



Year 12

Teaching and Learning plans

Assessment calendar

Term 3, 2022

Yr 12 Assessment Calendar Term 3, 2022

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 11 – 15 Jul	Modern History IA3 task due				
			Academic Assembly		Flexible timetable
Week 2 Or 18 – 22 Jul					
	Chemistry IA3 draft due Legal Studies IA3 task due		Fashion task due		Physics IA3 draft due
Week 3 or 25 – 29 Jul	Visual Arts in Practice task due				
	French IA3 task distributed	Literature IA3 due		Shake n Stir performance Japanese IA3 task due	Flexible timetable Religion and Ethics task due Physics IA3 task due Health IA3 task due Physical Education IA3 task due Chemistry IA3 task due
Week 4 or 1 – 5 Aug	Visual Art IA3 task due				
					Design task due
Week 5 Or 8 – 12 Aug	Drama IA3 (part A) task due				
	Religion and Ethics task distributed			Specialist Maths exam Music IA3 task due	French IA3 task due Drama IA3 (part B) task due
Week 6 Or 15 – 19 Aug					
Week 7 Or 22 – 26 Aug					
			General Maths exam Mathematical Methods exam		Aquatic Practices task due
Week 8 or 29 Aug – 2 Sept	Religion and Ethics task due Aquatic Practices task due				
	Retreat				Student Free Day
Week 9 Or 5 – 9 Sept EXAM BLOCK					
	Trial Exam Block – see schedule				
Week 10 Or 12 – 16 Sept					
				FORMAL	Holidays

Certificate courses have ongoing assessment tasks and checkpoints– see Term Planner and Course modules schedule for due dates

Year 12 Aquatic Practices
Unit 4: Recreational Fishing
Term 3 Unit Outline

Week	Concepts covered	Assessment focus	Resources / Due Dates
1	<ul style="list-style-type: none"> Preparation for RMDL assessment 	<ul style="list-style-type: none"> Completion of online modules 	
2	<ul style="list-style-type: none"> Preparation for RMDL assessment 	<ul style="list-style-type: none"> Completion of online modules 	
3	<ul style="list-style-type: none"> What is recreational fishing? Equipment and rigs used by recreational fishers 	<ul style="list-style-type: none"> Selection of target species Research of capture techniques 	Sailing 28 th and 29 th of August Performance task distributed
4	<ul style="list-style-type: none"> Recreational fishing legislation Catch and release techniques and limitations 	<ul style="list-style-type: none"> Research of legislation regarding target species 	
5	<ul style="list-style-type: none"> Demonstration of rig tying for target species A3 poster – target species 	<ul style="list-style-type: none"> Demonstration of rig tying for target species Design and development of A3 poster 	RMDL course 10 th and 11 th of August Checkpoint #1
6	<ul style="list-style-type: none"> Fishing lure construction 	<ul style="list-style-type: none"> Researching and designing lure shape and method Checkpoint draft A3 poster 	Checkpoint #2
7	<ul style="list-style-type: none"> Submission of A3 poster about target species Fishing lure construction 	<ul style="list-style-type: none"> Submission of A3 poster about target species Designing & assembling lure (shape and method) Checkpoint lure design & construction 	Part A of Performance due - rig construction and A3 poster Checkpoint #3
8	<ul style="list-style-type: none"> Fishing lure construction 	<ul style="list-style-type: none"> Assemble and decorate lure Attach rig for target species 	Part B of Performance Due – fishing lure
9-10	Exam Block		

Year 12 Biology
Unit 4: Heredity and the continuity of life
Curriculum Outline Term 3 2022

Week	Concepts covered	Homework & Study	Assessment
1	Inheritance: <ul style="list-style-type: none"> Monogenic and Polygenic inheritance revision activity: Dragon genetics 	as per Homework & study Sheet (on Class notebook) self mark (different colour) using answers on Class notebook. Write in answers to questions you did not know and add the detail to the questions you got partially correct. Highlight partially correct answers orange & incorrect answers red ask for clarification on orange & red questions. create flashcards and Cornell notes from learning objectives	
2	<ul style="list-style-type: none"> Practical activity: To taste or not to taste, that is the question (PTC inheritance and selective pressures) Topic 2 : Continuity of life on Earth <ul style="list-style-type: none"> Evolution Evolutionary episodes and mass extinction 		Diagnostic test (MC & SR Q's)
3	<ul style="list-style-type: none"> Phylogenetic relationships Practical activity: discovering Lemur diversity Data analysis: geologic strata, measures of biodiversity, mass extinction and radiation 		
4	Natural selection (microevolution) <ul style="list-style-type: none"> Types of natural selection (disruptive, stabilizing and directional) Gene pool frequencies and genetic variation Practical & Data analysis: Eat, prey, live 		Diagnostic test (MC & SR Q's)
5	<ul style="list-style-type: none"> Mutation gene flow and genetic drift Mandatory practical: genotypic changes for selective pressure for gene pool Practical and Data analysis: Antibiotic resistance 		Diagnostic test data analysis
6	Speciation (macroevolution) <ul style="list-style-type: none"> Convergent and divergent evolution Parallel and coevolution 		Diagnostic test (MC & SR Q's)
7	<ul style="list-style-type: none"> Modes of speciation – allopatric, sympatric, parapatric Mechanisms of isolation – geographic, reproductive, spatial and temporal 		
8	<ul style="list-style-type: none"> Data analysis: determine the mode of speciation from data 		U4 Formative exam
9 & 10	Revision & start of exam block Summative Internal Examination in Exam block for internal calculation of results and for feedback. Refer to U3 & U4 learning objectives of the content that may be assessed in this task: 2 x 90 min exams (+ 10 min perusal) Each paper consists of a number of different types of possible items: <ul style="list-style-type: none"> multiple choice short response items requiring single-word, sentence or paragraph responses calculating using algorithms interpreting graphs, tables or diagrams responding to unseen data and/or stimulus 		

Term Planner – Term Three 2022

Year 11/12 SIT20416 Certificate II in Kitchen Operations

Competencies: SITHCCC005 Prepare dishes using basic methods of cookery; SITHCCC011 Use cookery skills effectively; TLIE1005 Carry out basic workplace calculations; SITXFSA003 Transport and store food

Theme 5 – Basic Restaurant Cuisine [Main Course + Dessert]

