one of the plays will be the students Responding task</p>	<p>The second unit in year 8 introduces the students to studying a play script, “The Stones,” and performance skills. This is a Theatre for Young People (TYP) play whose characters are close to the students’ age. It deals with juvenile crime and supports the hidden curriculum of teaching the students the need to think before they act. Purpose of telling stories with life lessons is introduced here and linked to Aboriginal and Torres Strait Islander people’s perspectives. This unit will focus on presenting/acting skills I.e., conventions of style, purpose, analysis of text, characterisation, learning lines, blocking, vocal techniques, motivated movement and making a scene work. The given circumstances and fundamental questions will be analysed for each scene and the communication of these practiced alongside reading the text. It is important to focus on the communication of dramatic meaning in each scene to highlight the purpose of TYP.</p> <p>Conventions of Theatre for Young People include direct address to the audience, heightened character, multiple roles, mime, exaggeration, minimal set and presentational drama. Through this unit the students will engage in workshops to practice communicating and manipulating these conventions and dramatic meaning. Teacher/peer feedback and individual reflection will provide opportunities for improvement.</p> <p>The last three weeks of term will concentrate on how other cultures, in particular ATSI and Asian, share their stories with young people. Shadow puppetry is a fun way to introduce the students to other styles of theatre and encourage their creativity skills in devising teaching stories.</p>
Drama Year 9	Unit 1 Elements of Comedy	Unit 2 Realism
	<p>Students study Drama in year 9 for a Semester. The first eight weeks focuses on Comedy, Clowning & Commedia dell’Arte. Parody is studied for the written task and is linked to the inclusion of Aboriginal and Torres Strait Islander content. This high energy start of their drama study helps students to throw themselves into physicalisation and teamwork. The Unit explores different comedy styles including traditional Clowning techniques, Clown pantomimes, the relationship between the White Faced and Auguste Clown and an introduction to Commedia. There is a particular focus on the manipulation of the elements of Comedy, repetition, trickery, stupidity, discovery, mimicry, exaggeration, slow burn and slap and fall. By examining where Comedy comes from the students will gain an appreciation of different forms, styles and purposes of various performances. Contemporary links will be made to popular shows and analysis of various texts. Throughout the unit there will be an emphasis on analysis of the manipulation of the elements of comedy and drama. This will be present in Reading Routines, self and peer feedback, literacy skill building and assignment preparation.</p>	<p>Unit Outline or Context for Learning: Moving on from the dramatic purpose of entertaining via comedy, the students are introduced to the purpose of informing, celebrating and challenging. This will be realised through Collage drama which introduces the students to various forms of creating dramatic action. The students will be experiencing, Theatre of Social Comment by exploring their own sociological context, being a teenager in the contemporary world. This exploration will have a multi-cultural focus and include our dominant culture Asian. The students will realise that to inform or challenge an audience they need to research issues, people, other forms of artistic expression so that they don’t present predictable content. Each chosen form/convention of Collage drama will be workshopped in class around a teacher chosen issue. Alongside this the students will be given an opportunity to workshop each form focusing on their own chosen theme. Unit 1, comedy, focused on forming dramatic action and even though devising is an important part of Collage Drama, acting skills will implicitly be taught so that the focus of this unit is presenting. The text “Slammed” by Stefanie Harper or _____will be used as a starting point for exploring youth culture.</p> <p>One of the aims of this Unit is to provide the students with an acting experience. Group work can be shared with parents and friends in a night-time performance.</p>
Drama Year 10	Unit 1 – Australian Gothic Theatre	Unit 2 – Theatre of Social Comment
	<p>In this unit, students will explore the conventions of Australian Gothic Theatre. Looking at contemporary Australian issues and examining how this theatre style is used to represent them on stage. Students will study “Ruby Moon” and use it as a performance to illustrate the complex issues faced by Australians.</p> <p>Students will then explore the role of storytelling in Indigenous Australian culture, analysing and evaluating a performance of “Children of the Black Skirt”. Students will be introduced to new cultures and find new purpose in how drama is performed on a stage.</p>	<p>In this unit, students will understand theatre’s purpose to educate and challenge, as well as to entertain. Exploring contemporary issues faced by young Australians, students will engage in devising processes that allow them to present to an audience, a directorial concept. Students will be given a voice to present ideas on an issue they feel passionately about.</p> <p>Students will then be given an opportunity to perform these to an audience of their peers showcasing skill in the conventions of modern and historical, Theatre of Social comment styles including Brechtian, physical and Political theatre.</p>

Design and Technologies Year 7 or 8	Unit 1 – A Sweet Drop		Unit 2 – Design Your Game	
	By the end of this unit students will: <ul style="list-style-type: none"> • apply Workplace Health and Safety • display competencies with general woodworking hand tools, plant & processes – disc sander, pedestal drill • display competencies with sheet metal hand tools, plant & processes – pan brake • understand and demonstrate basic woodworking techniques to produce a Glasses Case (skills competency task/not for assessment) and Lolly Dispenser. • evaluate processes and production skills 		By the end of this unit students will: <ul style="list-style-type: none"> • apply Workplace Health and Safety • explore a design problem through the lens of a design process • identify and explore the needs or wants of a target audience • research, generate and develop ideas • produce and evaluate solutions • produce a Design folio that includes visual literacy (sketching) and technical terminology • produce a physical solution using general woodworking and sheet metal hand tools, plant & processes. 	
DET 7 or 8	Unit 1 – Sketching 101	Unit 2 – Paint 3D Prototype	Unit 3 App Design	Unit 4 Folio Culmination / Presentation
	By the end of this unit students will: Produce a folio of drawings. Introduction to the design process Understand and demonstrate basic drawing techniques Evaluate processes and production skills	By the end of this unit students will: Construct a Prototype on paint 3D Apply Workplace Health and Safety Knowledge of different tools and machinery Teacher and student led teaching of CAD skills Working drawings - follow and/or adaptations Can link practical experience to theoretical knowledge	By the end of this unit students will: Construct an App to sell their prototype Apply Workplace Health and Safety Knowledge of different tools and machinery Teacher and student led teaching of Coding skills Working drawings - follow and/or adaptations Can link practical experience to theoretical knowledge	By the end of this unit students will: Produce a Folio of work Produce a video selling their product. Knowledge of different Media and software packages. Teacher and student led teaching Video skills Can link practical experience to theoretical knowledge
Graphic Design Year 7 or 8	Unit 1 – Graphics 101		Unit 2 – User Centred Design	
	<ul style="list-style-type: none"> • Understand and demonstrate the basics of sketching • Be introduced to CAD (Onshape) • Have knowledge of production skills associated with design thinking and communication. • Produce a folio of student work that includes both sketches and simple CAD drawings 		<ul style="list-style-type: none"> • explore a design problem through the lens of a design process • identify and explore the needs or wants of a target audience • research, generate and develop ideas • produce and evaluate solutions • Produce a Design folio that includes CAD generated drawings • Produce a physical solution using rapid prototyping technologies. 	
Fashion Design Technology Year 9	Unit one: Pillow Talk		Unit two: Dressing Gowns	
	<ul style="list-style-type: none"> • Students will research the production of pillow case and room design. Using adobe suite students will create their own font and design for their pillow case. • Students will understand how to create a design portfolio based on their research. • Students will learn and understand hand and machine sewing techniques to create their final product. • Students will learn marketing techniques for their product. 		<ul style="list-style-type: none"> • Students will research designers such as Peter Alexander, Boody, Olivia Von Halle. • Students will create a design portfolio based on their research. They will learn how to use a commercial pattern and a sewing machine. • Students will learn about different fabrics and clothes labelling. • Students will learn marketing techniques for their product. 	

Design Technology Metal Year 9	Unit 1 – Sheet metal 101	Unit 2 – Brass Whistle	Unit 3 – Wall Hanger	Unit 4 – Aluminium Bug
	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">Construct a aluminium card box.Introduction to Workplace Health and SafetyUnderstand and demonstrate basic engineering techniquesEvaluate processes and production skills	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">Construct a brass whistle to make soundApply Workplace Health and SafetyKnowledge of different tools and machineryTeacher and student led teaching of Engineering skillsWorking drawings - follow and/or adaptationsCan link practical experience to theoretical knowledge	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">Construct a Steel Wall HangerApply Workplace Health and SafetyKnowledge of different tools and machineryTeacher and student led teaching of Engineering skillsWorking drawings - follow and/or adaptationsCan link practical experience to theoretical knowledge	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">Construct an aluminium bugApply Workplace Health and SafetyKnowledge of different tools and machineryTeacher and student led teaching of Engineering skillsWorking drawings - follow and/or adaptationsCan link practical experience to theoretical knowledge
Design Technology Woodwork Year 9	Unit 1 — Serving tray		Unit 2 — Condiment holder	
	<p>By the end of this unit students will:</p> <p>apply Workplace Health and Safety</p> <p>display competencies with general woodworking hand tools, plant & processes – disc sander, pedestal drill</p> <p>understand and demonstrate basic woodworking techniques to produce a Serving tray.</p> <p>evaluate processes and production skills</p>		<p>By the end of this unit students will:</p> <p>apply Workplace Health and Safety</p> <p>explore a design problem through the lens of a design process</p> <p>identify and explore the needs or wants of a target audience</p> <p>research, generate and develop ideas</p> <p>produce and evaluate solutions</p> <p>produce a Design folio that includes visual literacy (sketching) and technical terminology</p> <p>produce a Condiment holder using general woodworking hand tools, plant & processes</p>	

ITF Year 10	Unit 1 — Jewellery box	Unit 1 — Jewellery box / Unit 2 — Chessboard table	Unit 2 — Chessboard table	Unit 2 — Chessboard table
	<ul style="list-style-type: none"> Students will complete relevant theory through the onguard safety modules prior to beginning project. Students will undertake practical demonstration in safe use of required machinery Students will understand and demonstrate basic measuring and marking out. Students will demonstrate accurate cutting using machines and chiselling within required tolerances (+-1mm). Students will demonstrate correct procedures when preparing pieces prior to assembly. Students will know, understand and demonstrate the correct assembly procedures. 	<ul style="list-style-type: none"> Students will be able to demonstrate the correct use of the appropriate hand tools to mark out and plane a chamfer Students will be able to demonstrate the correct procedure for marking out, cutting and fitting butt hinges within 0.5mm Students will be able to use finishing processes to produce a high-quality finish. <p>Chessboard table</p> <ul style="list-style-type: none"> Students will complete relevant theory through the onguard safety modules prior to beginning project. Students will undertake practical demonstration in safe use of required machinery Students will demonstrate accurate cutting of required pieces using machines within required tolerances (+-1mm). 	<ul style="list-style-type: none"> Students will understand and demonstrate the accurate cutting of drawer pieces to given tolerances Students will demonstrate accurate marking out of woodworking joints to within +-1mm tolerance. Students will demonstrate accurate cutting of top pieces to a tolerance of 0mm. Students will demonstrate a clear understanding of finishing procedures by producing a high quality finish on the final piece. 	<ul style="list-style-type: none"> Students will understand and demonstrate the accurate cutting of drawer pieces to given tolerances Students will demonstrate accurate marking out of woodworking joints to within +-1mm tolerance. Students will demonstrate accurate cutting of top pieces to a tolerance of 0mm. Students will demonstrate a clear understanding of finishing procedures by producing a high quality finish on the final piece.
Introduction to Electrotechnology Year 10	Unit 1 – Electricity 101		Unit 2 – Electrotechnology in practice	
	<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Be introduced to Workplace Health and Safety in the Electrotechnology industry Complete a WPHS course – Safety hub tests Complete an LLN test for the Electrotechnology Complete a risk assessment before commencement of practical tasks Understand the basics of Current electricity, voltage & resistance Solder & Desolder Complete and electrical project including wiring and case design/fabrication 		<p>By the end of this unit students will:</p> <ul style="list-style-type: none"> Apply Workplace Health and Safety Use and work on Printed circuit boards Understand basic principles of Distribution board wiring Fix & secure electrotechnology apparatus Understand the importance of Sustainability in the Electrotechnology Industry Complete and electrical project including wiring and case design/fabrication 	

Introduction to Engineering Year 10	Unit 1 – Engineering Principals - Mechanics		Unit 2 – Emerging Technologies		Unit 3 –Aerospace Design
	By the end of this unit students will: <ul style="list-style-type: none"> • Apply knowledge to Engineering History • Apply knowledge to Frames and Structures • Apply knowledge to Crane Support (Levers and Cams, Gears and Pullies, Structures) • Complete a Project Design Folio • Construct a Tower Crane to given specifications • Follow all relevant Safe Work Practices 		By the end of this unit students will: <ul style="list-style-type: none"> • Apply knowledge to Sustainable Futures • Complete a Project Design Folio • Construct a complete or partial prototype or a virtual presentation • Follow all relevant Safe Work Practices 		By the end of this unit students will: <ul style="list-style-type: none"> • Apply knowledge to Forces • Apply knowledge to Terminal Velocity • Apply knowledge to Control Surfaces • Apply knowledge to Stability • Apply knowledge to Aspect Ratio • Complete a Project Design Folio • Construct a physical prototype • Follow all relevant Safe Work Practices
Introduction to Construction Year 10	Unit 1 – Concrete Float – Carpentry and Joinery	Unit 2 – Carry All - Carpentry and Joinery	Unit 3 – Tool Box – Carcass Construction		Unit 4 – Tool Box Trays and Dividers – Design and Construction of their components.
	By the end of this unit students will: <ul style="list-style-type: none"> • Introduction to Workplace Health and Safety • Display competencies in drop saw, finisher use. • Understand and demonstrate basic carpentry and joinery techniques • Evaluate production skills 	By the end of this unit students will: <ul style="list-style-type: none"> • Apply Workplace Health and Safety • Display competencies in Biscuit cutter, band saw, band saw, drill press • Knowledge and Understanding of basic carpentry and joinery techniques • Develop an appreciation of materials and jointing methods. 	By the end of this unit students will: <ul style="list-style-type: none"> • Apply Workplace Health and Safety • Display competencies in band saw, band saw, drill press, cordless drills etc. • Knowledge and Understanding of basic carpentry and joinery techniques to produce a Carcass for their tool box. • Develop an appreciation of materials and jointing methods. 		By the end of this unit students will: <ul style="list-style-type: none"> • Apply Workplace Health and Safety • Display competencies in workshop tools. • Knowledge and Understanding of basic carpentry and joinery techniques including drawers, hinging , handles that apply to their design. • Develop an appreciation of materials and jointing methods. • Fundamental design and orthographical drawings to achieve their chosen components.