Week	Monday P 4/5 (Double)	Thursday P 6/7 (Double)	Friday P 5 (Single)	Functions
1	11 July Catch up theory from Term 2	14 July <u>SITXFSA003</u> -Transport and store food Section 1 – Transport and store food hygienically, Q 2 - 11	15 July <u>SITXFSA003</u> -Transport and store food Section 1 – Transport and store food hygienically, Q 14 - 24	
2	18 July Practical Cooking Crispy Salmon with polenta chips and grilled asparagus	21 July <u>SITXFSA003</u> -Transport and Store Food Section 2 – Store food safely and hygienically, Q 2 – 7 FSA3D – Assessment D Scenario Part 1, Task 1, Q 1 - 6	22 July <u>SITXFSA003</u> -Transport and store food FSA3D – Assessment D Scenario Part 2, Task 1, Q 1 - 9	
3	25 July Christmas in July Prep for Tuesday Pave potatoes Crispy Pork Belly Kale and pomegranate salad Christmas glaze sauce Ginger crumble mousse	28 July <u>SITXFSA003</u> -Transport and store food FSA3E – Assessment E Scenario, Task 1, Q 1 - 11	29 July Portfolio and Logbook entry and catch up	Xmas in July 26/07 8:30am – 2:00pm Abbey BH Gemma BH Fallyhn BH Moana BH Ella FH Eva FH Erica FH Ash-Lee FH
4	1 August Practical Cooking Fresh egg pasta w pumpkin and sage brown butter sauce	4 August CCYC food prep Butter Chicken Rice Garlic Naan bread Lemon Polenta Cake	5 August CCYC food prep Butter Chicken Rice Garlic Naan bread Lemon Polenta Cake	CCYC 05/08 4:30pm – 8:30pm Gemma Moana Ella Eva
5	8 August Practical Cooking Mixed Mushroom Risotto	11 August Practical Cooking Poached pears w praline and anglaise	12 August <u>SITXFSA003</u> -Transport and store food FSA3TL – Transport Log	
6	15 August Practical Cooking Gnocchi Parisienne w tomato sauce	18 August Practical Cooking Raspberry Souffle	19 August <u>SITXFSA003</u> -Transport and store food Booklet Due for marking	
7	22 August Practical Cooking Sticky lemon pork stir-fry w rice noodles	25 August Practical Cooking Garlic prawns 2 x ways	26 August Catch up theory from Term 3 Portfolio and Logbook entry and catch up	
8	29 August Practical Cooking Profiteroles w crème patisserie and chocolate sauce	1 September Catch up theory from Term 3 Portfolio and Logbook entry and catch up	2 September Student Free Day	
9	5 September Exam Block Catch up cooking/theory	8 September Exam Block Catch up cooking/theory	9 September Exam Block Catch up cooking/theory	
10	12 September Exam Block Catch up cooking/theory	15 September Walk for PNG	16 September Student Free Day	Year 12 Formal 15/09 3:30pm – 6:00pm? Ash-Lee Erica Some Year 10's

Term Planner – Term Three 2022
Year 12: HLT33015 Certificate III in Allied Health Assistance
Trainer: Suzanne Iskov

WEEK	Tuesday 11.20 – 1.00pm	Thursday 8.35-1015am	Friday 1.20-2.10pm
1	12 July - HLTAID0011- Provide First Aid Class expectations- Students advised of what units are required to be completed and expected time frames Commence unit- investigate and explore First Aid Requirements and complete practical components in readiness for Completion of First Aid/CPR Certificate	14 July - HLTAID0011- Provide First Aid Investigate and explore First Aid Requirements and complete practical components in readiness for Completion of First Aid/CPR Certificate	15 July Flexi Study Work Placement
2	19 July Investigate and explore practical and theory components in First Aid	21 July Investigate and explore practical and theory components in First Aid	22 July Investigate and explore practical and theory components in First Aid
3	26 July Catholic Education Week Mass Investigate and explore practical and theory components in First Aid	28 July Investigate and explore practical and theory components in First Aid	29 July Flexi Study Work Placement
4	2 August Investigate and explore practical and theory components in First Aid	4 August Full Day Practical and Theory component of First Aid	5 August CHCCCS010-Maintain a high standard of service Commence unit- investigate and explore standards of service
5	9 August CHCCCS010-Maintain a high standard of service Investigate and explore standards of service	11 August CHCCCS010-Maintain a high standard of service Investigate and explore standards of service	12 August CHCCCS010-Maintain a high standard of service Investigate and explore standards of service
6	16 August Research, discuss and interpret online information to theory questions	18 August Research, discuss and interpret online information to cover theory questions.	19 August Research, discuss and interpret online information to cover theory questions.
7	23 August Research, discuss and interpret online information to cover theory questions.	25 August Research, discuss and interpret online information to cover theory questions.	26 August Research, discuss and interpret online information to cover theory questions.
8	30 August Research, discuss and interpret online information to cover theory questions. Ensure unit has been completed and submitted.	1 September Research, discuss and interpret online information to cover theory questions. Ensure unit has been completed and submitted.	2 September SFD
9	6 September Senior School Exam Block	8 September Senior School Exam Block	9 September Senior School Exam Block
10	13 September Ensure all units have been fully completed and submitted and any outstanding paperwork for completion of Certificate.	15 September Yr 12 Formal Preparation Day	16 September SFD

Term Planner – Term Three 2022
Year 12 SIS30315 Certificate III Fitness
Trainer: Hayley Ohl

Week	Concepts covered	Student Tasks/Resources
<u>Week 1</u>	<u>Term 3 Induction</u> <ul style="list-style-type: none"> • Introduction to term programs • Major Program - Community Fitness Program #2 (children) • Conducting Health Consultation and Assessments – Clients 1 and 2 <ul style="list-style-type: none"> - Test and Collate Health and Fitness Data 	<ul style="list-style-type: none"> • Unit plan • MP7. • OC7 • PRAC11 • Activity 19
<u>Week 2</u>	<ul style="list-style-type: none"> • Conducting Health Consultation and Assessments – Clients 1 and 2 <ul style="list-style-type: none"> - Test and Collate Health and Fitness Data <p><i>21st July CQ Nutrition – InBody Scan Body Composition Analysis</i></p>	<ul style="list-style-type: none"> • PRAC 11 • ACT 20
<u>Week 3</u>	<ul style="list-style-type: none"> • Practical Task – Scenario Client 5 & 6 <ul style="list-style-type: none"> - Moderate Risk Specific Populations • Program Design • Practical Delivery 	<ul style="list-style-type: none"> • PRAC12 • ACT21
<u>Week 4</u>	<ul style="list-style-type: none"> • Practical Task – Scenario Client 7 <ul style="list-style-type: none"> - Moderate Risk Specific Populations • Program Design • Practical Delivery • First Aid – (all day) Practical and Theory 	<ul style="list-style-type: none"> • PRAC12 • ACT22
<u>Week 5</u>	<ul style="list-style-type: none"> • Practical Task – Scenario Client 8 <ul style="list-style-type: none"> - Moderate Risk Specific Populations • Program Design • Practical Delivery 	<ul style="list-style-type: none"> • PRAC12
<u>Week 6</u>	<ul style="list-style-type: none"> • Practical Task – Scenario Clients 9 and 10 <ul style="list-style-type: none"> - High Risk Specific Populations • Program Design • Practical Delivery 	<ul style="list-style-type: none"> • PRAC13
<u>Week 7</u>	<ul style="list-style-type: none"> • Major Program – Community Fitness Program - Mixed Fitness Circuits <ul style="list-style-type: none"> - Plan and Deliver a Community Fitness Program for Children 	<ul style="list-style-type: none"> • MP7
<u>Week 8</u>	<ul style="list-style-type: none"> • Major Program – Community Fitness Program - Mixed Fitness Circuits <ul style="list-style-type: none"> - Plan and Deliver a Community Fitness Program for Children • Complete Certificate Course Survey 	<ul style="list-style-type: none"> • MP7 • SURVEY • OC7
<u>Week 9-10</u>	<ul style="list-style-type: none"> • Major Program – Community Fitness Program - Mixed Fitness Circuits <ul style="list-style-type: none"> - Plan and Deliver a Community Fitness Program for Children • Finalise ALL Assessment 	<ul style="list-style-type: none"> • MP7 • RA

Term Planner – Term Three 2022

Year 12: SIT30116 Certificate III in Tourism

WEEK	Tuesday 6,7	Thursday 4,5	Friday 7
	<i>SITTTSL009 Process travel related documentation</i>		
1	12 July Section 3: Processing documentation pg 30 - 47 TSLAA Q17-26 Activity 5; Checkpoint 3; Worksheet 1; 24hr Clock Challenge; Worksheet 2; Calculating costs challenge	14 July Placement – Ash-Lee , Erica Section 3: Processing documentation Pg 48 – 61 TSLAA Q28-34 Calculating commissions challenge; Activity 7; Checkpoint 4; Checkpoint 5	15 July Complete outstanding areas in this unit
	<i>SITTTSL009 Prepare quotations</i>		
2	19 July Prepare Quotations pg 1-16 Activities 1-3; Q1-11; Checkpoint 1 & 2	21 July Placement – Sally, Taleisha Prepare Quotations pg 17- 32; Activity 4,5,6; Q12-23; Checkpoint 3	22 July Prepare Quotations pg33-41; Activity 7; Q26-29
3	26 July Prepare Quotations pg30-53; Q30-38; Activity 8, 9; Checkpoint 5	28 July Placement – Cassie, Elodie Prepare Quotations pg54-68; Q39-48; Checkpoint 6, 7	29 July Prepare Quotations Customer 1 quotation preparation
4	2 August Prepare Quotations Customer 2 quotation preparation	4 August 11 AQP Prepare Quotations Complete customer quotations	5 August 11 AQP Prepare Quotations Complete customer quotations
	<i>SITXCCS006 Provide service to customers</i>		
5	9 August Provide service to customers pg1-16; Checkpoint 1 CCS6obs External customer complaint – Phone call	11 August Provide service to customers pg 17-33; Checkpoint 2, 3 CCS6obs External customer complaint – Phone call	12 August Provide service to customers pg 33-41; Checkpoint 4 CCS6obs External customer complaint – Phone call
6	16 August Provide service to customers pg41-50; Checkpoint 5,6 CCS6obs External customer complaint – face to face	18 August Provide service to customers pg50 -56 Checkpoint 7 CCS6obs External customer complaint – face to face CCS6Bpro Internal customer request – Email + Phone query	19 August Provide service to customers CCS6Bpro Internal customer request – Email + Phone query
7	23 August Yr 12: Give out PROC 3 Task & explain / prepare Yr 11: Complete any practical tasks from service to customers unit	25 August Yr 12: PROC3 Task Receive phone call from customer Part A. Follow up email to customer Part B Yr 11: Complete any practical tasks from service to customers unit	26 August Yr 12: PROC 3 Task Research & build itinerary Part C Yr 11: Complete any practical tasks from service to customers unit
8	30 August Yr 12: PROC 3 Task Research & build itinerary Part C Yr 11: Complete any practical tasks from service to customers unit	1 September Yr 12: PROC 3 Task Research & build itinerary Part C Yr 11: Complete any practical tasks from service to customers unit	2 September Student Free Day
9	6 September Snr school exam block	8 September Snr school exam block	9 September Snr school exam block
10	13 September Yr 12: PROC 3 Task Email client to arrange face-to face meeting time Prepare documents including quotation Part D	15 September (Year 11 Only) Complete any work outstanding	16 September Student Free Day

Year 12 Chemistry
Term 3 Curriculum Outline 2022
Unit 3: Equilibrium, acids and redox reactions
Unit 4: Structure, synthesis and design

Week	Concepts covered	Homework	Assessment
1	Organic Materials: structure and function <ul style="list-style-type: none"> fats and oils Friday Flexi Day: Work on IA3 RI	As per Homework Sheet	
2	Organic Materials: structure and function <ul style="list-style-type: none"> soaps carbohydrates 	on Google Classroom	Draft of IA3 Monday
3	Analytical Techniques <ul style="list-style-type: none"> chromatography electrophoresis mass spectrometry x-ray crystallography infrared spectroscopy 	Chapter Questions and worksheets Revision Activities	IA3 Final Due Friday
4	Unit 4 Topic 2: Chemical synthesis and design <ul style="list-style-type: none"> Limiting and excess reagents Haber process Contact process Yield and the chemical industry 		Class Quiz
5	Chemical Synthesis (continued) <ul style="list-style-type: none"> Synthesis of fuels Fuel cells Principles of Green chemistry Atom economy 		
6	Macromolecules: polymers, proteins and carbohydrates <ul style="list-style-type: none"> Addition polymerisation Condensation polymerisation Peptide and glycosidic bonds Synthetic polymers Molecular manufacturing 		Class Quiz
7	Revision Unit 4		Formative assessment: Exam Unit 4
8	Revision Unit 3 & 4 <ul style="list-style-type: none"> EA practice questions 		
9	Exam block: Summative Internal Examination for internal calculation of results and for feedback. Refer to U3 & U4 learning objectives of the content that may be assessed in this task: 2 x 90 min exams (+ 10 min perusal) Each paper consists of a number of different types of possible items: <ul style="list-style-type: none"> multiple choice short response items requiring single-word, sentence or paragraph responses calculating using algorithms interpreting graphs, tables or diagrams responding to unseen data and/or stimulus 		
10	Review of exam results, reflection on exam preparation and goal setting for Term 4.		

Week	Concepts covered	Student tasks/resources
<u>Week 1</u>	<u>Comparing sustainable design approaches</u> <ul style="list-style-type: none"> Investigate how green design, fashion, architecture, graphic design can improve sustainability factors Analyse how sustainable design is influenced by decisions at a local, national and global level. Evaluate the impact of human wellbeing while balancing economic, social and ecological sustainability. 	<ul style="list-style-type: none"> Research task regarding different sustainable design processes Comparative evaluation of the impact of unsustainable approaches to design
<u>Week 2</u>	<u>Exploring successful design opportunities</u> <ul style="list-style-type: none"> Explore the nature of the design life cycle through launch, growth, maturity and decline Develop solutions to refine products to remain within the growth phase of the design lifecycle 	<ul style="list-style-type: none"> Analyse the design lifecycle in relation to a selection of successful and unsuccessful products Apply the lifecycle assessment matrix Draft due
<u>Week 3</u>	<u>How can products, services and environments be redesigned to improve their sustainability?</u> <ul style="list-style-type: none"> Investigate how McDonald's products, services and environments have been redesigned to improve sustainability Create a mood board to compare and contrast McDonald's from 1980 to 2020 Assess opportunities to reduce economic, social and ecological impact of other products. 	<ul style="list-style-type: none"> Case study 'Staying Ahead in Competitive Environment' Mood board template Trello.com
<u>Week 4</u>	<u>How can design opportunities arise from social needs in a community?</u> <ul style="list-style-type: none"> Explore 'The Empowerment Plan Detroit' case study Discuss how this design opportunity arose from social needs in the community Investigate Australian not for profit One Voice (mobile showers for the homeless) Analyse design opportunities to fill a market gap, create an entirely new market and improvement of human wellbeing. 	<ul style="list-style-type: none"> Case study 'The Empowerment Plan Detroit' Teacher developed design brief Assignment due
<u>Week 5</u>	<u>How do designers describe design opportunities?</u> <ul style="list-style-type: none"> Identify products, services and environments that have been designed for a specific cultural event Collect data about sustainable attributes Identify a range of relevant stakeholders Explore examples of consumers being willing to pay more for ecologically and socially sustainable items based on ethical considerations Deconstruct a design brief to identify the features and constraints of a problem. 	<ul style="list-style-type: none"> Nelson visual communication tasks 1-4 Product review
<u>Week 6</u>	<u>What is redesign? How is it used by designers to develop sustainable designs?</u> <ul style="list-style-type: none"> Select a product, service or environment in the school and consider how it could be redesigned to improve its sustainability Apply circular design strategies by reading 'How to use the product lifecycle' Consider the future of design beyond a single design lifecycle. 	<ul style="list-style-type: none"> Product lifecycle worksheet
<u>Week 7</u>	<u>What is redesign? How is it used by designers to develop sustainable designs? Cont.</u> <ul style="list-style-type: none"> Investigate examples of redesigned products, services and environments from earlier versions Divide examples into two groups according to technological changes and social, ecological, or economical influences Identify unpredictable consequences beyond the control of the designer for example, software, materials and production decisions. 	<ul style="list-style-type: none"> Generating ideas and problem solving through SCAMPER
<u>Week 8</u>	<u>Investigating obsolescence in design</u> <ul style="list-style-type: none"> Investigate the difference between functional and planned obsolescence Discuss ethical responsibilities to the community and other designers regarding planned obsolescence Analyse an item that has built-in obsolescence as a major feature, for example the ball-point pen Evaluate the functionality in relation to another model that does not have built-in obsolescence. 	<ul style="list-style-type: none"> Functional v planned obsolescence investigation task Obsolescence case study Dr Keeble
<u>Week 9</u>	<ul style="list-style-type: none"> Revise key concepts in service development for sustainability Complete mock exam and provide peer feedback 	<ul style="list-style-type: none"> In class practice exam Practice Exam
<u>Week 10</u>	<u>Developing sustainable solutions using design thinking</u> <ul style="list-style-type: none"> Explore memory sketching technique Devise sustainable design solutions to reduce household food waste 	<ul style="list-style-type: none"> Memory sketching PPT