Introduction to Engineering Pathways Year 10	Unit 1 – Carry All Toolbox – sheet metal fabrication	Unit 2 – Model Cannon – fitting and machining	Unit 3 – Nut Cracker – welding and fabrication	Unit 4 – Model Reciprocating Engine – fitting & fabrication
	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">• Apply Workplace Health and Safety• Display competencies with sheet metal hand tools, plant & processes – guillotine, pan brake• Understand and demonstrate basic sheet metal fabrication techniques to produce a Carry All Toolbox• Evaluate processes and production skills	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">• Apply Workplace Health and Safety• Display competencies with metal machining plant & processes – metal lathe• Display competencies with metal fitting plant, hand tools & processes – pedestal drill• Display competencies with precision fabrication hand tools & processes – hacksaw, hand filing & finishing• Understand and demonstrate basic (precision) fitting and machining fabrication techniques to produce a Model Cannon• Produce a portfolio of the production process for the Model Cannon using technical terminology• Evaluate processes and production skills	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">• Apply Workplace Health and Safety• Display competencies with GMAW plant & processes – MIG welder• Display competencies with metal fabrication plant, hand tools & processes – Metal lathe, pedestal drill, thermal heating and forming, thread cutting• Understand and demonstrate basic welding and fabrication techniques to produce a Nut Cracker• Produce a portfolio of the production process for the Nut Cracker using technical terminology• Evaluate processes and production skills	<p>By the end of this unit students will:</p> <ul style="list-style-type: none">• Apply Workplace Health and Safety• Display competencies with precision metal fabrication plant, hand tools & processes – pedestal drill, thread cutting• Display competencies with precision fabrication hand tools & processes – hacksaw, hand filing & finishing• Understand and demonstrate precision fitting and fabrication techniques to produce a Model Reciprocating Engine











Engineering Design Technology Excellence Year 7	Project 1 – Sketching 101	Project 2 – Co2 Dragsters	Project 3 Microbit design	Project 4 Folio Culmination (contactless society)
	<p>By the end of this unit students will:</p> <p>Produce a folio of drawings.</p> <p>Introduction to the design process</p> <p>Understand and demonstrate basic drawing techniques</p> <p>Evaluate processes and production skills</p>	<p>By the end of this unit students will:</p> <p>Construct a Prototype on paint 3D</p> <p>Apply Workplace Health and Safety</p> <p>Knowledge of different tools and machinery</p> <p>Teacher and student led teaching of CAD skills</p> <p>Working drawings - follow and/or adaptations</p> <p>Can link practical experience to theoretical knowledge</p>	<p>By the end of this unit students will:</p> <p>Construct an App to sell their prototype</p> <p>Apply Workplace Health and Safety</p> <p>Knowledge of different tools and machinery</p> <p>Teacher and student led teaching of Coding skills</p> <p>Working drawings - follow and/or adaptations</p> <p>Can link practical experience to theoretical knowledge</p>	<p>By the end of this unit students will:</p> <p>Produce a Folio of work</p> <p>Produce a video selling their product.</p> <p>Knowledge of different Media and software packages.</p> <p>Teacher and student led teaching Video skills</p> <p>Can link practical experience to theoretical knowledge</p>
Engineering Design Technology Excellence Year 8	Unit 1 — Introduction to EDT8 - Sketching/CAD Skill Activities/Digital Production	Unit 2 — Civil/Structural Engineering (Aurecon Spec)	Unit 3 — Communication Skills in Design and Engineering	Unit 4 – Design and Production incorporating programmable technology
	<p>This Unit builds on the foundation knowledge and understandings developed, and the processes and production skills and taught and demonstrated in the Year 7 juncture of this 3-year course.</p> <p>This Unit focuses on further developing students’ abilities to design and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas. They will generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques.</p>	<p>This Unit introduces students to the impacts that specific technologies have on society. Through research and investigation students will develop knowledge and understandings of the importance of Bridge (specifically Truss) technology to society throughout history and the engineering principles underpinning their design and construction. This knowledge and understanding will allow them to work in teams to design and construct a model Truss Bridge within specific parameters and constraints that can be tested to destruction. This research, design, plan, and test process will be recorded in a design portfolio that contains both individual and collaborative work.</p>	<p>This Unit focuses on the communication of design and engineering principles and processes. Students are required to respond to the engineering challenge by designing and producing a desktop catapult/trebuchet using; a set amount of supplied material and the digital technologies available to them in their makerspace classroom and INTAD workshop. The process of designing and producing their response to the challenge will be recorded in folio form with a focus on clearly communicating – in the engineering context – with both written and graphical (hand sketched and digitally drawn and modelled) representations. A short 3-minute video presentation of their functioning designed solution will also be produced.</p>	<p>This Unit focuses on students investigating and analysing/evaluating existing desktop lighting products from a range of recognised design styles e.g. Bauhaus, Memphis, Art Deco, Scandi, Steam Punk, etc. This investigation and evaluation will result in students developing a design brief and criteria that will inform design decisions in the developing stage of their project. The designed outcome – a Desktop Lamp using addressable LED technology as its light source – will be designed and produced using a range of supplied materials and both traditional workshop and digital technologies. Students will be producing their design folio in A3 form using predominantly hand written and sketched communications -some printing of digitally produced files will also be required.</p>











Engineering Design Technology Excellence	Unit 1 — Sustainable Design	Unit 2 — Hydraulic/Robotic Engineering	Unit 3 – Product Design (Audio/Electronic Engineering)	Unit 4 — Major Project – Student choice (Sustainability and Wellbeing focus)
	<p>Context - Sustainable/Circular Design is a key component of the emerging Circular Economy in which Products, Services, and Environments need to be reimagined.</p> <p>Key concepts – redesigning existing products using Circular Design methods, prototyping scaled models, eliminating traditional construction methods, using recyclable materials.</p> <p>Proficiencies – research, literacy and numeracy skills, sketching and CAD skills, modelling skills, program and operate digital CAM technologies.</p> <p>Inquiry questions – What is sustainable/circular design? How can furniture products be re-designed and manufactured avoiding the linear -take, make, and dispose model?</p>	<p>Context – Hydraulic systems have been used in various forms for millennia to help shape our world. Robotics have in recent decades stated to replace or enhance hydraulic systems. In small teams Design and Prototype a Hydraulic/robotic system to perform a standardised function.</p> <p>Key concepts – standardised functions of the task allow for focused solutions, basic application of geometry to determine element specifications, volume reach of hydraulic components need to be considered in determining range of movement of the system.</p> <p>Proficiencies – research, literacy and numeracy skills, sketching and CAD skills, modelling skills, program and operate digital CAM technologies.</p> <p>Inquiry questions – What is the function of the hydraulic system? What is the effect on the function of the system of applying various geometry constraints to different elements of the system? How will design refinements to system elements assist in completing the set task?</p>	<p>Context – Designing portable audio products for home and personal leisure is constantly changing with innovations such as WIFI and Bluetooth interacting with multiple platforms such as; Andriod, IOs, and multiple streaming services. These leisure products are becoming increasingly marketed at specific sectors with appealing and unique design options.</p> <p>Key concepts – constructing electronic systems of components and understanding how they interact with each other, achieving optimal sound output from speaker cavity design, designing and producing products using digital technologies</p> <p>Proficiencies – research, literacy and numeracy skills, sketching and CAD skills, modelling skills, program and operate digital CAM technologies, soldering electronic components</p> <p>Inquiry questions – What design elements make portable audio leisure products appealing to specific consumers? What skills and equipment are required to produce electronic circuits for specific purposes? What equipment is at my disposal to design and produce this product?</p>	<p>Context – Wellbeing and Sustainability are linked according to the UN’s Sustainable Development Goals. The process of design and engineering</p> <p>Key concepts – redesigning existing products using Circular Design methods, prototyping scaled models, eliminating traditional construction methods, using recyclable materials.</p> <p>Proficiencies – research, literacy and numeracy skills, sketching and CAD skills, modelling skills, program and operate digital CAM technologies.</p> <p>Inquiry questions – What is sustainable/circular design? How can furniture products be re-designed and manufactured avoiding the linear -take, make, and dispose model?</p>

Coverage of general capabilities and cross-curriculum priorities across P–10

Key		<div><div><div><div><div></div></div></div><div>Literacy</div></div><div><div><div><div><div></div></div></div><div>Numeracy</div></div><div><div><div><div><div></div></div></div><div>ICT capability</div></div><div><div><div><div><div></div></div></div><div>Critical and creative thinking</div></div><div><div><div><div><div></div></div></div><div>Personal and social capability</div></div><div><div><div><div><div></div></div></div><div>Ethical understanding</div></div><div><div><div><div><div></div></div></div><div>Intercultural understanding</div></div></div></div><div><div><div><div><div></div></div></div><div>Aboriginal and Torres Strait Islander histories and cultures</div></div><div><div><div><div><div></div></div></div><div>Asia and Australia’s engagement with Asia</div></div><div><div><div><div><div></div></div></div><div>Sustainability</div></div></div></div></div></div></div></div></div></div>																																									
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		Literacy	Numeracy	ICT Capability	Critical and creative thinking	Personal and Social capability	Ethical Understanding	Intercultural understanding	Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia’ s engagement with Asia	Sustainability	Literacy	Numeracy	ICT Capability	Critical and creative thinking	Personal and Social capability	Ethical Understanding	Intercultural understanding	Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia’ s engagement with Asia	Sustainability	Literacy	Numeracy	ICT Capability	Critical and creative thinking	Personal and Social capability	Ethical Understanding	Intercultural understanding	Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia’ s engagement with Asia	Sustainability	Literacy	Numeracy	ICT Capability	Critical and creative thinking	Personal and Social capability	Ethical Understanding	Intercultural understanding	Aboriginal and Torres Strait Islander histories and cultures	Asia and Australia’ s engagement with Asia	Sustainability		
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Key		<div><div> Literacy</div><div> Numeracy</div><div> ICT capability</div><div> Critical and creative thinking</div><div> Personal and social capability</div><div> Ethical understanding</div><div> Intercultural understanding</div><div> Aboriginal and Torres Strait Islander histories and cultures</div><div> Asia and Australia's engagement with Asia</div><div> Sustainability</div></div>																																									
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French	7	✓	✓	✓								✓	✓	✓								✓	✓	✓													
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Spanish	7	✓	✓					✓				✓		✓					✓			✓		✓				✓			✓						
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Chinese	7	✓	✓	✓		✓	✓	✓				✓	✓	✓				✓				✓	✓	✓	✓	✓			✓										
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Music	7	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																		
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[illegible]

Whole school assessment plan: P–10 overview

Range and balance of assessment across P–10 by learning area

Categories of student products include: **written**, **spoken/signed**, **performance**, **multimodal** and **visual** † denotes supervised conditions
Systemic tasks include: NAPLAN, Literacy and Numeracy Checkpoints,

	Term 1	Term 2	Term 3	Term 4
English 7	Imaginative Spoken (Digital I Anecdote) In your role as a student starting Year 7 at Corinda SHS, select and represent a notable historical figure by retelling a significant event from their life, linking it to how this representation shapes their own identity. Present your anecdote to the class either live or through a pre-recorded presentation. 3 – 5 minutes	Analytical Written (Analytical Essay) In your role as a critical consumer of film media, write an essay that analyses how film techniques are used to characterise Miles Morales across two scenes from Spider-Man: Into the Spider-verse. 400 – 600 words	Imaginative Written (Short Story) In your role as a student writing for an upcoming storytelling competition, write a gothic narrative that builds tension and includes gothic features. 400 – 600 words	Persuasive Spoken (multimodal) In your role as a vocal member of the community, create and present a persuasive speech that persuades the audience to accept their world figure as a hero or a villain. You will support your speech by creating a multimodal presentation. 3 – 5 minutes
English 8	Analytical Written (Analytical Essay) Write an essay that explains how Aboriginal and Torres Strait Islander peoples, histories and cultures have been represented in poetry. Your essay will focus on how language features and vocabulary have been used in 1 - 2 poems to create these representations. 400 – 600 words	Imaginative Spoken (Monologue) Write a monologue that demonstrates the perspective of a character from The Bone Sparrow. This will be accompanied by a short introduction to your scene where you will explain the choices you made when characterising this character, as well as a class discussion once all monologues have been presented. 2 – 4 minutes with class discussion	Imaginative Multimodal (Digital Vignette) Create a digital networked vignette that develops a setting or event co-created with your class. This will be accompanied by an author’s statement that explains the language features, images and vocabulary you have used when creating this vignette in order to connect it to the classes networked narrative. 3 – 5 minutes with author’s statement	Imaginative Multimodal (Digital Vignette) Write an essay that discusses how the theme of dystopia is represented in this graphic novel and a media text. Your discussion will explain how both texts have represented this theme and evaluate to what extent the graphic novel has created a convincing ‘depiction of dystopia’. 400 – 600 words under exam conditions
English 9	Persuasive Spoken Pitch (Persuasive Speech) In your role as a consumer of Australian media, write and deliver a persuasive pitch that promotes an Australian television program to a group of international students visiting Australia. Use persuasive techniques, such as rhetorical question, figurative language, repetition, etc., to position this international audience to watch your chosen text. 4 – 6 minutes	Imaginative Written (Short Story) In your role as a student writing for an upcoming storytelling competition, write a speculative fiction short story that presents an alternate history of a real-world event. Your short story will also be supported by an author’s statement that explains how your use of language features have been used to create deliberate meaning. 600 – 800 words including author’s statement	Analytical Written (Essay Exam) In your role as a consumer of popular media, write an essay that analyses how two texts manipulate their aesthetic elements to develop a representation of young people. Your essay will develop a thesis that answers the following question: How do the two texts you have studied this term create a representation of young people. 500 – 700 words (70 minute exam)	Analytical Multimodal (panel discussion) In your role as a social media user, create a multimodal presentation that continues the discussion around social media’s impact on young people. Your presentation will analyse how a recent social issue has been represented on social media, including a critique of the accuracy and reliability of this representation. 3 – 5 minutes
English 10	Persuasive Spoken (Multimodal) Write an analytical multimodal speech that analyses how different representations of a social group have been created in two different media texts. Your multimodal will focus on how language features, textual structures and images have been used to create this representation, and the effect these have on audiences. 4 – 6 minutes	Imaginative Written (Narrative intervention and justification) Write a narrative intervention that fills a gap or silence in the novel you have studied in class, representing a social, moral or ethical issue from the text in a deliberate way. You will also write a justification that explains the deliberate language and stylistic devices you have used throughout your narrative intervention and the effect these have on the audience. 600 – 800 words including author’s statement	Analytical Written (Essay – exam) Write an analytical essay Your essay will explain how language features have been used for particular effect, as well as how ideas have been organised throughout the narrative to communicate ideas to audiences. 600 – 800 words (90 minute exam)	Persuasive Spoken (Panel Discussion) You have been invited to speak as part of a panel regarding the engagement of both contemporary and traditional texts. Write and present a panel discussion in response to a statement: Your discussion will also develop a set of criteria to evaluate the effectiveness of your chosen poem’s representation of a contemporary issue, focusing on its use of aesthetic elements and organisation of ideas. 3 – 5 minutes

	Term 1	Term 2	Term 3	Term 4
Humanities 7	<p>Examination</p> <p>Short Response</p> <p>65 Minutes (+5minutes perusal)</p> <p>50 – 75 words per item</p> <p>Unseen Questions</p> <p>Mix of seen & unseen sources</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p> <p>PLATINUM CLASS: museum exhibition</p>	<p>Investigation</p> <p>Essay</p> <p>400 - 600 words</p> <p>An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have.</p> <p>Students develop questions to frame a historical inquiry, and analyse information from a range of primary and secondary sources</p> <p>Research conventions must be followed</p>	<p>Examination</p> <p>Short Response</p> <p>65 Minutes</p> <p>50 – 75 words per item</p> <p>Unseen Questions</p> <p>Mix of seen & unseen sources</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p>	<p>Investigation</p> <p>Report</p> <p>600 words</p> <p>An investigation assesses students’ abilities to locate, select, analyse, record and represent geographical data and findings to respond to inquiry questions</p> <p>An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have.</p> <p>Research conventions must be followed</p>
Humanities 8	<p>Examination</p> <p>Short Response & Response to Stimulus</p> <p>70 Minutes</p> <p>50 – 75 words per item</p> <p>Unseen Questions</p> <p>Mix of seen & unseen sources</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p>	<p>Investigation</p> <p>Essay</p> <p>600 words</p> <p>An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have.</p> <p>Students develop questions to frame a historical inquiry, and analyse information from a range of primary and secondary sources</p> <p>Research conventions must be followed</p>	<p>Examination</p> <p>Short Response & Response to Stimulus</p> <p>70 Minutes</p> <p>50 – 75 words per item</p> <p>Unseen Questions</p> <p>Mix of seen & unseen sources</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p>	<p>Investigation</p> <p>Report</p> <p>600 words</p> <p>An investigation assesses students’ abilities to locate, select, analyse, record and represent geographical data and findings to respond to inquiry questions</p> <p>An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have.</p> <p>Research conventions must be followed</p>
9 Humanities	<p>Examination</p> <p>Short Response & Response to Stimulus</p> <p>70 Minutes</p> <p>50 – 75 words per item</p> <p>Unseen Questions</p> <p>Mix of seen & unseen sources</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p>	<p>Investigation</p> <p>Essay</p> <p>600-800 words</p> <p>An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have.</p> <p>Students develop questions to frame a historical inquiry, and analyse information from a range of primary and secondary sources</p> <p>Research conventions must be followed</p>	<p>Examination</p> <p>Short Response & Response to Stimulus</p> <p>70 Minutes</p> <p>50 – 75 words per item</p> <p>Unseen Questions</p> <p>Mix of seen & unseen sources</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p>	<p>Investigation</p> <p>Report</p> <p>800 words</p> <p>An investigation assesses students’ abilities to locate, select, analyse, record and represent geographical data and findings to respond to inquiry questions</p> <p>An investigation requires students to locate and use evidence that goes beyond the data or information they have been given and the knowledge they currently have.</p> <p>Research conventions must be followed</p>

	Term 1	Term 2	Term 3	Term 4
Humanities 10	ANCIENT HISTORY	ANCIENT HISTORY	ECONOMICS	ECONOMICS
	Short response to historical sources The exam assesses four key cognitive skills explicitly taught throughout the unit: comprehending, analysing, evaluating, and synthesising. Students demonstrate these skills using sources to respond to questions about the Age of Vikings. Conditions: 4 Questions (600-800 words) Time: 2x60 minutes + 5 minutes perusal 8 seen sources one week prior to the exam 4 unseen sources (1 unseen source per question)	Investigation – Independent source investigation Students will select an emperor of the Julio-Claudian Dynasty (Claudius, Caligula, or Nero) and investigate how they maintained autocratic power by analysing and evaluating four sources that respond to their inquiry question. Conditions: Length: 600-800 words Duration: 4 weeks	Exam (Combination Short Response Exam) Response Length: 5 x multiple choice questions 2 x short response (20 to 50 words) questions including a graphing task 1 x extended response item, response to stimuli (100~120 words) Time: 60 minutes work and 5 min perusal The assessment will gather evidence of the student's ability to: demonstrate comprehension of a range of relevant economic concepts, principles and models, using economic terminology Select a range of data and economic information analysis of economic issues and use of data and economic information to support the analysis Evaluate economic outcomes demonstrating synthesising skills, reasonable conclusions and decisions, with economic reasoning Create responses that communicate economic meaning through language conventions and genre, and use of diagrammatic and statistical forms	Investigation – Research Report Response Length: 700 – 900 words Time: 5 weeks (issued start of Term 2 week 3) The assessment will gather evidence of the student's ability to: Demonstrate comprehension of a range of relevant economic concepts, principles and models, using economic terminology select a range of data and economic information, and uses a system of acknowledging sources analyse of economic issues and use of data and economic information to support the analysis Evaluate economic outcomes demonstrating synthesising skills, reasonable conclusions and decisions, with economic reasoning Create responses that communicate economic meaning through language conventions and genre, and use of diagrammatic and statistical forms
	GEOGRAPHY	GEOGRAPHY	LEGAL STUDIES	LEGAL STUDIES
	EXAMINATION Part A – Short response questions (75words per response) Part B – Extended Response (500words) Time: 2 x 50minutes The assessment will gather evidence of the student's ability to: explain how geographical processes change the characteristics of places.	Field Report/ Mapping Task Response length: 1000 words Time: 5 weeks The assessment will gather evidence of the student's ability to: use a range of digital technologies to interpret and analyse maps use initial research to develop and modify questions to frame an inquiry.	Combination Response Exam Students demonstrate their comprehension of a range of legal concepts, principles and/or processes relevant to Criminal Law. They apply their understanding to analyse and evaluate a contemporary issue in Criminal Law. Supervised Exam	Inquiry Report Students exercise agency in the investigation of a legal issue of their own interest. Through their investigation they analyse and evaluate their chosen issue and provide a recommendation to better improve outcomes using legal reasoning. 5 Weeks notice of task, 800-1000 words

	Term 1	Term 2	Term 3	Term 4
	<p>explain interconnections between people, places and environments, and their changes and consequences.</p> <p>predict changes in places and environments.</p> <p>evaluate and justify alternative views and strategies on a geographical challenge.</p> <p>evaluate a range of primary and secondary sources</p> <p>create data in multiple forms</p> <p>analyse and synthesise data.</p> <p>present findings, arguments and explanations using relevant geographical terminology and graphic representations</p>	<p>explain how geographical processes change the characteristics of places.</p> <p>explain interconnections between people, places and environments, and their changes and consequences.</p> <p>predict changes in places and environments.</p> <p>evaluate and justify alternative views and strategies on a geographical challenge.</p> <p>evaluate a range of primary and secondary sources</p> <p>create data in multiple forms</p> <p>analyse and synthesise data.</p> <p>present findings, arguments and explanations using relevant geographical terminology and graphic representations</p>		
	PHILOSOPHY AND REASONING		PHILOSOPHY AND REASONING	
	<p>analytical essay</p> <p>5 weeks duration</p> <p>800-1000 words</p> <p>Stimulus sheet provided</p> <p>Students select a potential pseudoscience from a provided list, and then respond to the following statement in the form of an analytical essay: The study of _____ is/is not a pseudoscience.</p> <p>Students must follow research conventions and utilise philosophical techniques and tools, including argument standardisation.</p>		<p>Extended response essay exam</p> <p>120 minutes (2x60 minutes)</p> <p>600-800 words</p> <p>Stimulus and planning template provided in exam</p> <p>In the form of an analytical essay, students respond to an unseen problem by applying either Kantian or Utilitarian moral theory.</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship.</p>	

	Term 1	Term 2	Term 3	Term 4
Mathematics 7 7	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Non-Calculator 	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator 	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator 	Problem Solving and Modelling Task Description Students design their “ideal” bedroom that will fit given considerations relating to: <ul style="list-style-type: none"> Percentage area Unit pricing of carpet/paint Format <ul style="list-style-type: none"> Written Report Conditions <ul style="list-style-type: none"> 3 weeks (including 3 hours of class time) Length: 400-600 words. Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator
Mathematics 8	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator 	Problem Solving and Modelling Task Description <ul style="list-style-type: none"> TBA Format <ul style="list-style-type: none"> Written Report Conditions <ul style="list-style-type: none"> 3 weeks (including 3 hours of class time) Length: 400-600 words 	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator 	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator
Mathematics 9	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator 	Problem Solving and Modelling Task Description <ul style="list-style-type: none"> TBA Format Written Report Conditions <ul style="list-style-type: none"> 3 weeks (including 3 hours of class time) Length: 400-600 words. 	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator 	Examination Description <ul style="list-style-type: none"> Supervised Exam Conditions Unseen questions Conditions <ul style="list-style-type: none"> 55 minutes + 5 minutes Perusal Calculator

	Term 1	Term 2	Term 3	Term 4
Science Year 7	<p>Scientific report</p> <p>Collaboratively plan and conduct a fair investigation to explore the effect of forces</p> <p>Research the effects of forces and gravity on motion and link this to their scientific report as background information.</p> <p>Word Length: 400-600 words</p>	<p>Exam (Written): Summative</p> <p>They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth.</p> <p>Analysis of data</p> <p>Unseen</p> <p>Time allocated: 60 min + 5 min perusal</p> <p>Word count: up to 300 words</p> <p>Collection of work (Written)</p> <p>They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems.</p> <p>Students describe situations where scientific knowledge from different science disciplines has been used to solve a real-world problem.</p> <p>100-400 words</p>	<p>Exam:</p> <p>They classify and organise diverse organisms based on observable differences.</p> <p>Word count: up to 300 words</p> <p>Time allocated: 60 min + 5 min perusal</p> <p>Research Task:</p> <p>They predict the effect of environmental changes on feeding relationships</p>	<p>Student Experiment & Written response</p> <p>Students describe techniques to separate pure substances from a mixture, plan experimental methods, select equipment that improves accuracy, describe how they considered safety, summarise data, refer to their data when suggesting improvements to their methods, and communicate ideas, methods and findings using scientific language and appropriate representations.</p> <p>Written Response</p> <p>400-600 words</p>
Science 7xp	<p>Simple Machines Student Experiment</p> <p>Students will conduct several example experiments regarding forces, and then design their own experiment related to a second class or third class lever.</p> <p>Word count: 400- 600 words</p> <p>Time allocated: 2 weeks</p>	<p>Earth, Moon and Sun Exam</p> <p>Short answer (unseen)</p> <p>Questions related to the Earth, Moon and Sun including tides, eclipses and seasons.</p> <p>Word count: up to 300 words</p> <p>Time allocated: 60 min + 5 min perusal</p> <p>STEM Mission to the Moon Investigation</p> <p>Students will choose a problem to investigate associated with a mission to the Moon. Problems include communication, travel, growing food etc. They will develop a model or solution to their problem and write a short report that summarises the key scientific concepts.</p> <p>Word count: 400- 600 words</p> <p>Time allocated: 5 weeks</p>	<p>Separating mixtures Student Experiment</p> <p>Students will conduct a given experiment and then complete a report write-up which identifies equipment, variables etc.</p> <p>Word count: 400- 600 words</p> <p>Time allocated: 2 weeks</p> <p>Classification Exam</p> <p>Short answer (unseen)</p> <p>Questions related to using and making dichotomous keys and classifying organisms.</p> <p>Word count: up to 300 words</p> <p>Time allocated: 60 min + 5 min perusal</p>	<p>Ecosystem interactions Exam</p> <p>Extended Response (seen stimulus)</p> <p>Students will respond to a given stimulus and produce a sustainable response to a hypothetical development application.</p> <p>Word count: up to 300 words</p> <p>Time allocated: 60 min + 5 min perusal</p> <p>STEM Resource use and Carbon Neutral Investigation</p> <p>Word count: 400- 600 words</p> <p>Time allocated: 4 weeks</p>

	Term 1	Term 2	Term 3	Term 4
Science Year 8	<p>Student Investigation</p> <p>An investigation assesses students’ abilities to research, and to collect, analyse and draw conclusions about secondary data and information.</p> <p>Written Task</p> <p>400-600 words</p> <p>Three Weeks in Class</p> <p>Using Mandatory Practicals, Class Activities, JacPlus and STILE as reference points</p>	<p>Exam</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship</p> <p>Written Task</p> <p>60 mins length</p> <p>5 minutes perusal</p> <p>Revision sheet provided</p>	<p>Experimental Investigation</p> <p>An experimental investigation assesses students’ abilities to experiment, generate and analyse primary data.</p> <p>9 Lessons in-class</p> <p>Written Report</p> <p>400-600 words</p>	<p>Exam</p> <p>An examination assesses students’ responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship</p> <p>Written Task</p> <p>60 mins length</p> <p>5 minutes perusal</p> <p>Revision sheet provided</p>

	Term 1	Term 2	Term 3	Term 4
Science Year 9	<p>Techtonics Plates Exam</p> <p>Closed book exam consisting of MCQs and short answer responses</p> <p>By the end of Year 9, students explain global features and events in terms of geological processes and timescales. 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. 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</p> <p>Research Investigation</p> <p>Students research the effect of a natural disaster on an ecosystem</p> <p>By the end of Year 9, students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. Students design questions that can be investigated using a range of inquiry skills. 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.</p>	<p>Physics Practical Report</p> <p>Student practical report</p> <p>By the end of Year 9, students describe models of energy transfer and apply these to explain phenomena. 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.</p>	<p>Biology Exam</p> <p>Closed book exam consisting of MCQs and short answer response</p> <p>By the end of Year 9, students analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter.</p>	<p>Chemistry Exam</p> <p>Closed book exam consisting of MCQs and short answer responses</p> <p>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 analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They use appropriate language and representations when communicating their findings and ideas to specific audiences.</p>
Science Year 10	<p>Student Investigation Week 8 Term 1</p> <p>Student investigation An investigation assesses students' abilities to research, and to collect, analyse and draw conclusions about secondary data and information. Written Task 600-800 words 6 lessons in class and own time at home Scaffold on STILE</p>	<p>Exam - Week 3 Term 4</p> <p>Exam An examination assesses students' responses that are produced independently, under supervised conditions and in a set timeframe. An examination ensures student authorship Written Task 60 mins length 5 minutes perusal Revision sheet provided</p>		