YEAR 12 Drama

UNIT 4 TERM 3, 2022 - Transform

Week	Learning experiences & assessment
Week 1	<ul style="list-style-type: none"> Unit 4: <i>Transform</i>: consider and evaluate requirements of IA3 directorial project Discuss ways contemporary theatre practice informed by inherited theatrical style of Elizabethan theatre. Explore and evaluate how contemporary theatre can reframe and transform Shakespearian theatre conventions for a 21st century audience. Consider modern interpretations of <i>The Tempest</i> through digital and real staging Intel Meets Shakespeare in a Modern Play Of "The Tempest" - YouTube The Tempest Cinema Trailer Royal Shakespeare Company - YouTube
Week 2	<ul style="list-style-type: none"> Explore RSC DVD <i>The Tempest</i>. Evaluate the manipulation of identified convention/s of Elizabethan Theatre for contemporary audiences. Research contemporary theatre companies for excerpts of live <i>The Tempest</i> performances. Examine, respond to and justify: How is dramatic meaning created through EoD's and transformed Elizabethan style conventions? - Designing The Tempest London Royal Shakespeare Company - YouTube How do the artists shape dramatic languages to communicate to 21st century audiences? - What makes some of these examples theatre rather than dance, or installation? The Tempest: The Royal Shakespeare Company - YouTube
Week 3	<ul style="list-style-type: none"> Reflect on Stage Picture transformation to contemporary theatre conventions. Apply conventions to IA3 pitch planning. Consider excerpts from The Globe Theatre 2020 live streamed <i>The Tempest</i> performance to evaluate and respond to research activity questions (shared practical Stage Picture transformation). Apply knowledge to contemporary audience purpose & meaning. Consider challenges of performance; discuss performance and dramatic meaning through style conventions and audience engagement. Submit draft for feedback.
Week 4	<ul style="list-style-type: none"> Prepare pitch: context of performance and its relationship between dramatic action & dramatic meaning; how meaning & purpose will be evident through contemporary performance conventions; how & why EoDs contribute to production; key moments to highlight directorial vision; visual images to support vision.
Week 5	<ul style="list-style-type: none"> IA3 Part A Pitch presentation Decide on and evaluate directorial vision to be developed as an ensemble. Interpret play excerpt, block script in stage space. Rehearse.
Week 6	<ul style="list-style-type: none"> Workshop play excerpt, block script in stage space. Consider and reflect on EoDs & conventions of contemporary performance. Seek teacher feedback. Rehearse.
Week 7	<ul style="list-style-type: none"> IA3 Part B performance <i>Boy girl wall ... The Escapists</i>. View recorded live performance
Week 8	<ul style="list-style-type: none"> Read playtext; consider and evaluate the dramatic meaning of the play- the theme / message that The Escapists are conveying to their audience? Evaluate how effectively the chosen convention was manipulated to contribute to the dramatic meaning. How does it impact contemporary audiences? Practise responding to excerpts from a recorded live professional production (unseen stimulus, under supervised conditions). Convention/s and EoD analysis, evaluation, justification.
Weeks 9/10	<ul style="list-style-type: none"> Consider teacher feedback regarding clear contention, argument and sustained position in response to live performance (analysis, evaluation, justification, synthesis). Review <i>Boy girl wall</i> knowledge of how conventions of Contemporary performance in professional live or recorded live theatre are manipulated to address the needs of a 21st century audience. Mock exams start Monday 5th Sept

Year 12 Essential English – Term 3, 2022

Unit 4: Representations in popular culture texts

Topic 2: Creating representations of Australian identities, places, events and concepts

Week	Content & concepts covered, student tasks, relevant texts
<u>Week 1</u> 11-15 July	Orientating phase: <ul style="list-style-type: none"> • What does it mean to be Australian? – considering and reflecting on Australian identity. • Who am I? Understanding and reflecting on what shapes people's identity
<u>Week 2</u> 18-22 July	Enhancing phase: <ul style="list-style-type: none"> • Representations of youth: <ul style="list-style-type: none"> ✓ Analysing & examining film/video texts: <i>Puberty Blues</i>, <i>Summer Heights High</i> ✓ Analysing & examining short stories – <i>20 minute hero</i>: Nick Earls, <i>Jasper Jones</i>: Craig Silvey Creative writing activities – creating characters and settings
<u>Week 3</u> 25-29 July	Enhancing phase: <ul style="list-style-type: none"> • Representations of race/ethnicity: <ul style="list-style-type: none"> ✓ Analysing & examining film/video texts: <i>Black Comedy</i> (ABC) Sooshi Mango: ethnic dad clips (Facebook) ✓ Analysing & examining short stories – <i>Growing up Aboriginal in Australia</i>, <i>Growing up Asian in Australia</i> Creative writing activity – creating empathy: putting yourself in someone else's shoes
<u>Week 4</u> 1-5 August	Enhancing phase: <ul style="list-style-type: none"> • Representations of social class: <ul style="list-style-type: none"> ✓ Analysing & examining film/video texts: <i>Struggle Street</i> (SBS), <i>Kath & Kim</i> (ABC) ✓ Analysing & examining short stories – <i>Looking for Alibrandi</i> Creative writing – using an object to tell a story (symbolism)
<u>Week 5</u> 8-12 August	Enhancing phase: <ul style="list-style-type: none"> • Representations of gender: <ul style="list-style-type: none"> ✓ Analysing & examining film/video texts: <i>If a man lived like a woman for a day</i> (YouTube), Gillette advertisements ✓ Analysing & examining short stories – <i>Throwing down the gauntlet</i>, <i>My brother's God</i> Creative writing – creating an engaging start: sizzling stories
<u>Week 6</u> 15-19 August	Enhancing phase: <ul style="list-style-type: none"> • Representations of sexuality: <ul style="list-style-type: none"> ✓ Analysing & examining film/video texts: <i>Pricilla Queen of the Desert</i>, <i>Hannah Gadsby's Nanette</i> ✓ Analysing & examining short stories – <i>Growing-up Queer in Australia</i> Creative writing – creating mood and atmosphere: sensory writing IA4 task distributed – Friday 19 th August
<u>Week 7</u> 22-26 August	Synthesising phase: <ul style="list-style-type: none"> • Understanding what makes an effective short story (review) • Create a plan for Short Story – characters, setting, plot, themes, etc. Check-point 1 – response proposal – Wednesday 24 th August <ul style="list-style-type: none"> • Creating representations – drafting of short story – developing representations: characters, setting, plot and themes, etc.
<u>Week 8</u> 29 August 2 Sept.	Synthesising phase: <ul style="list-style-type: none"> • Creating representations – drafting of short story continues – developing representations: characters, setting, plot and themes, etc.
<u>Week 9</u> 5-9 Sept	Synthesising phase: exam block – conferencing sessions Check-point 2 – conferencing of short story <ul style="list-style-type: none"> • Editing of short story – continue to develop representations
<u>Week 10</u> 12-15 Sept	Synthesising phase: IA4 task due – Tuesday 13 th September