	Term 1	Term 2	Term 3	Term 4
HPE Year 7	Investigation – Inquiry: Research Task: Presented in PowerPoint presentation or similar visual display Assessment conditions Group work. Students will be provided in class time and own time to complete task. Description of the instrument Students will need to research information regarding cyber safety, including how to access support and strategies to stay safe online.	Practical performance demonstration Assessment conditions Individual skills and participation in team environments Description of the instrument Practical Performance in basketball situations.	Examination - Nutrition Assessment conditions Students will complete the exam during class time Description of the instrument Students will complete an exam based on nutrition content delivered throughout the term.	Assessment Task 2 - Practical: Students will participate in practical activities within track and field events.
HPE Year 8	Persuasive Essay Assessment conditions Exam conditions Description of the instrument Students are to compose a persuasive response under exam conditions regarding whether or not adolescents should be concerned about their mental health.	Practical performance demonstration Assessment conditions Individual skills and participation in team environments – Touch Football Description of the instrument Students will participate in a range of practical activities including drills and gameplay.	Assessment Task 1 - Theory: Assessment conditions In class and at home time to be utilised. Students to create own response independently. Description of the instrument Students are to identify a range of physical activities and explain the main component of fitness demonstrated in that activity. They are then to analyse their personal strengths and weaknesses based off of fitness testing conducted in class and propose training methods to improve future results.	Practical performance demonstration Assessment conditions Individual skills and participation in team environments – Touch Football Description of the instrument Students will participate in a range of practical activities including drills and gameplay.
HPE Year 9	Research Report Assessment conditions In class and own time to be utilised to create an individual response to the task. Description of the instrument Students are to research a lifestyle disease from the 3 offered and detail specific information about the disease.	Practical performance demonstration Assessment conditions Individual skills and participation in team environments - Volleyball Description of the instrument Continuous assessment of Physical Performance in a variety of environments - Volleyball	Assignment Assessment conditions Students will be provided adequate class time and will be expected to work individually in their own time. Description of the instrument Students will compile a 3-day food diary and analyse the nutritional outcomes that are recorded. They will propose how the diary could be improved.	Practical performance demonstration Dance Assessment conditions In class time – group based dances but performance to be rated individually. Description of the instrument Students will be assessed on their performance in specified dances that have been taught throughout the term.

	Term 1	Term 2	Term 3	Term 4
The Arts: Visual art excellence Year 7	<p>Folio of work</p> <p>Develop a folio of lino block prints that represents your identity through the genre of Self Portraiture. You need to develop two lino blocks, one of your face and another of an object that symbolises your interests or personality and connect them visually in your composition. Your folio needs to be composed of:</p> <ul style="list-style-type: none"> • A single colour lino print • 2 prints that incorporate mixed media to support your visual representation of your identity <p>When your folio is complete write an evaluation of how you were influenced by another printmaker in your OneNote</p>	<p>Public Art Totem</p> <p>Corinda State High school has commissioned the class to develop a collaborative ceramic totem sculpture that will enhance their new courtyard. The totem must inspired by the theme ‘Funky Flora’. The Corinda Design brief states that the totems need to be brightly coloured and inspired by organic forms. You need to apply your understanding of clay processes, hand building and glazing skills to personally design, make and resolve 1 connector form and 1 slab form to contribute to the collaborative sculpture. You need to collaborate with your class to ensure that the pole is unified through colour yet diverse in texture, shape and form. Write an explanation of you how your designs is displayed to respond to the design brief.</p> <p>Analysis of art work</p> <p>Through a formal analysis of the visual conventions in the artwork discuss how the history of Fish Lane influenced the imagery in Fintan Magee’s mural Head in the Clouds. An explanation of how the work is displayed to enhance the artist’s intentions should also feature in yohttps://streetartnews.net/wp-content/uploads/2017/05/IMG_3765.jpgur analysis of the work.</p> <p>350 -450 words</p>	<p>Steam Punk drawing</p> <p>Create an A3 sized drawing on cartridge paper that is composed of various manmade objects that represent the shape of your chosen animal form. (Students examples will be analysed in class).</p> <p>This drawing will need to demonstrate strong observation of tonal, textural and shape variations that give the overall object character.</p>	<p>Altered Environment folio</p> <p>Create a folio of three artworks that represent representational and altered perspectives of the environment:</p> <p>Realistic interpretation of your environment. Seek inspiration from the Realism painters and contemporary Australian artist Nic Everist.</p> <p>Altered Environment inspired by varied perspectives of your environment. Seek inspiration from local contemporary artists Jacqueline Scotcher, Willian Robinson, Sally Gabori and Rosie Lloyd Giblett.</p> <p>Watercolour print of your landscape</p> <p>Responding exam</p> <p>Under exam conditions, you need to write 2 paragraphs; a Description and Analysis paragraph on William Robinson’s Creation Night Beechmont (1988), to illustrate his unique approach to altering landscapes</p> <p>300 -400 words</p>

	Term 1	Term 2	Term 3	Term 4
The Arts: Visual art excellence Year 8	<p>Assessment — Mark Making BOW</p> <p>Making:</p> <p>Develop a body of work that explores the notion of mark making in visual art. Students will make controlled and random marks exploring a range of different materials and processes.</p> <p>2D making - A resolved creature collage form mark making experiences with watercolour washes and textural marks. This paper is used to create the body of their chosen creature.</p> <p>3D making- Students develop 4 mark making tools from recycled and found objects. These tools/brushes act as a sculptural form to begin with. Students will resolve 2 drawings from observational drawing of their sculptural tools.</p>	<p>Mark Making BOW</p> <p>Making:</p> <p>350</p> <p>Students continue with their mark marking tools to use them to create a various of artworks.</p> <p>Group collaboration artwork</p> <p>Body of work</p> <p>Responding:</p> <p>Written analysis – 400-600 words</p> <p>Aboriginal Artist</p>	<p>Assessment — Ceramic Suburbs Sculpture</p> <p>Making:</p> <p>The Brisbane City Council has commissioned you to develop a large public artwork for the Sherwood Arboretum. In response to their design brief, you are going to construct a clay maquette (20-30cm in height) of your intended public artwork to present to the Urban Design team. The design brief states:</p> <p>Submit a Marquette for a sculpture that visually depicts impressions and understandings of the Sherwood Arboretum’s flora, fauna, public use, geographic features and historic background. The sculpture should feature a column structure so it can be seen from various vantage points in the park. Submit an explanation of the proposed site along with your sculpture.</p> <p>Document all inspirational images, research into the arboretum and developmental designs in your visual art diary and/or OneNote.</p>	
The Arts: Visual art excellence Year 9	<p>Assessment — Hybrid creature 2D</p> <p>Technique: Drawing and Painting</p> <p>Description: Develop a 2-dimensional folio of work in response to Carolyn V Watson and her hybrid creatures. Students participate in workshops with Watson over the course of the unit. This unit will extend over both term 1 and term 2 as students create a number of artworks that respond to the theme of hybrid creature.</p> <p>Technique:</p> <p>Tonal hybrid pencil drawing</p> <p>3 Weeks abstracting composition to develop a painting</p>	<p>Assessment — Hybrid creature 3D</p> <p>Making: Sculpture.</p> <p>Responding: written response</p> <p>Taking inspiration from the form chosen hybrid creature students develop a 3-dimensional response using a variety of sculptural materials and techniques. Once again, the artwork is in response to Watson’s forms and creations as she guides students through a variety of techniques using cane, wire, binding, plaster bandage, etc.</p> <p>Individual hybrid sculpture</p> <p>responding to written critique on reverse chronology and how they are influenced by Carolyn V Watson in their body of work. 600 words</p>	<p>Assessment — Still Life</p> <p>Making: Still life oil painting</p> <p>Responding: Exam written analytical response</p> <p>Students will create a personal still life painting composing of objects that relate to them in a representative personal way. Students will explore techniques and processes of using oils on canvas.</p> <p>Exam</p> <p>70 mins x 2 lessons essay 600 words</p> <p>analysing Michael Zavros</p> <p>Under exam conditions students analyse the imagery of Zavros’s personal icons in his still life compositions.</p>	<p>Assessment — Make it- Curate it</p> <p>Making: Independent choice</p> <p>Students develop an artwork of their own personal choice in response to an inspirational artwork. They will make a 2d and 3d response that are informed by either imagery, techniques, media. A written 150 word artist statement will accompany their work.</p> <p>Students then curate their graduating exhibition in the station’s masters house which showcases the 3 years of all their artworks in one space.</p>

	Term 1	Term 2	Term 3	Term 4
Visual Art Year 7	<p>Making:</p> <p>Develop a folio of lino block prints that represents a narrative from a children’s illustrated novel. The novel is based on a bugs life. need to develop two lino blocks, one of your face and another of an object that symbolises your interests or personality and connect them visually in your composition. Your folio needs to be composed of:</p> <ul style="list-style-type: none"> • A single colour lino print • 2 prints that incorporate mixed media to support your visual representation of your identity <p>When your folio is complete write an evaluation of how you were influenced by another printmaker in your onenote</p> <p>M</p>		<p>Making:</p> <p>Corinda State High school has commissioned the class to develop a collaborative ceramic totem sculpture that will enhance their new courtyard. The totem must inspired by the theme ‘Funky Flora’. The Corinda Design brief states that the totems need to be brightly coloured and inspired by organic forms. You need to apply your understanding of clay processes, hand building and glazing skills to personally design, make and resolve 1 connector form and 1 slab form to contribute to the collaborative sculpture. You need to collaborate with your class to ensure that the pole is unified through colour yet diverse in texture, shape and form. Write an explanation of you how your designs is displayed to respond to the design brief.</p> <p>Responding:</p> <p>Through a formal analysis of the visual conventions in the artwork discuss how the history of Fish Lane influenced the imagery in Fintan Magee’s mural Head in the Clouds. An explanation of how the work is displayed to enhance the artist’s intentions should also feature in your analysis of the work.</p> <p>350 -450 words</p>	
Visual Art Year 8	<p>Assessment — Expressionist Landscape</p> <p>Making:</p> <p>Develop an expressionistic Australian landscape on canvas influenced by either the early 20th century German Expressionist painters or contemporary Australian expressionist landscape artists. Write a statement that evaluates how you were influenced by your chosen expressionists.</p>	<p>Assessment — Lino Landscape</p> <p>Making:</p> <p>350</p> <p>Develop a lino block print of the Australian Landscape that exploits the design elements line, shape and texture in depicting the landscape. Your print should demonstrate a use of compositional devices to create a balanced image. Balance of black and white within the image is also a key consideration in creating your print</p>	<p>Assessment — Ceramic Marquette</p> <p>Making:</p> <p>The Brisbane City Council has commissioned you to develop a large public artwork for the Sherwood Arboretum. In response to their design brief, you are going to construct a clay maquette (20-30cm in height) of your intended public artwork to present to the Urban Design team. The design brief states:</p> <p>Submit a marquette for a sculpture that visually depicts impressions and understandings of the Sherwood Arboretum’s flora, fauna, public use, geographic features and historic background. The sculpture should feature a column structure so it can be seen from various vantage points in the park. Submit an explanation of the proposed site along with your sculpture.</p> <p>Document all inspirational images, research into the arboretum and developmental designs in your visual art diary and/or OneNote.</p>	
Visual Art Year 9	<p>Assessment — Idiom Collage</p> <p>Making: Painting and Collage</p> <p>Develop a mixed media collage that demonstrates the elements of Surrealism. Your collage needs to take inspiration from an idiom and include collage, drawing and watercolour techniques</p> <p>5 Weeks Individual A3 Collage</p>	<p>Assessment — Seed Pod Sculpture</p> <p>Making: Clay Sculpture.</p> <p>Taking inspiration from the form of a natural seed pod, develop a 3 dimensional response to it in clay. When designing your seed pod you need to analyse the form of the pod you are taking inspiration from and embellish it with additional textures and forms from a chosen flora or fauna form to create visual interest.</p> <p>5 Weeks Individual small Clay sculpture.</p>	<p>Assessment — Surrealism Exam</p> <p>Responding: Exam</p> <p>Under exam conditions you need to write 3 paragraphs; a Description, Analysis and Evaluation paragraph on Salvador Dali’s Persistence of Memory (1931).</p> <p>70 mins Essay 400 words</p>	<p>Assessment — Skate deck painting</p> <p>Making: Painting</p> <p>Develop a skateboard desk that demonstrates the influence of one of an Artist that explores social commentary through their work and also explores the principle of juxtaposition.</p> <p>6 Weeks Individual Painting on a Skateboard deck.</p>

	Term 1	Term 2	Term 3	Term 4
Visual Art Year 10	<p>Assessment — Drawing folio and Abstract Collage</p> <p>Making</p> <p>Part A:</p> <p>You are to create a folio of drawings based on your object in your visual diary. You need to submit a minimum of 4 of your best drawings of your chosen object that demonstrate experimentation with 4 different mediums.</p> <p>Part B: You will create 2 small lino blocks from stylising one of your drawings or a section of an enlarged photocopy of one of your drawings. Your lino blocks will capture both positive and negative spaces within your chosen image. You will need to print at least six (6) prints onto mixed media surfaces from which a mixed media series will be produced. Your series may be presented as a series of 3 related mixed media collages or 1 A4 collage of combined prints. Consider how you can enhance your collage through sewing, mixed media elements, adding dimension</p> <p>1x folio of drawings</p> <p>1x Abstract Collage</p>	<p>Assessment — Symbolic portrait</p> <p>Making:</p> <p>Part A: You are to create an A3 self portrait or portrait of someone close to you. You need to identify your (or your subject’s) interests, influences, experiences, convictions and personality and visually communicate that information in symbols incorporated into the portrait. You need to include at least 3 symbols related to your identity and you may choose to also incorporate text. Consider the following mediums in the creating of your portrait: acrylic paint, Water colour, Posca Pens, spray paint, stencils, collage and thread. Your portraits should be unified through colour, media and linking devices</p> <p>Part B: In your visual diary write an evaluation of how the symbols you incorporated into the portrait represent you or your subject and identify how you were influenced by the work of another portrait artist</p> <p>1x Canvas</p> <p>Responding: (exam)</p> <p>Exam in response to stimulus. Students analyse the symbols in an unseen portrait</p> <p>500 – 600 words</p>	<p>Assessment 2 and 3 d work</p> <p>Making:</p> <p>In response to your excursion to GOMA to see The European Masters of the Met, Creative Generation at GOMA and Fish Lane you will develop a 2D and 3D artwork in response to the inquiry question, “How do artists seek inspiration from the work of other artists?” Your artwork needs to represent a visual response to another artist’s work in terms of subject matter, materials, processes or artistic intent.</p> <ul style="list-style-type: none">• The 2D work should measure no more than 25 x 30 cm and be either a print, painting, drawing, collage or digital work.• The 3D work should take inspiration from the 2d work and be designed to be exhibited with the 2D work. It might be formed from paper clay, clay, paper, card, balsa wood, textiles or found objects <p>The process of inquiry (research, development, reflection) needs to be documented in a minimum of 4 pages in your visual diary and (resolution) through a 200 word artist statement on your artwork presented alongside photos of your work. This needs to be presented in a powerpoint document</p> <p>1 x 2 dimensional work</p> <p>1 x 3 dimensional work</p> <p>Responding: (analytical essay)</p> <p>Through the appropriation of Caravaggio’s, Narcissus, (1597–99), evaluate how has Michael Zavros strengthened the intention of his painting Bad Dad (2013)</p> <p>500 – 600 words</p>	

	Term 1	Term 2	Term 3	Term 4
The Arts: Media Year 7	<p>Assessment — Mechanica</p> <p>Making</p> <p>Mechanica digital Illustration</p> <p>In class, individual, All digital work done in class</p>	<p>Assessment — Surrealism/Text Portrait</p> <p>Responding</p> <p>Demonstrate knowledge of the Surrealism movement and the work of Rene Magritte - <i>La Belle Captive</i>. In your essay justify how this is a surreal work and which attributes of Magritte's work it demonstrates. When writing your analysis you will address describe the work, analyse its composition and interpret the artist's intention.</p> <p>350 words, in class, 3 lessons to write</p> <p>Making</p> <p>Students will create a portrait composed of text based on an identity of their choice. The illustration will feature text that epitomises their person on choice.</p> <p>All digital work done in class, individual, in class</p>	<p>Assessment — Mechanica</p> <p>Making</p> <p>Mechanica digital Illustration</p> <p>In class, individual, All digital work done in class</p>	<p>Assessment — Surrealism/Text Portrait</p> <p>Responding</p> <p>Demonstrate knowledge of the Surrealism movement and the work of Rene Magritte - <i>La Belle Captive</i>. In your essay justify how this is a surreal work and which attributes of Magritte's work it demonstrates. When writing your analysis you will address describe the work, analyse its composition and interpret the artist's intention.</p> <p>350 words, in class, 3 lessons to write</p> <p>Making</p> <p>Students will create a portrait composed of text based on an identity of their choice. The illustration will feature text that epitomises their person on choice.</p> <p>All digital work done in class, individual, in class</p>
The Arts: Media Year 8	<p>Assessment — Google Logo</p> <p>Making</p> <p>Google Logo - Photoshop</p> <p>In class, individual, All digital work done in class.</p>		<p>Assessment — Analysis/Stop-Motion</p> <p>Responding</p> <p>Demonstrate knowledge of target audience techniques. In your essay justify how certain techniques are applied depending on the target audience. When writing your analysis you will explain which conventions/techniques are used to targeting different audiences. You will justify your findings using proper terminology. You will also present your analysis to your classmates and propose marketing pitches to target specific audiences for your chosen topic.</p> <p>350 words, in class, 3 lessons to write</p> <p>Making</p> <p>You will create a stop-motion video in a group. The topic will be provided. All digital work done in class and in a group.</p>	
The Arts: Media Year 9	<p>Assessment — Cover</p> <p>Making</p> <p>Magazine/Podcast – Photoshop/Premiere Pro</p> <p>In class, individual, All digital work done in class</p>		<p>Assessment — PSA</p> <p>The Queensland government has tasked you with the job of creating an animation that will promote the concept that it is ok to “BE YOURSELF” As a class we will decide on the elements that need to be consistent across everyone’s work so that the branding of the PSA is cohesive.</p>	

	Term 1	Term 2	Term 3	Term 4
The Arts: Media Year 10	<p>My Life in a Day</p> <p>Technique: Practical</p> <p>Description: Create a one-minute video that show your life I a day utilising the shot and angles types we have studied in class.</p> <p>Conditions:</p> <p>8 Weeks</p> <p>Loan of cameras</p> <p>Time in class for editing</p> <p>1 minute</p>	<p>Videos for Change</p> <p>Technique: practical</p> <p>Description: Short video that explores a social justice issue and implores audience participation.</p> <p>Conditions:</p> <p>2-3 mins,</p> <p>8 Weeks</p> <p>Loan of cameras</p> <p>Time for editing in class.</p>	<p>Game Design</p> <p>Technique: Analysing and Practical</p> <p>Description: Create a video game character profile and Character Animator project.</p> <p>Technique:</p> <p>8 Weeks</p> <p>Time for editing in class</p>	<p>Movie Posters</p> <p>Creating/Evaluating</p> <p>Design a movie poster around the tropes of specific genre and (potentially) plot.</p> <p>Drafting and creative process guided in class.</p>
The Arts : Music Year 7	<p>Composition</p> <p>Compose a piece that has a chord progression using chords and cadences studied in class, inspired by modern music styles.</p> <p>Use a diatonic melody that has a smooth contour and follows characteristics of a vocal line or lead guitar.</p> <p>Design a riff/line and harmonic progression that shows some control of the concepts of contrast and unity.</p> <p>Approximately 20 seconds or 8 bars duration.</p>		<p>Performance</p> <p>For this task you are required to rehearse and perform a piece in a small ensemble on the instruments of your choice (no double ups of parts). Each member of the ensemble needs to demonstrate the ability to play in time together, whilst fitting into the instrument’s typical role in the group. Scores are available in the “Junior Music Resources” tab in the Content Library on OneNote at varying levels. You may also source your own piece, though all repertoire choices must be approved by your teacher. You must also submit a performance statement that describes the emotional intent of your performance.</p> <p>Performance: Minimum of 45secs</p> <p>Written: 1 Paragraph</p> <p>Responding</p> <p>Analyse 2 pieces of music using the musical elements through writing short responses in Super-Lawyer Paragraphing.</p> <p>50-150 word responses</p>	

	Term 1	Term 2	Term 3	Term 4
The Arts : Music Year 8	Composition Compose a piece that has a chord progression using chords and cadences studied in class, inspired by modern music styles. Use a diatonic melody that has a smooth contour and follows characteristics of a vocal line or lead guitar. Design a riff/line and harmonic progression that shows some control of the concepts of contrast and unity. Approximately 20 seconds or 8 bars duration.		Performance For this task you are required to rehearse and perform a piece in a small ensemble on the instruments of your choice (no double ups of parts). Each member of the ensemble needs to demonstrate the ability to play in time together, whilst fitting into the instrument’s typical role in the group. Scores are available in the “Junior Music Resources” tab in the Content Library on OneNote at varying levels. You may also source your own piece, though all repertoire choices must be approved by your teacher. You must also submit a performance statement that describes the emotional intent of your performance. Performance: Minimum of 45secs Written: 1 Paragraph Responding Analyse 2 pieces of music using the musical elements through writing short responses in Super-Lawyer Paragraphing. 50-150 word responses	
The Arts : Music Year 9	Performance For this task you are required to rehearse and perform a piece of music found in the media on your principal (best) instrument. If you are unsure which instrument this is you are to speak with your music teacher. Your performance will be rehearsed during morning tea lunch breaks and at home in your own time. Your teacher will provide feedback on your progress in class either verbally or with peer feedback rubrics. You may negotiate and perform a piece other than those provided by your teacher but this is strictly negotiated on a case-by-case basis. Performance: 1 minute minimum Written Statement: 1 paragraph		Composition For this task you are required to compose piece inspired by folk songs. You may incorporate lyrics. You must have a clear diatonic melody and a diatonic chord progression. You will need to demonstrate your understanding of the musical elements and how they work together to create meaning. Your final copy may be notated in NoteFlight and submitted as a PDF, performed with singers and instrumentalists and/or submitted as an mp4, or recorded using GarageBand submitted as an mp3. You will also need to write a Composition Statement that discusses the emotional intent of your composition. Performance: 8-16 bars or 1 minute minimum Written Statement: 1 Paragraph Responding Essay Listen to the piece “Like A Rolling Stone” by Bob Dylan carefully. What is the Emotion/Mood of the piece? Fill out the attached Musical Elements Table for THREE of the musical elements [of your choice] based on what you hear in the piece; Make sure you fill out the emotion/mood section. Write a 400-500 word essay about the emotion/mood of the piece and how it is created using the musical elements. 2x 60min Exam	

	Term 1	Term 2	Term 3	Term 4
The Arts : Music Year 10	<p>You're the Voice</p> <p>Compose in a chosen style.</p> <p>Your composition may be presented as a: (choose one option only)</p> <p>Video or mp3 recording</p> <p>Garage Band project (or other music sequencer software negotiated with your teacher)</p> <p>Performance</p> <p>Standard notation (lead sheet showing chords, melody and lyrics is sufficient for most styles – please check with your teacher if you are unsure of what to include).</p> <p>Your composition should show as a minimum the standard characteristic instrumentation of your chosen sub-genre, including vocals. If your chosen style typically has a vocalist, you need to include lyrics and a vocal part.</p>	<p>Assessment Blues and jazz</p> <p>Integrated Project</p> <p>Students demonstrate Improvisations skills and Demonstrate an understanding of underpinning skills through an analytical presentation on their improvisation</p> <p>You should endeavour to play for at least 24 bars (twice through the 12 bar progression)</p> <p>Draft your analysis as an essay of at least 200 words and no more than 600 words.</p> <p>(Submit both tasks as a digital multimodal PowerPoint as modelled in class.)</p>	<p>Assessment — Video Killed the Radio Star</p> <p>Analytical Essay</p> <p>You are to write a 600 to 800 word essay which discusses the relationship between a historical, social or political context and two pieces of “popular music” from the 1990s to now.</p> <p>Essay: 600 – 800 words & Planning Scaffold</p>	

	Term 1	Term 2	Term 3	Term 4
The Arts: Music Excellence Year 7	<p>Performance of Body and/or Junk Percussion repertoire in multiple parts</p> <p>Demonstrate your musicianship through your control of percussive timbres, rhythm, articulation and dynamics in a large ensemble context.</p> <p>For this task you are required to rehearse and perform a piece that challenges you as a member of an ensemble. You will perform music in a brand-new way – with junk percussion/body percussion ensemble.</p> <p>Conditions:</p> <ul style="list-style-type: none"> Group performance, at least 30 seconds, live (Open Day) or virtual (camera) audience 	<p>Responding Exam</p> <p>As modelled in class you are to respond to the questions in a WTBBox paragraph structure modelled by your teacher (Super Lawyer). You will be given a 70 minute session to plan and complete your responses.</p> <p>Conditions:</p> <ul style="list-style-type: none"> 50-150 words per response 100 words planning notes WTBBox paragraph scaffold 70 minute session <p>Performance</p> <p>Description: Rehearse and perform a piece that challenges you as a performer. (Zone of proximal development.)</p> <p>You will need to choose repertoire and negotiate your choice with your teacher before proceeding.</p> <p>Conditions:</p> <ul style="list-style-type: none"> Individual or small group – marked individually Approximately 1-2 minutes. 	<p>Responding Exam</p> <p>Description: As modelled in class you are to respond to the questions in a WTBBox paragraph structure modelled by your teacher (Super Lawyer). You will be given a 70 minute session to plan and complete your responses. You have learned how to annotate and analyse a music score to interpret and describe how a mood or emotion or character is expressed.</p> <p>Conditions:</p> <ul style="list-style-type: none"> 50-150 words per response 100 words planning notes WTBBox paragraph scaffold 70 minute session <p>Composition</p> <p>You are to work with the composer in residence to compose a piece that demonstrates your ability to follow the conventions of binary form. It should demonstrate an ability to create cohesion, contrast and unity. You must write in a clear key and it is preferred that you use both primary and secondary chords in your harmonic progression.</p> <p>Conditions:</p> <p>A minimum of 8-12 bars or approx. 10 – 25 seconds.</p>	<p>Performance</p> <p>Description: In this unit you have reflected on the significance of the idiomatic qualities of different instrumental types. This has informed repertoire choice and its ability to refine particular techniques. You have also reflected on your evolving ‘struggle zone’ as a performer and how to identify measurable growth and improvement through targeted practice. In this unit you are required to show your ability to select appropriate repertoire to present on an instrument for which you receive technical instruction through IM or private lessons.</p> <p>Conditions:</p> <p>As a group or solo – marked individually</p> <p>Approx. 1-2 minutes.</p>

	Term 1	Term 2	Term 3	Term 4
The Arts: Music Excellence Year 8	<p>Composition</p> <p>Garage Band composition of Electronic Dance Music.</p> <p>Individual composition, at least 30 seconds, GarageBand, MacBooks.</p> <p>You will provide documentation of your progress at consultation stage (structure and timbral selections), draft phase (Intro, A, B, A1, B1, Outro) and final (Intro, A, B, A1, B1, Outro plus transitions and vocal features.)</p>	<p>Responding Exam</p> <p>As modelled in class you are to respond to the questions in a WTBox paragraph structure modelled by your teacher (Super Lawyer). You will be given a 70 minute session to plan and complete your responses.</p> <p>50-150 words per response</p> <p>100 words planning notes</p> <p>WTBox paragraph scaffold</p> <p>70 minute session</p> <p>Performance</p> <p>Rehearse and perform a piece that challenges you as a performer. (Zone of proximal development.)</p> <p>You will need to choose repertoire and negotiate your choice with your teacher before proceeding.</p> <p>Individual or small group – marked individually</p> <p>Approximately 1-2 minutes.</p>	<p>Responding Exam</p> <p>As modelled in class you are to respond to the questions in a WTBox paragraph structure modelled by your teacher (Super Lawyer). You will be given a 70 minute session to plan and complete your responses. You have learned how to annotate and analyse a music score to interpret and describe how a mood or emotion or character is expressed.</p> <p>50-150 words per response</p> <p>100 words planning notes</p> <p>WTBox paragraph scaffold</p> <p>70 minute session</p> <p>Composition</p> <p>You are to work with the composer in residence to compose a piece that demonstrates your ability to follow the conventions of binary form.</p> <p>should demonstrate an ability to create cohesion, contrast and unity. You must write in a clear key and it is</p> <p>preferred that you use both primary and secondary chords in your harmonic progression.</p> <p>Conditions:</p> <p>A minimum of 8-12 bars or approx. 10 – 25 seconds.</p>	<p>Performance</p> <p>In this unit you have reflected on the significance of the idiomatic qualities if different instrumental types.</p> <p>This has informed repertoire choice and its ability to refine particular techniques. You have also reflected on your evolving ‘struggle zone’ as a performer and how to identify measurable growth and improvement through targeted practice. In this unit you are required to show your ability to select appropriate repertoire to present on an instrument for which you receive technical instruction through IM or private lessons.</p> <p>Conditions:</p> <p>As a group or solo – marked individually</p> <p>Approx. 1-2 minutes.</p>