Week	Learning experiences & assessment	Text Book Exercises
Week 1 (wed and Thur only)	Revisit from Term 2: <ul style="list-style-type: none"> • Calculate relative frequencies from results • construct a sample space for an experiment 	
Week 2	<ul style="list-style-type: none"> • use a sample space to determine the probability of outcomes for an experiment • use arrays or tree diagrams to determine the outcomes and the probabilities for experiments 	
Week 3	<p style="text-align: center;">Cartesian Plane and Bivariate Scatterplots</p> <ul style="list-style-type: none"> • demonstrate familiarity with Cartesian coordinates in two dimensions by plotting points on the Cartesian plane • generate tables of values for linear functions, including for negative values of x • Practical applications of linear functions (phone company, taxi) 	
Week 4	<ul style="list-style-type: none"> • graph linear functions for all values of x with pencil and paper and with graphing software (DESMOS) • describe the patterns and features of bivariate data • Investigation – measure arm span and height 	
Week 5	<p style="text-align: center;">Bivariate scatterplots</p> <ul style="list-style-type: none"> • describe the association between two numerical variables in terms of direction (positive/negative), form (linear/non-linear) and strength (strong/moderate/weak). • identify the dependent and independent variable 	Ex 8D Ex 9A
Week 6	<ul style="list-style-type: none"> • find the line of best fit by eye • Interpreting relationships between variables using line of best fit 	Ex 9B Scatterplot handout
Week 7	<ul style="list-style-type: none"> • Use technology to find the correlation efficient (an indicator of the strength of linear association) [complex] • use the line of best fit to make predictions, both by interpolation and extrapolation [complex] • recognise the dangers of extrapolation [complex] 	Ex 9D Ex 9E
Week 8	Revision	
Week 9	Exam	

TERM: 2, 2022 Unit 4: *Slow Fashion*

WEEK	Monday P1,2	Wednesday P4,5	Friday P2
1	<p>11 July Work on Extended Response Task</p> <p>Critique the concept of the capsule wardrobe by evaluating the value of the fashion items.</p>	<p>13 July Draft Magazine Article Due</p> <p>Analyse how the capsule wardrobe may contribute to a sustainable fashionista's wardrobe</p>	<p>15 July [12 AQP training; Flexible Friday]</p> <p>View inspirational clips on use of reclaimed materials in fashion projects. Make notes on the ideas presented and your perception on use.</p>
2	<p>18 July</p> <p>Review draft feedback.</p> <p>Identify materials to recycle / upcycle to make a statement about sustainable / ethical fashion</p>	<p>20 July Extended writing task DUE</p> <p>Give out Project Task</p> <p>Interpret fashion fundamentals required to repurpose / refashion materials into new items</p>	<p>22 July</p> <p>Understand the multi-modal component of the task. Examine vlogs</p>
3	<p>25 July</p> <p>Synthesise ideas to draw / sketch / annotate solutions</p>	<p>27 July</p> <p>Synthesise ideas to draw / sketch / annotate solutions Plan solutions by developing steps / instructions / templates/ material lists</p>	<p>29 July [12 AQP; Flexible Friday]</p> <p>Continue to plan solutions / source materials needed</p>
4	<p>1 August</p> <p>Create a plan / script for the vlog Source materials, equipment</p>	<p>3 August</p> <p>Produce fashion solutions</p>	<p>5 August</p> <p>Produce fashion solutions</p>
5	<p>8 August</p> <p>Produce fashion solutions</p>	<p>10 August</p> <p>Produce fashion solutions</p>	<p>12 August</p> <p>Produce fashion solutions</p>
6	<p>15 August</p> <p>Produce fashion solutions</p>	<p>17 August</p> <p>Produce fashion solutions</p>	<p>19 August</p> <p>Produce fashion solutions</p>
7	<p>22 August</p> <p>Produce fashion solutions</p>	<p>24 August</p> <p>Produce fashion solutions</p>	<p>28 August</p> <p>Produce fashion solutions</p>
8	<p>29 August</p> <p>Produce fashion solutions</p>	<p>31 August</p> <p>Produce fashion solutions</p>	<p>2 September</p> <p>Student Free Day</p>
9	<p>5 September Senior Exam block</p>	<p>7 September Senior Exam block</p>	<p>9 September Senior Exam block</p>
10	<p>12 September Senior Exam block</p>	<p>14 September Yr 12 Formal</p>	<p>15 September</p> <p>Student Free Day</p>

St Ursula's College Yeppoon

Year 12 French Term 3 2022

Unit: 4. Topic 1 cont. (Finishing secondary school, plans and reflection)

Topic 2 (Responsibilities and moving on)

Week	Concepts and learning experiences		
<u>Week 1</u>	Topic 1 (cont.) Reflect on Year 12, expressing regrets: QDN p.134, 136, p. 138: 'faites le point'. Evaluate/compare pathways/options available to young adults after finishing Year 12 'Choisir sa voie' QDN p. 131-133 Grammar : SI CLAUSES Level 3 (plus que parfait + conditionnel passé)		
<u>Week 2</u>	Consider the role of French in your future: study, travel, career prospects		
<u>Week 3</u>	Students start working on IA3 ER Session 1 (Unit 4 Topics 1,2) Extended response.		
<u>Week 4</u>	<i>Students continue working on IA3 ER Session 1</i> Analysing French texts in French – Create a multimedia presentation		
<u>Week 5</u>	Interview prep Finalising IA3	IA3 ER Session 2, Interviews Unprepared student-centered conversation 11/08/22	IA3 ER Session 1 due Friday 12/08/22
<u>Week 6</u>	Responsibilities and moving on QDN CH.8 Looking for a job, studying in France (QDN p.136)		
<u>Week 7</u>	Evaluating options: looking for a job, studying – PACT analysis in target language Investigate the rights of teenagers under 18 years old in French-speaking countries		
<u>Week 8</u>	Consolidation : writing a cover letter (lettre de motivation) Analyse sample letters (letter de motivation, demande d'emploi) Applying for a placement/job: Writing task: 250 words (Monday, 29 August: Results for IA3 due – QCAA upload deadline)		
<u>Week 9</u>	Trial Exam Block 1-9 Sept		
<u>Week 10</u>	Revisions week Grammar: composed tenses, subjunctive Writing practice with a focus on job application/cover letters Revision book based on external European languages external exams	Senior Formal Thursday 15 September (Year 12 Student Free Day)	

Year 12 General English Term 3 2022
Unit 4 Topic 1: Critical Response to Literary Texts (EA1) - Hamlet