	Term 1	Term 2	Term 3	Term 4
The Arts: Music Excellence Year 9	<p>Virtual performance</p> <p>Approximately 1-2 minutes.</p> <p>For this task you are required to rehearse and perform a piece that challenges you on a social media platform. You will need to choose repertoire and negotiate your choice with your teacher before proceeding.</p> <p>Your final performance should be accompanied by an informal explanation (in the form of a post) as to which performance techniques you are applying to your instrument/voice to communicate meaning, emotion or style.</p>	<p>Responding Essay</p> <p>As modelled in class you are to respond to the essay question with a multipurpose introduction, hammer (optional) paragraph, two Super Lawyer paragraphs and a robust conclusion.</p> <p>In chains of evidence, you will show detailed chains of evidence by using subject-verb-effect or what, when, how, why sentences about your purposeful examples.</p> <p>Open conditions</p> <p>400-500-word responses.</p> <p>Class guided listening notes</p> <p>WTBox essay scaffold and online tool</p> <p>Composition – Videogame Trailer Soundtrack</p> <p>In class you have been analysing and responding to examples of cinematic music designed to accompany videogame footage. You have observed how rising tension is created, mood and atmosphere are created and specific characters can be reflected in thematic material. You have experimented with compositional devices using GarageBand.</p> <ol style="list-style-type: none"> 1. Choose one of five video stimulus choices and confirm with your teacher. 2. Write a cue sheet that will map your compositional ideas and seek teacher feedback. 3. Import the video into GarageBand. 4. Compose all musical ideas and save your progress to a USB constantly, not the Mac. Seek feedback EVERY lesson. 5. Submit an exported mp4 and GarageBand file for interim checks and monitoring in week 6. 6. Refine the composition with consideration of teacher advice. 7. Submit the final as an mp4 and GarageBand file to your teacher's laptop with cue sheet. 8. Present final work to the class. 	<p>Responding Essay</p> <p>write a multi-purpose introduction with a clear argument (thesis statement) built from the essay question.</p> <p>use a classic compare – and – contrast paragraph to define the distinction between each style</p> <p>then, in two super lawyer paragraphs, analyse relevant musical elements or concepts that are of stylistic importance to each example song.</p> <p>Finally, ensure your conclusion a piece from the mother-genre with a representative sub-genre piece.</p> <p>Include a bibliography for this task with APA v.6 referencing.</p> <p>Approximately 500 words</p> <p>WTBox paragraph scaffold online tool</p> <p>Guided listening notes</p> <p>Composition</p> <p>At least 1 minute.</p> <p>Open conditions</p> <p>You are to work with the composer in residence to compose a piece that demonstrates your ability to follow the conventions of You are to compose:</p>	<p>Performance</p> <p>You are to prepare for your final performance to the wider Corinda SHS community. The performance will take place at the Music Excellence Showcase Evening and will be attended by your peers, teachers and parents. You will either perform solo or as a group but you should choose repertoire that best reflects skills acquired during your time in Music Excellence.</p> <p>Your purpose is to entertain by playing with stylistic authenticity, to communicate meaning though the control of technique and expressive devices and to engage with the live music format with polished stage craft and flare. Find your inner X factor.</p> <p>Your audience and live performance context should inform your repertoire choice and so you will need to refine technique and skills.</p> <p>You have also reflected on your evolving 'struggle zone' as a performer and how to identify measurable growth and improvement through targeted practice. In this unit you are required to show this ability through your selection of appropriate repertoire.</p> <p>You need to present on an instrument for which you receive technical instruction through IM or private lessons.</p> <p>Approx. 1-2 minutes. Live and virtual audience. (Video capture).</p>

	Term 1	Term 2	Term 3	Term 4
The Arts: Dance Year 7	<p>Hip Hop Performance Task</p> <p>Making:</p> <p>Performance (Hip Hop)</p> <p>45sec – 1 ½ mins, performed in groups but assessed individually, content created in accordance with ability level.</p>	<p>Written Analysis</p> <p>Responding:</p> <p>Analytical essay examining how the elements of dance, choreographic devices and production elements are utilised and manipulated to convey a set choreographic intent.</p> <p>300 -400 words</p>	<p>Hip Hop Choreography</p> <p>Making:</p> <p>Choreography (Hip Hop): - each student is individually responsible for a 30-second work, or equivalent section of a larger work.</p> <p>choreographic statements: - written responses 100–200 words - spoken/signed responses 45 seconds– 1½ minutes.</p>	
The Arts: Dance Year 8	<p>Performance Task</p> <p>Making:</p> <p>Performance (Hip Hop)</p> <p>45sec – 1 ½ mins, performed in groups but assessed individually, content created in accordance with ability level.</p>	<p>Written Analysis</p> <p>Responding:</p> <p>Analytical essay examining how the elements of dance, choreographic devices and production elements are utilised and manipulated to convey a set choreographic intent.</p> <p>300 -400 words</p>	<p>Choreography</p> <p>Making:</p> <p>Choreography (ritual): - each student is individually responsible for a 30-second work, or equivalent section of a larger work.</p> <p>choreographic statements: - written responses 100–200 words - spoken/signed responses 45 seconds– 1½ minutes.</p>	
The Arts: Dance Year 9	<p>World Dance Performance</p> <p>Making:</p> <p>Performance (world dance genre(s))</p> <p>1-2 mins, performed in groups but assessed individually, content created in accordance with ability level.</p>	<p>Dance Analysis Exam</p> <p>Responding:</p> <p>Analytical essay under exam conditions examining how the elements of dance, choreographic devices and production elements are utilised and manipulated to convey a set choreographic intent.</p> <p>200 – 500 words</p> <p>350</p>	<p>Commercial Dance Choreography</p> <p>Making:</p> <p>Choreography (Commercial genre of dance):- each student is individually responsible for a 1 minute of work, or equivalent section of a larger work.</p> <p>choreographic statements: - written responses 100–200 words - spoken/signed responses 45 seconds– 1½ minutes.</p>	

	Term 1	Term 2	Term 3	Term 4
The Arts: Dance Year 10	<p>Making:</p> <p>Commercial dance performance suitable for an audition.</p> <p>Genre: Commercial</p> <p>Styles: Jazz, Tap or Hip Hop</p> <p>2-3 minutes</p> <p>Assessed: Individually</p>	<p>Making:</p> <p>Choreography in Duo/Trio using artwork as stimulus</p> <p>Genre: Contemporary / Lyrical</p> <p>Each student is individually responsible for a 1 minute of work, or equivalent section of a larger work.</p> <p>Choreographic statements: 100–200 words</p>	<p>Responding:</p> <p>2 lesson analytical essay under exam conditions examining how the elements of dance, choreographic devices and production elements are utilised and manipulated to convey a set choreographic intent.</p> <p>Genre: Contemporary Dance Film</p> <p>500 – 700 words</p>	<p>Making and Responding:</p> <p>Dance Project.</p> <p>In small groups (3-4), students, make and perform a musical theatre dance piece to entertain a primary school aged audience.</p> <p>Genre: Musical Theatre</p> <p>1 minutes of choreography per person (3-4 minutes)</p> <p>Choreographic Journal / Statement: 300–500 words</p>
The Arts: Dance Excellence Year 7	<p>Practical</p> <p>Performance (Jazz)</p> <p>45 sec – 1 ½ mins, assessed individually, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Multi-Modal</p> <p>300 – 500 words.</p> <p>Students will study key concepts of safety, including dance, cyber, sun and road safety. They will develop a multi-modal presentation that informs the class about key issues for adolescent safety.</p>	<p>Practical</p> <p>Performance (Lyrical)</p> <p>45 sec – 1 ½ mins, assessed individually, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Exam</p> <p>60 minutes – 10 minutes pre reading.</p> <p>Students will respond to all questions. Answering fully in sentences and utilising the stimulus sheets and visuals provided to demonstrate their knowledge and understanding of nutrition and AGHTHE.</p>	<p>Practical</p> <p>Choreography (contemporary)</p> <p>each student is individually responsible for a 30-second work, or equivalent section of a larger work, assessed individually, created from existing repertoire, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Multi-Modal</p> <p>300 - 500 words.</p> <p>Students will learn about various drugs and the impact they have on the body and relationships with others. They will learn how to make informed decisions about behaviours they may engage in. They will develop a multi-modal presentation that informs the class about key issues and impacts of drugs.</p>	<p>Practical</p> <p>Choreography (contemporary)</p> <p>each student is individually responsible for a 30-second work, or equivalent section of a larger work, assessed individually. Content and scaffolding created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Exam</p> <p>60 minutes – 10 minutes pre reading.</p> <p>Students will begin to explore the impact of adolescence on individuals and how this influences relationships with various types of people</p>

	Term 1	Term 2	Term 3	Term 4
The Arts: Dance Excellence Year 8	<p>Practical</p> <p>Performance (Jazz – styles will change annually through negotiation with class teachers and cohort specific needs in line with ACARA)</p> <p>45 sec – 1 ½ mins, assessed individually, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Exam</p> <p>60 minutes – 10 minutes pre reading.</p> <p>Demonstrate your understanding of the issue by providing secondary data and research. Analyse the impact that mental illness can have on an adolescent’s physical, social, and emotional health. Recommend and justify ways Australian adolescents can improve their mental health, using personal and community resources.</p>	<p>Practical</p> <p>Performance (Lyrical - styles will change annually through negotiation with class teachers and cohort specific needs in line with ACARA)</p> <p>45 sec – 1 ½ mins, assessed individually, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Self-fitness analysis program.</p> <p>500-600 words</p> <p>Demonstrate your understanding of the components of fitness by photographing yourself performing activities specific to each component. Analyse your fitness test results to determine your personal fitness strengths and weaknesses. Evaluate your fitness test results to determine your overall physical fitness level. Propose and justify methods of training designed to improve your personal physical fitness.</p>	<p>Practical</p> <p>Choreography (contemporary - styles will change annually through negotiation with class teachers and cohort specific needs in line with ACARA)</p> <p>each student is individually responsible for a 30-second work, or equivalent section of a larger work, assessed individually, created from existing repertoire, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Exam</p> <p>60 minutes – 10 minutes pre reading.</p> <p>Demonstrate their knowledge and understanding of content studied throughout the term. Students are to respond to 4 questions a in regards to puberty and sexual health. For questions that require it - students are to write in full sentences.</p>	<p>Practical</p> <p>Choreography (contemporary - styles will change annually through negotiation with class teachers and cohort specific needs in line with ACARA)</p> <p>each student is individually responsible for a 30-second work, or equivalent section of a larger work, assessed individually. Content and scaffolding created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Exam</p> <p>60 minutes – 10 minutes pre reading.</p> <p>Demonstrate their knowledge and understanding of content studied throughout the term. Students are to respond to all questions in Part A and B. Please note that Part A and B are in 2 separate section in Stile. For questions that require it - students are to write in full sentences.</p>
The Arts: Dance Excellence Year 9	<p>Practical</p> <p>Performance (Jazz)</p> <p>1-2 mins, assessed individually, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Research Report</p> <p>500 – 600 words.</p> <p>Students will study the Health Benefits of Physical Activity in order to enhance their knowledge of Lifestyle diseases and the risk of sedentary behaviours.</p>	<p>Practical</p> <p>Performance (Lyrical)</p> <p>1-2 mins, assessed individually, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Food Diary</p> <p>500 – 600 words.</p> <p>Students will learn the specifics of Nutrition including Food label analysis and how to monitor their daily food intake using a food diary.</p>	<p>Practical</p> <p>Choreography (contemporary)</p> <p>each student is individually responsible for a 1 minute of work, or equivalent section of a larger work, assessed individually. Created from existing repertoire, content created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Exam</p> <p>60 minutes – 10 minutes pre reading.</p> <p>Students will enhance their knowledge from previous study regarding respectful relationships. They will also revisit sexual health and gain deeper knowledge regarding the topic.</p>	<p>Practical</p> <p>Choreography (hip hop)</p> <p>each student is individually responsible for a 1 minute of work, or equivalent section of a larger work, assessed individually. Content and scaffolding created in accordance with ability level (streamed class)</p> <p>Theory</p> <p>Exam</p> <p>60 minutes – 10 minutes pre reading.</p> <p>Students will be introduced to the fundamental principles of First Aid and CPR in order to be able to assist in an emergency.</p>

	Term 1	Term 2	Term 3	Term 4
The Arts: Drama Year 7	<p>Performance of drama: Students refine, rehearse their drama; develop and refine expressive skills in voice and movement appropriate for the chosen forms/styles to communicate ideas and dramatic action.</p> <p>GROUP TASK:</p> <p>In a small group you are to manipulate the elements of drama to present a scene from the play <i>Wonderfly</i></p> <p>1 – 2 minutes</p>	<p>Examination:</p> <p>Students are required to view the film version of ‘Tangled’. Students will then complete an examination on the elements of drama and conventions of Melodrama are used in the film.</p> <p>Technique: Written, spoken/signed,</p> <p>Conditions: 100-300 Words, 70 minutes</p>	<p>Making Duologue</p> <p>Development of a duologue in the style of melodrama:</p> <p>Students work In pairs to develop a duologue based on stock characters of heroes and villains</p> <p>Technique: Written / Spoken</p> <p>Conditions: 300 words or 1.5 minutes if read aloud / performed</p>	
The Arts: Drama Year 8	<p>Responding</p> <p>Responding to drama: Students are required to view the videoed performance of <i>Snagged</i>. Students will then analyse one scene on the development of tension.</p> <p>Technique: Written, spoken/signed</p> <p>Conditions: 200-300 Words</p> <p>Draft submitted</p>	<p>Performance</p> <p>Students refine, rehearse their drama; develop and refine expressive skills in voice and movement appropriate for the chosen forms/styles to communicate ideas and dramatic action.</p> <p>GROUP TASK:</p> <p>In a small group you are to manipulate the elements of drama to present a scene from the play <i>The Stones</i></p> <p>1 – 2 minutes</p> <p>Draft for feedback</p>		
The Arts: Drama Year 9	<p>Responding</p> <p>Responding to drama: Students are required to view the videoed performance of <i>Chasing the Lolly Man</i>. Students will then analyse one scene on the development of parody.</p> <p>Technique: Written, spoken/signed</p> <p>Conditions: 300 - 400 Words</p> <p>Draft submitted</p>	<p>Performance</p> <p>Students refine, rehearse their drama; develop and refine expressive skills in voice and movement appropriate for the chosen forms/styles to communicate ideas and dramatic action.</p> <p>GROUP TASK:</p> <p>In a group of 4 students will devise and perform a Collage Drama that makes a social comment</p> <p>1 – 2 minutes per person</p> <p>Draft for feedback</p>		