Week	Concepts covered	Resources
Term 2: Week 9 & Term 3: Week 1	<p>Introduction to <i>Hamlet</i> (Before Reading/Viewing)</p> <ul style="list-style-type: none"> Investigate the life and times of William Shakespeare Investigate the English Renaissance; Elizabethan era and Elizabethan culture Summarise the social, cultural and historical context of <i>Hamlet</i> and how this impacts our reading of the play. View <i>Shakespeare Uncovered</i> and complete handout examining why Hamlet is timeless and continues to influence audiences today. Research examples of how <i>Hamlet</i> has influenced other texts, eg. <i>The Lion King</i>, <i>Sons of Anarchy</i>. Also popular music (<i>Ophelia</i> by the Band; <i>The King Must Die</i> by Elton John; <i>Dear Ophelia</i> by Abney Park; <i>Cruel to be Kind</i> by Nick Lowe). Understand the elements of Shakespearean tragedies Understand and experiment with Shakespearean language Develop an understanding of the play's plot and characters (and character relationships) prior to viewing/reading. View condensed versions of <i>Hamlet</i>, eg. The Simpsons, to develop understanding of the plot. Define and explore the notion of tragedy and tragic heroes, as well as the archetypal structure and elements of Shakespearean tragedies 	<ul style="list-style-type: none"> David Tennant, 'Shakespeare Uncovered', BBC (Clickview) <i>The Simpsons history channel — Hamlet</i>, www.youtube.com/watch?v=O41bHX7kUPU
Week 2-4	<p>Close Study of Hamlet (During Reading/Viewing)</p> <p>For each Act, students will:</p> <ul style="list-style-type: none"> View and read Acts 1- 5 Construct written responses to comprehension questions Understand, identify and interpret examples of literary devices Shakespeare has used in each act. Study each Act through various close study questions (handout) Summarise each Act (sticky note summaries) Plot the main events of each act on a Narrative Plot Graph using the Tragedy structure. Explore key ideas revealed in the play (revenge, appearance vs reality, action vs inaction, death, corruption, disease and decay, power, gender) Develop glossary of new vocabulary Identify the use of language devices, dramatic elements, aesthetic features as the play progresses Record questions to generate class discussions about the play's themes and contemporary relevance <p>Understanding Hamlet (After Reading)</p> <ul style="list-style-type: none"> Read handout "What is the Play About" Create character map outlining the relationships between each character. Create thematic mind map and summarise the main plot and themes of the play (politics & society, revenge, madness, sin and salvation, appearance vs reality etc) 	<ul style="list-style-type: none"> <i>Hamlet</i> – film text (Clickview) <i>Hamlet</i> – play text <i>Hamlet</i> Close Study Question handout SparkNotes resources LitCharts resources
Week 5 - 6	<p>Analysing Hamlet</p> <ul style="list-style-type: none"> Analyse Hamlet focusing on perspectives and/or representations constructed in texts to position audiences to accept certain cultural assumptions, values, beliefs and/or attitudes Analyse Shakespeare's use of stylistic and aesthetic devices used to shape the text. View and interpret film adaptations of <i>Hamlet</i>, focusing on key scenes Read and interpret literary essays on a variety of topics about <i>Hamlet</i> – identify the contention in each essay and the supporting arguments; annotate each essay; compare the strength/validity of arguments in each essay 	<ul style="list-style-type: none"> John Green Crash Course Videos Gertrude Talks Back text Adaptations (Clickview) Scene analysis (Clickview)
Week 7-9	<p>Deconstructing Exemplars</p> <ul style="list-style-type: none"> Read various student exemplars and analyse the structural and language features of analytical essays. Determine grade of exemplars through using the EAMG to mark student work <p>Reviewing Analytical Writing</p> <ul style="list-style-type: none"> Review elements of analytical sentences (evidence, analytical language and interpreted meaning and explanation) Understand and practice how to embed quotes in analytical writing Experiment with developing academic/formal tone in analytical writing through expanding of contractions, using evaluative language to convey opinion, nominalisation, removing redundant words, removing adverbs and overuse of 'that' and 'the'. Experiment with use of text connective to develop cohesion. Review effective essay planning strategies Construct a bank of possible essay questions; learn how to deconstruct an essay question <p>Constructing Written Responses</p> <ul style="list-style-type: none"> Construct various short and extended written responses to seen and unseen questions. Some activities must include no access to the play. Review how to construct effective thesis statements and topic sentences Review how to select best evidence and discuss best order of ideas for cohesion and precision. Focused activities for improvement of written responses also to occur but dependent of class, group and individual feedback. 	<ul style="list-style-type: none"> Various exemplars Literary essays Practice exam questions
Week 10	<p>Formative Assessment Task – Practise External Exam</p> <ul style="list-style-type: none"> Demonstrate understanding of the play through constructing an extended written response to an unseen question 	Formative Assessment Task - Practise Exam
Week 1-3 T4	<p>Focused Feedback Lessons</p> <ul style="list-style-type: none"> Focused activities for improvement of written responses dependent of class, group and individual feedback from mock exams. 	

Week	Learning experiences & assessment	Text Book
Week 1	<ul style="list-style-type: none"> • Construct precedence tables from activity networks and vice versa • Interpret forward and backward scanning • Determine the critical path • Apply critical path analysis 	Ex 12A Ex 12B Ex 12C
Week 2	<ul style="list-style-type: none"> • Apply critical path analysis • Use revision sheet to review compound interest loans and investments, reducing balance loans, annuities and perpetuities, graphs and networks and connector, assignment and flow problems. 	Ex 12C Review Ex Chapters 7-11
Week 3	<ul style="list-style-type: none"> • Use revision sheet to review compound interest loans and investments, reducing balance loans, annuities and perpetuities, graphs and networks and connector, assignment and flow problems. 	Review Ex Chapters 7-11
Week 4	<ul style="list-style-type: none"> • Use revision sheet to review compound interest loans and investments, reducing balance loans, annuities and perpetuities, graphs and networks and connector, assignment and flow problems. 	Review Ex Chapters 7-11
Week 5	<ul style="list-style-type: none"> • IA3 Unit 4 Exam Wednesday August 10 8:35-10:40 	
Week 6	<ul style="list-style-type: none"> • Exam feedback to inform strengths and weaknesses from Unit 4 exam • Review all topics from Units 3 and 4 	Review Exercises
Weeks 7 & 8	<ul style="list-style-type: none"> • Review all topics from Units 3 and 4 • Review exam strategies and tips 	Review Exercises
Week 9	<ul style="list-style-type: none"> • Mock External Exam (50% weighting) • Time TBC 	
Week 10	<ul style="list-style-type: none"> • Feedback from Mock External Exam 	

12 Geography Term 3, 2022

Unit 4 – Managing population change. Topic 2 Global population change

Topic 2 objectives - Students explain the geographical processes that result in patterns and trends in global populations and how these changes have been represented over time using models. They recognise the spatial patterns of population distributions and the implications for people and places. Students investigate the demographic and geographic processes that have resulted in the movements of people across the world and the impacts for places of origin and places of destination. Students conduct a case study to understand variations in the global characteristics of population distributions and the implications of these transitions on places and for people. Through their investigation, students develop empathy for and understanding of the reasons people move and the challenges this poses for communities.