	Term 1	Term 2	Term 3	Term 4
The Arts: Drama Year10	Performance Presenting In pairs, students perform an excerpt from Matt Cameron’s Ruby Moon. Alongside the performance, students are to submit an actor’s folio outlining their creative choices, reflection and manipulation of elements of drama. 1-2 minutes per student	Extended Written Response Responding After watching “Children of the Black Skirt” students are to write an extended response analysing and evaluating the use of one gothic theatre convention. 400-600 words	Directorial Concept Making In a mirrored task of IA3, students to use stimuli provided by classroom teacher to create a directorial concept outlining a performance piece with a clear social message. This is to be submitted as a mutli-modal task where students are using more than one mode of information (e.g. PPT with narration). 2-3 minutes / multimodal submission	Performance Presenting Students form small groups and select one directorial concept to perform. 1-2 mins per student
Languages : Chinese Year7	Speaking Assessment conditions: Students get 1 week of class time to prepare Genre/text type: Introductions Description of the assessment instrument:	Assessment technique: Exam Assessment conditions: 70 minutes. The speed of the recording is moderate with short pauses in between each segment. The recordings will be repeated 3 times. Genre/text type: Short response ; Short introductions Description of the assessment instrument:	Assessment technique: Exam Assessment conditions: 70 minutes (10 minutes of perusal time included) Genre/text type: Short response Description of the assessment instrument :	Assessment technique: Assignment Assessment conditions: 2 weeks in class/own time Genre/text type: Journal entry Description of the assessment instrument :
Languages : Chinese Year 8	Assessment technique: Assignment Assessment conditions: 2 weeks to complete the tasks some in class time given. Students will complete the role play with a teacher. Genre/text type: Role play Description of the assessment instrument : Assessment technique: Exam Assessment conditions: In class, exam conditions, 70 minutes. All answers will be in English in full sentences. Genre/text type: Short presentation, conversation	Assessment technique: Assignment Assessment conditions: 2 weeks class time/own time Genre/text type: Personal letter reply Description of the assessment instrument :	Assessment technique: Assignment Assessment conditions: 2 week class time/own time Genre/text type: Introductory letter Assessment technique: Test Assessment conditions: 70 minutes Genre/text type: Article	Assessment technique: Assignment Assessment conditions: 2 week class time/own time Genre/text type: Multimodal presentation Assessment technique: Test Assessment conditions: 70 minutes Genre/text type: presentation of a house

	Term 1	Term 2	Term 3	Term 4
Languages : Chinese Year 9	<p>Speaking</p> <p>Assessment conditions: Speaking task can either be performed in pairs or individually (option 2).</p> <p>Genre/text type: Role play</p> <p>Assessment technique: Assessment</p> <p>Assessment conditions: No access to notes, dictionaries etc. Test conditions.</p> <p>Recording will be repeated 3 times at a moderate speed.</p> <p>Genre/text type: shop announcement/conversation</p>	<p>Assessment technique: Assignment</p> <p>Assessment conditions: 2 week class time/own time</p> <p>Genre/text type: Travel flyer</p> <p>Assessment technique: Assessment</p> <p>Assessment conditions: Paper dictionaries not allowed</p> <p>Genre/text type: Article</p>	<p>Assessment technique: Assignment</p> <p>Assessment conditions: 2 weeks class time/own time</p> <p>Genre/text type: role play</p> <p>Assessment technique: Assessment</p> <p>Assessment conditions: No dictionaries allowed, only English scripts are allowed</p> <p>Genre/text type: conversation</p>	<p>Assessment technique: assignment</p> <p>Assessment conditions: 2 week class time/own time</p> <p>Genre/text type: Essay</p> <p>Assessment technique: Assessment</p> <p>Assessment conditions: Paper dictionaries not allowed</p> <p>Genre/text type: Article</p>
Languages : Chinese Year 10	<p>Assessment technique: Listening exam</p> <p>Assessment conditions: No access to notes, dictionaries etc. Test conditions. Recording will be repeated 3 times at a moderate speed.</p> <p>Genre/text type: Conversation</p> <p>Speaking</p> <p>Assessment conditions: 2 weeks to complete the tasks some in class time given. Students will complete the speaking with a teacher.</p> <p>Genre/text type: one on one teacher student conversation</p>	<p>Assessment technique: Reading Exam</p> <p>Assessment conditions: No dictionaries allowed. Questions are written in English and to be answered in English.</p> <p>Genre/text type: blogpost</p> <p>Assessment technique: Writing Exam</p> <p>Assessment conditions: Standard classroom paper dictionary ONLY can be used.</p> <p>Genre/text type: article</p>	<p>Assessment technique: Assessment</p> <p>Assessment conditions: No dictionaries allowed. Questions are written in English and to be answered in English.</p> <p>Genre/text type: recipe and letter</p> <p>Assessment technique: Assessment</p> <p>Assessment conditions: Standard classroom paper dictionary ONLY can be used.</p> <p>Genre/text type: Letter</p>	<p>Assessment technique:assessment</p> <p>Assessment conditions: Students are given up to 5 minutes preparation time during which time they are allowed to make notes in ENGLISH (but not access reference materials) and use them during the test. Dictionaries are NOT to be used</p> <p>Genre/text type: role play</p> <p>Assessment technique:assessment</p> <p>Assessment conditions: Recordings will be played 3 times at a moderate speed. No dictionaries allowed. All questions are in English and to be answer in English only.</p> <p>Genre/text type: conversation</p>
Languages : Japanese Year 7	<p>Listening: 2 people introducing each other</p> <p>Assessment technique: Listening exam</p> <p>Assessment conditions: No access to notes, dictionaries etc. Test conditions. Recording will be repeated 3 times at a moderate speed.</p> <p>Genre/text type: Self Introduction</p>	<p>Speaking: Self – Introduction</p> <p>Speaking</p> <p>Assessment technique: Assignment and in class speaking</p> <p>Assessment conditions: Students get 1 week of class time to prepare</p> <p>Genre/text type: Introductions</p>	<p>Writing Exam: Family</p> <p>Assessment Technique : Assignment Make up a family album. You must include an outline of your family, where they live and nationality. Please describe each person – include age, likes and dislikes and an adjective about their personality. Please write in full sentences in script and include pictures. Include a few pictures to accompany your writing.</p>	<p>READING: Read an advertisement about a town</p> <p>Assessment Tecnique : Exam: Read a brochure about a town in Japan and answer the questions that follow.</p>

	Term 1	Term 2	Term 3	Term 4
Japanese Year 8	<p>Assessment Technique: Speaking Exam</p> <p>In class spontaneous speaking</p> <p>We have a number of Japanese students about to arrive at Corinda. In preparation for their visit, your teacher is going to practice a roleplay with you about your daily routines. You should talk about your daily routine, and you will be asked a number of questions about what you do and when. You should also ask the teacher about their daily routine.</p> <p>Assessment Technique: Reading Exam</p> <p>Assessment conditions: No dictionaries allowed. Questions are written in English and to be answered in English.</p> <p>Genre/text type: Photo story</p>	<p>Assessment technique: Listening exam</p> <p>Assessment conditions: No access to notes, dictionaries etc. Test conditions. Recording will be repeated 3 times at a moderate speed.</p> <p>Genre/text type: Documentry about school life</p> <p>Assessment Technique: Written Assignment – students will have 2 weeks to work on assignment in class</p> <p>Write about a trip you are planning to Japan.</p> <p>Include:</p> <p>Modes of transport between places of travel</p> <p>At least 3 different cities where you will stay</p> <p>Dates you will travel</p> <p>Points of interest that you intend to see</p> <p>Types of food you are likely to eat</p> <p>Include a few pictures to accompany your writing.</p>	<p>Reading Exam - Hobbies</p>	<p>Reading</p>

	Term 1	Term 2	Term 3	Term 4
Languages : Japanese Year 9	<p>Writing Exam – Family assignment</p> <p>Assessment technique: Assignment</p> <p>Assessment conditions: 2 week class time/own time</p> <p>Genre/text type: Family photo album</p> <p>Listening Exam – Japanese celebrity discussing milestones</p> <p>Assessment technique: Listening exam</p> <p>Assessment conditions: No access to notes, dictionaries etc. Test conditions. Recording will be repeated 3 times at a moderate speed.</p> <p>Genre/text type: Self Introduction</p>	<p>Speaking Exam: Language Acquisition</p> <p>Assessment Technique : Interview Your teacher is very keen to know about your past, the languages you study, how you study and your thoughts about languages.</p> <p>Your teacher will interview you.</p> <p>Students can have palm cards but should not read directly from the palm card as this will detract from the fluency of the conversation.</p> <p>Students are expected to ask and answer questions.</p> <p>Reading Exam: Language Acquisition</p>	<p>WR – survey about healthy eating</p> <p>LI – recall of eating habits</p>	<p>SP – video about shopping</p> <p>RD – a shopping experience</p>
Languages : Japanese Year 10	<p>Assessment Task</p> <p>SP – making plans</p> <p>Assessment Task</p> <p>LI – houses and neighbourhoods</p>	<p>Assessment Task</p> <p>RD – reflections on a school trip</p> <p>WR – a holiday experience</p>	<p>Assessment Task</p> <p>LI – part-time work experience</p> <p>Assessment Task</p> <p>SP – What do you want to become?</p>	<p>Assessment Task</p> <p>RD – Student experiences in Australia</p> <p>WR – Photo story of your life in Australia</p>
Languages: Spanish Year 7	<p>Reading exam.</p> <p>Students write short responses to questions based on three texts, including transcripts of dialogues and a visual source.</p> <p>Students identify and translate questions in the texts, identify differences in meaning due to use of accents, and analyse variations in vocabulary according to country/region.</p> <p>50 minutes.</p>	<p>Speaking exam.</p> <p>Students create descriptions of themselves and a family member or friend, then respond to questions on the topic in Spanish, and questions regarding vocabulary and grammar in English.</p> <p>One week (1.5 lessons plus time outside class) to prepare monologue. Teacher feedback and support provided. Scaffolding also provided.</p> <p>1-2 minutes speaking and questioning time in total.</p>	<p>Writing exam</p> <p>Students create descriptions of their daily routines (class times, subjects, meals), and give opinions on school subjects.</p> <p>One week (1.5 lessons plus time outside class) to prepare response. Students refer to their planned response, and to their notebooks during the exam.</p> <p>50 minutes.</p>	<p>Listening exam</p> <p>Students respond to questions, comparing free time activities, how the speakers help at home, and describing their plans for the coming week.</p> <p>Students listen to three texts three times.</p> <p>50 minutes.</p>

	Term 1	Term 2	Term 3	Term 4
Languages: Spanish Year 8	<p>Writing exam</p> <p>Students create descriptions of their house or apartment, including rooms and other aspects, and explain whether they like where they live. Students analyse vocabulary and grammar used in their response, e.g. identifying parts of speech, and explaining use of genders or verb conjugations.</p> <p>One week (2 lessons plus time outside class) to prepare response. Students refer to their planned response, and to their notebooks during the exam.</p> <p>50 minutes.</p> <p>Listening exam</p> <p>Students describe and compare speakers' daily routine, and analyse similarities between text features (dialogue and monologue).</p> <p>Students listen to three texts three times.</p> <p>50 minutes.</p>	<p>Speaking exam</p> <p>In pairs, students create a conversation asking for and giving directions,</p> <p>After presenting to the teacher, students respond to questions on the topic in Spanish, and questions regarding vocabulary and grammar in English.</p> <p>One week (2 lessons plus time outside class) to prepare dialogue. Teacher feedback and support provided. Scaffolding also provided.</p> <p>3-4 minutes speaking and questioning time in total.</p> <p>Reading exam</p> <p>Based on a written source, students describe a city, explain whether it would be a good place for a holiday and identify the textual features of the text.</p> <p>50 minutes.</p>	<p>Listening exam</p> <p>Students identify and describe eating habits and attitudes towards food in audio texts, as well as analysing differences between nouns, verbs, adjectives and adverbs, and how adding an accent can change the meaning of a word.</p> <p>50 minutes.</p> <p>Speaking exam</p> <p>In pairs, students create and present a dialogue situated in a restaurant or a fruit and vegetable shop, using appropriate questions, amounts and numbers to develop their ideas.</p> <p>After presenting, students answer questions from the teacher in Spanish based on their dialogue (¿Cuánto cuestan las bananas?) and in English about the vocabulary and grammar used.</p> <p>3-5 minutes in total</p>	<p>Writing exam</p> <p>Students describe items clothing that they wear outside school, and their uniform, using adverbs of frequency.</p> <p>50 minutes.</p> <p>Reading exam</p> <p>Students identify attitudes towards clothing, including uniforms, what students must or can wear to school, as well as analysing the type and purpose of texts.</p> <p>50 minutes.</p>
Languages: Spanish Year 9	<p>Listening exam</p> <p>Students listen to a dialogue, and describe and compare the speakers (age, where they live, interests, etc.) and their pets. Students also evaluate the language used for formality.</p> <p>Students listen</p> <p>to the text three times.</p> <p>30 minutes.</p> <p>Multimodal presentation</p> <p>Students create descriptions of themselves and another person in their lives, and make comparisons regarding appearance, activities and interests. Students present their ideas in digital form or on a poster, and present individually to the teacher or embed a recording in a PowerPoint.</p> <p>Two lessons plus time outside class to prepare. Students refer to the content of their presentation, and respond to questions in Spanish afterwards.</p> <p>3-5 minutes in total.</p>	<p>Reading exam</p> <p>Based on written sources, students describe a city, explain whether it would be a good place for a holiday, and identify the types of activities people like to do on holiday.</p> <p>Students also identify examples of the present and preterite tenses, explaining the differences in form and meaning.</p> <p>50 minutes.</p> <p>Writing exam</p> <p>Students prepare two responses describing where people can go and what people can do when on holiday in Australia and/or what they like to do or what they did on their last holiday.</p> <p>Seen questions. Two lessons plus time outside class to prepare. Teacher feedback and support provided. During the writing exam, students may refer to brief notes of 20 individual words, no complete phrases or sentences.</p> <p>50 minutes.</p>	<p>Speaking exam</p> <p>In pairs, students create and present a dialogue making plans to go to the cinema, including a discussion of what types of movies they like and why, where and when to meet, and a disagreement and negotiation about a particular aspect of their plans.</p> <p>After presenting, students answer questions from the teacher in Spanish based on their dialogue (¿Adónde van?) and in English about the vocabulary and grammar used.</p> <p>3-5 minutes in total</p> <p>Listening exam</p> <p>Students identify and describe speakers' experiences while on holiday, and evaluate whether they enjoyed themselves. Students also identify and explain use of the present, preterite and imperfect tenses.</p> <p>50 minutes.</p>	<p>Writing exam</p> <p>Students create text message exchanges between people regarding how to respond to common health issues, such as having a toothache, and write a more extended passage giving advice on living a healthy lifestyle and/or how they are going to stay health over the coming weeks.</p> <p>Seen questions. Two lessons plus time outside class to prepare. Teacher feedback and support provided. During the writing exam, students may refer to brief notes of 20 individual words, no complete phrases or sentences.</p> <p>50 minutes.</p> <p>Reading exam</p> <p>Students identify attitudes towards clothing, including uniforms, what students must or can wear to school, as well as analysing the type and purpose of texts.</p> <p>50 minutes.</p>