	Monday X2	Wednesday X2	Friday X1
	Topic 2 – 4.2 Global population change – continued from term 2 Explain the demographic processes that cause variations in the spatial distributions of global population characteristics, including population momentum Explain how population trends and characteristics have been described over time using models (e.g. Demographic Transition Model ; Rostow's Stages of Growth Model; Wallerstein's World-Systems theory) and decide whether these are still applicable to describe contemporary and projected population changes		
WK1	Review of topic so far. Factor 2 – mortality rates- death rates/ infant mortality & life expectancy Skill – revise formulas (crude birth rate/ crude death rate & rate of natural increase as a %) Thomas Malthus, theories of population growth.	Age – Sex structure Population Momentum Foreign correspondence – Impact of China's one child policy Skill : Review population patterns/ characteristics shown on population pyramids (Expansive/ Constrictive/ Stationary).	Theories of population growth and economic development – Rostow's stages of growth Wallerstein's World-Systems theory The Demographic transition model – link stages to population pyramids. Flexible learning from home Skill – Scattergraph – population growth and economic development Exam question/s
WK 2	Focus – 4.3 An ageing world Analyse geographic data represented in maps and graphs to infer how the patterns and trends represent specific challenges at global and regional scales		
	Decide whether these theories of population growth and economic development are still applicable to describe contemporary and projected population changes.	An ageing world: Declining fertility and increased life expectancy Skill – double column graphs & scattergraph	Challenges of an ageing population Skill: Review calculation of dependency ratio Case study – Ageing populations in China and Japan
WK 3	Recognise current population growth, distribution and density and represent global population patterns in maps, using spatial technologies and identify relationships and implications for people		
	4.4 Patterns of changing population distribution and density. Factors influencing population distribution Analyse impact of changing population distributions and densities	Distribution of population within countries Case study -Cambodia – measuring unequal distributions	Skill : The Lorenz curve – How? Apply the skill to Cambodia Flexible learning from home Exam question/s
WK 4	Explain the causes of internal migrations , both forced and voluntary, as a result of human factors and other geographical and environmental processes. Explain the causes of international migrations , both forced and voluntary, as a result of human factors as for internal migrations and other factors (e.g. educational opportunities and/or geographic and environmental processes or ecological breakdown) and other factors (e.g. climate change).		
	4.5 People on the move. Analyse why people migrate. Push & Pull factors Forced migration – natural hazards & disasters, climate change, dam construction, persecution, conflict, drought and food insecurity	Voluntary migration- Economic factors, education, social, environmental, governance.	International migration – Skill: analyse current data Impact of migration on host area and the area they have moved from. Including: -on population -on the workforce -enclave and ghetto development Exam Question
WK 5	Explain the causes of internal migrations, both forced and voluntary, as a result of human factors and other geographical and environmental processes. Explain the causes of international migrations, both forced and voluntary, as a result of human factors as for internal migrations and other factors (e.g. educational opportunities and/or geographic and environmental processes or ecological breakdown) and other factors (e.g. climate change).		
	Review of content so far Examine the public QCAA exam questions	Skill – Pie charts - analysing population statistics in the UK Voluntary migration in Europe	Skill – Analysing the distribution of migrants, Choropleth map Exam question
WK 6	Modelling migration patterns		
	Migration in Japan Modelling migration patterns- Mobility transition model	Migration within countries – internal migration – Skill – Spearman's rank	Internal migration in Vietnam & UK Skill – double column graph/ choropleth map Exam question
WK 7	Case study: to identify the impacts on places of origin (e.g. declining populations, gender imbalance, employment opportunities, decline in agricultural production) and places of destination (e.g. urbanisation, ghettoisation, resource availability) as a result of internal or international migrations, for a place in the developing world.		
	Planned migration	Case study: explain the geographical processes that have resulted in migration (internal and/or international) to the place under investigation and <i>manipulate</i> , adapt and <i>transform</i> data, using spatial and information and communication technologies to represent and describe the geographic patterns and trends in population flows for the place under investigation	Case study: analyse data and information to explain the changing characteristics of populations for the place under investigation as a result of migration, e.g. population growth rates and population density, and the changing characteristics of the place/places of origin, e.g. declining populations, change age/sex structure & apply geographical understanding by extrapolating from their analysis to identify the impacts on places of origin (e.g. workforce structure, population momentum) and the impacts on the place of destination (e.g. ghettoisation, urbanisation, cultural and ethnic diversity) being investigated Case study: identify and describe current or future responses (e.g. national or regional strategies and initiatives, non-government responses, international or governmental agreements) & communicate understanding of the impacts of population change on places of origin and places of destination and the challenge of sustainable responses. Exam question/ Revision for Mock exam Review of content and concepts
8	Revision activities Monday and Wednesday Friday 2 nd SFD		
9	MOCK EXAMS – Monday 5 th of September -Monday 12 th of September		
10	Wednesday - External exam preparation Friday - SFD		

Year 12 HEALTH - Term 3, 2022
UNIT 4: Respectful relationships in the post-schooling transition

Week	Concepts covered	Student tasks/ resources/assessment
1	<ul style="list-style-type: none"> investigate primary data collection pre-test methods to support decisions about the influence of respectful relationships on trajectories in the post-school transition for their Year 12 cohort 	<ul style="list-style-type: none"> research question based collection forms/surveys IA3 - draft due Friday
2	<ul style="list-style-type: none"> Respond to draft feedback and edit/proofread/finalise reference list comprehend and use the diffusion of innovations model and its principles and stages as an action strategy to enable respectful relationships within the context of the education, work and family post-schooling trajectories 	<ul style="list-style-type: none"> Review notes from Unit 3
3	<ul style="list-style-type: none"> comprehend and use the diffusion process variables and general factors that influence the success and speed innovations are adopted (innovation uptake) 	<ul style="list-style-type: none"> Review resources on Google Classroom IA3 - summative assessment task due Friday
4	<ul style="list-style-type: none"> investigate innovations that enable respectful relationships within the post-schooling education, work and family trajectories of the post-schooling transition 	<ul style="list-style-type: none"> Review resources on Google Classroom
5	<p>STAGE 3: EVALUATE & REFLECT ON ACTION TO INFLUENCE THE DIFFUSION OF INNOVATIONS RELATED TO RESPECTFUL RELATIONSHIPS IN THE POST-SCHOOLING TRANSITION</p> <ul style="list-style-type: none"> synthesise information about innovations to evaluate and reflect their relevance for the needs of their Year 12 cohort in their post schooling education, work or family trajectories drawing on diffusion variables, RE-AIM and primary data make decisions about the most appropriate innovation to influence respectful relationships in the post-schooling transition for their Year 12 cohort 	<ul style="list-style-type: none"> Review resources on One Note and class notes
6	<ul style="list-style-type: none"> critique the health literacy skills of the target audience to predict the impact on the diffusion strategy synthesise information to recommend improvements that strengthen diffusion to enhance innovation uptake to influence respectful relationships in the post schooling transition for their Year 12 cohort 	<p>IA3 results uploaded into QCAA</p> <ul style="list-style-type: none"> Review resources on Google Classroom and class notes
7	<ul style="list-style-type: none"> justify the recommendation using data from primary sources and secondary sources make decisions about and use mode-appropriate strategies to communicate with stakeholders by disseminating action, findings and recommendations 	<ul style="list-style-type: none"> Review resources on Google Classroom and class notes
8	<p>EXTERNAL EXAM PREPARATION</p> <ul style="list-style-type: none"> Review Unit 4 content and cognitive verbs Understand how the external exam is administered and some hints and tips to approaching the exam 	<ul style="list-style-type: none"> Review class notes from Units 1 - 4 Structured revision activities
9	<ul style="list-style-type: none"> External Mock Exams 	Mock EE
10	<ul style="list-style-type: none"> Respond to feedback on Mock Exams Create EE study notes 	

Year 12 Japanese 2022

*Term 3 Unit 4: Finishing secondary school, plans and reflections;
Responsibilities and moving on*