	Term 1	Term 2	Term 3	Term 4
Languages: Spanish Year 10	<p>Multimodal presentation</p> <p>Students create descriptions of themselves and another person in their lives, and make comparisons regarding appearance, work and interests. Students also describe where they live and evaluate the positives and negatives about their house and neighbourhood or city. Students present their ideas in digital form or on a poster, and present individually to the teacher or embed a recording in a PowerPoint.</p> <p>Two lessons plus time outside class to prepare. Students refer to the content of their presentation, and respond to questions in Spanish afterwards.</p> <p>3-5 minutes in total.</p> <p>Reading exam</p> <p>Students describe and evaluate people’s daily routines, including inferring what extracurricular activities people may be interested in. Students also analyse textual features of written texts.</p> <p>50 minutes.</p>	<p>Writing exam</p> <p>Students create responses describing a holiday experiences and an ‘everyday’ experience using the preterite, imperfect and imperfect continuous. Students also identify and explain features and use of the preterite, imperfect and imperfect continuous.</p> <p>Unseen questions. During the writing exam, students may refer to dictionaries.</p> <p>50 minutes.</p> <p>Listening exam</p> <p>Students listen to a monologue and dialogues to identify the speakers’ media interests and habits. Students also analyse the textual features of the texts.</p> <p>Students listen to the text three times.</p> <p>50 minutes.</p>	<p>Reading exam</p> <p>Students identify purpose, context and topic of texts (survey response, dialogue) relating to part-time work and helping at home. Students also analyse the texts to identify attitudes and tone.</p> <p>50 minutes.</p> <p>Speaking exam</p> <p>In pairs, students create and present a dialogue including a discussion of what they like to do in their free time, what they could do on the weekend, an invitation to go out, and negotiating (disagreement and resolution) and about particular aspects of their plans.</p> <p>After presenting, students answer questions from the teacher in Spanish based on their dialogue and in English about the vocabulary and grammar used.</p> <p>4-5 minutes in total</p>	<p>Writing exam</p> <p>Students write a passage describing the short- and longer-term plans regarding leisure activities and employment.</p> <p>Seen and unseen questions. During the writing exam, students may refer to dictionaries.</p> <p>50 minutes.</p> <p>Listening exam</p> <p>Students identify the purpose of written texts, analyse the texts for values, attitudes and evaluate perspectives regarding future plans and aspirations.</p> <p>50 minutes.</p>
German Year 7	<p>Speaking Exam</p> <p>Unit One –Students have a conversation in which they introduce themselves in German. They can work in pairs or groups of up to 4. Students can have a script, but they may not read their script, they must have eye contact. 3 lessons preparation time.</p>	<p>.Reading Exam</p> <p>Unit 2- Students read a script about different families In German. They match the families to descriptions and then answer questions in English.</p>	<p>Listening Exam</p> <p>Unit 3- Students listen to a conversation in German. They have to answer questions in English.</p>	<p>Writing Exam</p> <p>Unit 4-Students write an email about a birthday part in German. They can use notes: 5 phrases in German (not more than 4 words per phrase) and 10 words in German..</p>
German Year 8	<p>Reading Exam: Students read a script about hobbies and personal interests in German. They answer questions in English.</p> <p>Speaking Exam: Students have a conversation in pairs about their hobbies and interests. They have to speak about 4 different hobbies, mention when they participate in these hobbies (day and time). They have to remember to greet, introduce and say good bye. Make sure that they all have equal opportunity to speak.</p>	<p>Listening Exam: Students listen to a conversation about school, school subjects in German. They then answer questions in English</p> <p>Writing Exam: Students write an email about their school in German. They include details about the subjects they like and why, how long the periods are, and what time school starts and finishes. They also have to include 2 questions of their own.</p>	<p>Listening Exam: Students listen to a conversation in German. They have to answer questions in English.</p> <p>Speaking Exam: Students work on a dialogue between 2 people in German. One person is a doctor, the other person, a patient. They act out their short role play in front of the class or they can film their role play. They may use palm cards, but they may not read their speech.</p>	<p>Reading Exam: Students read a script about hobbies and personal interests in German. They answer questions in English.</p> <p>Writing Exam: Students write an advertisement in German. They have to use a series of pictures to describe a place and 5 different activities in German. They may use their notes in their note books. No computers.</p>

	Term 1	Term 2	Term 3	Term 4
Languages: German Year 9	<p>Reading Exam: Students are reading a script in German describing clothes. They answer questions in English.</p> <p>Conditions: In class exam, no dictionaries or materials.</p> <p>Writing Exam: Students are writing an email in German to their host brother or sister describing the uniform in detail and add a sentence expressing how they feel about wearing a uniform. They also Include a question at the end (about their school, weather, hobbies, family etc.)</p> <p>Conditions: In class exam, they may use notes, but may not get assistance from the teacher, other students, or use their computers.</p>	<p>Listening Exam: Students are listening to an audio about chores, rooms and times. They then answer questions in English.</p> <p>Conditions: In class examination, no dictionaries or notes or computers.</p> <p>Speaking Exam: Students are presenting a power point about their dream house in German. They are to describe the rooms in general and in great detail including the furniture of 1 room.</p> <p>Conditions: Multi modal presentation, notes, dictionaries allowed. 3 lessons in class time for preparation.</p>	<p>Listening Exam: Students are listening to a conversation about different types of part time jobs They then answer questions in English.</p> <p>Conditions: In class examination, no dictionaries or notes or computers.</p> <p>Writing Exam: Students are writing advertisements about a part time job in German. They are to describe the job, hours, personal traits and pay.</p> <p>Conditions: Open book exam: notes, dictionaries allowed. No google translate.</p>	<p>Reading Exam: Students are reading an email in German describing a holiday in Australia. They answer questions in English.</p> <p>Conditions: In class exam, no dictionaries or materials.</p> <p>Speaking Exam: Students are presenting a power point in German about a dream holiday they have had.</p> <p>Conditions: Multi modal presentation, they may use notes, dictionaries. The whole speech has to be in the past tense perfect. 3 lessons in class preparation</p>
Languages: German Year 10	<p>Reading Exam: Students are reading an e mail in German about relationships. They answer questions in English.</p> <p>Conditions: In class exam, no dictionaries or materials.</p> <p>Speaking Exam: Students are presenting a conversation about personal problems (in pairs or if 3 people- 2 problems and 1 person giving advice) in German.</p> <p>Conditions: 3 lessons of preparation time in class. Students have access to all of their notes. Students prepare their scripts but may not read them, they have to have eye contact.</p>	<p>Listening Exam: Students are listening to an audio about the weather report in German. They then answer questions in English.</p> <p>Conditions: In class examination, no dictionaries or notes or computers.</p> <p>Writing Exam: Students are presenting a power point about how to save the environment in German.</p> <p>Conditions: Power point presentation, notes, dictionaries allowed. 3 lessons in class time for preparation.</p>	<p>Reading Exam: Students are reading a TV programme schedule In German. They then answer questions in English.</p> <p>Conditions: In class examination, no dictionaries or notes or computers.</p> <p>Writing Exam: Students are writing a film review in German about a film they have seen, it could be positive or negative.</p> <p>Conditions: Open book exam: notes, dictionaries allowed. No google translate.</p>	<p>Listening Exam: Students are listening to an audio about a student exchange programme in German.. They answer questions in English.</p> <p>Conditions: In class exam, no dictionaries or materials.</p> <p>Speaking Exam: Multi modal presentation about an exchange to Germany. Students are to presenting a power point in which they introduce themselves to their new host family in Germany.</p> <p>Conditions: Multi modal presentation, they may use notes, dictionaries. 3 lessons in class preparation</p>
Year 7/8 Design and Tech	<p>Technique: Project</p> <p>Format:</p> <ul style="list-style-type: none"> practical - the designed solution, in the form of a product <p>TASK:</p> <p>The project involves students demonstrating wood and metal skills and procedures in the context of the junior workshop over a set period of time. Students are given specifications and use class time under teacher supervision.</p>	<p>Technique: Design Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format:</p> <ul style="list-style-type: none"> written - a folio capturing the design process undertaken by the student practical - the designed solution, in the form of a product <p>Condition- Written</p> <p>written responses including graphical representations minimum 300 words</p>	<p>Technique: Project</p> <p>Format:</p> <ul style="list-style-type: none"> practical - the designed solution, in the form of a product <p>TASK:</p> <p>The project involves students demonstrating wood and metal skills and procedures in the context of the junior workshop over a set period of time. Students are given specifications and use class time under teacher supervision.</p>	<p>Technique: Design Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format:</p> <ul style="list-style-type: none"> written - a folio capturing the design process undertaken by the student practical - the designed solution, in the form of a product <p>Condition- Written</p> <p>written responses including graphical representations minimum 300 words</p>

	Term 1	Term 2	Term 3	Term 4
Year 7/8 Graphics & Design Technology	<p>Technique: Folio of work</p> <p>A folio of work that assesses students’ abilities to sketch and use CAD to generate both 3D and orthographic graphical representations.</p> <p>Format:</p> <ul style="list-style-type: none">• written - a folio capturing the sketches and CAD drawings all displayed in Powerpoint form. <p>Condition-</p> <p>Scanned sketches & CAD responses including graphical representations and annotations</p>	<p>Technique: Design Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format:</p> <ul style="list-style-type: none">• written - a folio capturing the design process undertaken by the student• practical - the designed solution, in the form of a product <p>Condition- Written</p> <p>written responses including graphical representations minimum 300 words</p>	<p>Technique: Folio of work</p> <p>A folio of work that assesses students’ abilities to sketch and use CAD to generate both 3D and orthographic graphical representations.</p> <p>Format:</p> <ul style="list-style-type: none">• written - a folio capturing the sketches and CAD drawings all displayed in Powerpoint form. <p>Condition-</p> <p>Scanned sketches & CAD responses including graphical representations and annotations</p>	<p>Technique: Design Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format:</p> <ul style="list-style-type: none">• written - a folio capturing the design process undertaken by the student• practical - the designed solution, in the form of a product <p>Condition- Written</p> <p>written responses including graphical representations 300–400</p>
Year 9 Design Technology Metal	<p>Technique: Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format:</p> <ul style="list-style-type: none">• practical - the designed solution, in the form of a product <p>Condition- Practical</p> <p>Construction of Aluminium card box</p>	<p>Technique: Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format:</p> <ul style="list-style-type: none">• practical - the designed solution, in the form of a product <p>Condition- Practical</p> <p>Construction of Brass Whistle</p>	<p>Technique: Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format:</p> <ul style="list-style-type: none">• practical - the designed solution, in the form of a product <p>Conditions - Practical</p> <p>Construction of Steel Wall Hanger</p>	<p>Technique: Project</p> <p>A project assesses students’ abilities to design and produce designed solutions that meet needs or opportunities by addressing specified contexts and documenting the design process.</p> <p>Format</p> <ul style="list-style-type: none">• written - a folio capturing the design process undertaken by the student• practical - the designed solution, in the form of a product and service <p>Conditions - Multi-model</p> <p>written responses including graphical representations 300–400 words</p> <p>Practical representation of bug</p>

Timing of assessment across P–10 by learning area

Use the information in the Year level plans to map the timing of assessment. For each learning area, colour the cells to identify the week when systemic and school-based assessment will occur. Include the symbol ¥ if the assessment provides an opportunity for planned consistency of teacher judgments activities. Include the other learning areas offered at your school.

		Term 1										Term 2										Term 3										Term 4												
Week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40			
English	7			H		D		F						H			D		F						H		D		F					H		D		F						
	8				H		D		F						H		D		F						H		D		F								H	F						
	9			H		D		F							H		D		F								H	F							H		D		F					
	10			H			D		F					H		D			F										H	F				H		D		F						
Mathematics	7								F										F										F					F							F			
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Humanities	7										F				H		D	F												F					H		D	F						
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HPE	7							H	D	F									F	F																								
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		Term 1										Term 2										Term 3										Term 4											
Week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
German	7							F										F										F									F						
	8								F	F							F	F										F	F							F	F						
	9								F	F							F	F										F	F							F		F					
	10							F	F									F		F							F		F						F	F							
Japanese	7							F										F										F									F						
	8							F	F					F						F							F			H		F				F			F				
	9								F										F	F							F		F							F		F					
	10																																										
French	7								F										F										F										F				
	8																																										
	9																																										
	10																																										
Spanish	7								F										F										F										F				
	8						F			F						F			F								F				F					F			F				
	9						F			F							F				F						F			F							F		F				
	10						F			F							F				F						F			F							F		F				
Dance	7										F					F					F																						
	8										F					F					F																						
	9										F							F			F																						
	10		H		D		F					H			D		F					H		D		F		H					D			F							

		Term 1									Term 2										Term 3										Term 4											
Week		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	
Drama	7						H		D	F	H	D		F	H		D			F																						
	8					H		D		F						H		D		F																						
	9						H	D	F							H		D		F																						
	10							D		F	H		D		F		H					D			F			H				D			F							
Visual Art	7				H			D		F						H			D		F																					
	8																																									
	9																																									
	10																																									
Art Excellence	7										F										F																					
	8																																									
	9																																									
Music	7									F						F				F																						
	8										F						F			F																						
	9										F						F			F																						
	10													H		F	H													F							F					
Music Excellence	7										F						F			F						F			F									F				
	8										F						F			F						F			F								F					
	9										F						F			F						F			F								F					
Culinary Excellence	7				H				F				H						F				H						F				H						F			
	8				H				F				H						F				H						F			H					F	F				
	9		H						F				H						F				H						F				H						F			
Design Technologies	7		H			F								H					F										H				H				F			F		
	8		H			F								H					F										H				H				F			F		
graphics	7		H							F			H							F			H						F			H							F			
	8		H							F			H							F			H						F			H							F			
Metal	9		H							F						F							H										H				F				F	
	9										F										F																					
Woodwork	9										F										F																					