Week	Concepts covered and activities
1	<ul style="list-style-type: none"> Consider a variety of perspectives about finishing school and plans for the future Comment on personal feelings about your experiences at school Grammar - formal writing using masu stem of verb Compare and contrast post-school options Complete draft of IA3 and submit
2	<ul style="list-style-type: none"> Edit IA3 script and practice Create a PowerPoint that supports your script with specific references to PACT and your evaluation
3	<ul style="list-style-type: none"> Practise speaking about your perspective and justify <p>IA3 Multimodal presentation Session 1 due Thursday</p> <p>IA3 interacting in Japanese Session 2 - conversation Friday.</p>
4	<ul style="list-style-type: none"> Conduct a conversation regarding your experiences at school, the relationships you valued, what you will miss when you leave, and your plans for next year. Analyse listening text and write response in Japanese with attention to PACT
5	<ul style="list-style-type: none"> Flash cards and memory games to recall pertinent vocabulary and kanji Analyse reading text and write response in Japanese with attention to PACT
6	<ul style="list-style-type: none"> Use topic cards to create a Japanese text on a given topic Practice creating sentences that show emotion on feeling Analyse and evaluate listening and reading texts and respond in English Kanji Queen
7	<ul style="list-style-type: none"> Discuss values and attitudes of Japanese people in relation to last year of school and moving on Memorisation activities and sites to broaden ability to recall and write vocab and kanji Determine your areas of strength and weakness and work on those areas
8	<ul style="list-style-type: none"> Continue with topic cards to create a short or extended text on a given topic Focus on correct kanji and spelling of words Focus on joshi usage
9	<ul style="list-style-type: none"> Exam block – Japanese Trial exam
10	<ul style="list-style-type: none"> Trial exam feedback Learning activities based on feedback

Year 12 Legal Studies:

Term 3 Human Rights

Week	Concepts covered	Student tasks/resources
Wk 1	<ul style="list-style-type: none"> Peer feedback on response. Decide if response is logical, supported by evidence. Identify 2 positives & Propose 2 suggestions [T4] Apply conferencing advice to draft. [T5] Use Referencing conventions 	<ul style="list-style-type: none"> Sample IA3
Wk 2	<ul style="list-style-type: none"> IA3 Due first lesson this week. In pairs, explain one legal process available to Australian citizens to resolve HR complaints. Choose from: protesting, lobbying, lodging complaints, tribunal or court action. Select relevant information, explain legal processes involved, describe strengths & weaknesses of option, create 3/4 Google slides to show understanding Explain & analyse Qld Law Reform Commission's role in advocating for HR on an issue e.g. Review of termination of pregnancy laws or DV Disclosure Scheme (dot points/ sentences) Repeat for ALRC e.g. Recognition of Aboriginal Customary Laws, Freedom of Speech, Fair Trial (dot points/ sentences) https://www.alrc.gov.au/publication/traditional-rights-and-freedoms-encroachments-by-commonwealth-laws-ip-46/2-freedom-of-speech/ https://www.alrc.gov.au/publication/traditional-rights-and-freedoms-encroachments-by-commonwealth-laws-ip-46/8-fair-trial/ 	<ul style="list-style-type: none"> https://www.humanrights.gov.au/complaints https://www.smh.com.au/opinion/how-the-rise-of-the-lobbyist-is-corrupting-australias-democracy-20150515-gh2iyw.html https://info.australia.gov.au/information-and-services/public-safety-and-law/courts-and-tribunals https://www.abc.net.au/news/2015-07-18/no-room-for-racism-and-reclaim-australia-protesters-clash/6630358 https://www qlrc.qld.gov.au/recently-completed-reviews Textbook pp405-412 <p style="background-color: yellow;">IA3 due Monday</p>
Wk 3	<ul style="list-style-type: none"> Explain how the AHRC protects & advocates for HR. Use examples of current advocacy campaigns to justify your answer. (dot points/ sentences) Analyse the effectiveness of QLRC, ALRC, AHRC in advocating for & protecting HR. Use a SWOT analysis Use ILAC method to analyse HR cases – what was the case about? What decision was made? How has the law changed? Which stakeholders benefited? What impact did the decision have on Qld/ Australia/ The world? (sentences) Using information from previous activities, analyse the importance of courts in protecting HR (extended response 300 words) [T3] 	<ul style="list-style-type: none"> https://www.humanrights.gov.au/about/news SWOT Analysis handout https://www.humanrights.gov.au/our-work/human-rights-21-bench-landmark-human-rights-cases https://www.humanrights.gov.au/our-work/education/human-rights-explained-case-studies-complaints-about-australia-human-rights ILAC Handout
Wk 4	<ul style="list-style-type: none"> Examine Qld Council for Civil Liberties or Australian Human Rights Centre or Australian Lawyers for Human Rights or Australian Lawyers Alliance. Explain the group's role, identify current HR issues they're addressing, analyse their effectiveness in protecting & advocating for HR. (dot points/Google slides) Create an infographic to explain & analyse the role of a special interest group (ACRATH, Australian Catholic Migrant & Refugee Office, Catholic Alliance, Caritas Australia, Asylum Seeker Resource Council, Amnesty International, International Federation of Red Cross & Red Crescent Societies, Human Rights Watch, Oxfam Australia, Asia Pacific Forum) in protecting & advocating for HR in Australia. Use statistics & examples of current issues they're addressing. 	<ul style="list-style-type: none"> https://www.qccl.org.au http://archive.ahrcentre.org/ https://alhr.org.au/ https://www.lawyersalliance.com.au/ https://www.humanrights.gov.au/about/links-human-rights-organisations-and-resources#hr Textbook Chapter 23 (pp447-459)
Wk 5	<ul style="list-style-type: none"> Consider the Australian media's role, power and influence in protecting HRs. Decide if there are limitations on their ability to do so. Contrast the media in Australia with another country where more restrictions are placed on the media. Interpret relationships & patterns. Analyse recent newspaper articles to assess the Australian media's role in advocating for HRs. Identify the issues raised in each article using the ILAC method. [T3] 	<ul style="list-style-type: none"> https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=23026&LangID=E https://cpi.org/2015/04/10-most-censored-countries.php https://freedomhouse.org/report/freedom-press/2017/press-freedoms-dark-horizon https://www.mea.org/campaigns/press-freedom/ https://pressfreedom.org.au/
Wk 6	<ul style="list-style-type: none"> Create a KWL (Know, Want to Know, Learnt) chart, flashcards, kahoot to summarise understanding of implied and express rights. Source analysis Free Speech, Right to Protest, Freedom from Discrimination, Right to Democratic Representation, Religious Freedom, Jury Trial – explain how each right is protected by international &/or domestic legislation, discuss the legal significance of each right. [T3/4] Reflect using Positives, Challenges & Questions. 	<ul style="list-style-type: none"> Source information packages Excursion to the Court House Lessons 1-5 Thursday
Wk 7	<ul style="list-style-type: none"> Source analysis: Right to Democratic Representation, Religious Freedom, Jury Trial – explain how each right is protected by international &/or domestic legislation, discuss the legal significance of each right. [T3/4] Case study – <i>Racial Discrimination Act 1975</i> Public access mock exam - Grade using ISMG? 	<ul style="list-style-type: none"> Source information packages Public access mock exam Thursday 25 August
Wk 8	<ul style="list-style-type: none"> Exam style questions – guided responses & peer marking 	
Wk 9	<ul style="list-style-type: none"> Mock Exams 	
Wk 10	<ul style="list-style-type: none"> Review Mock results 	

Week	Learning experiences & assessment
Week 1 11-15 July	<ul style="list-style-type: none"> Explore and discuss Shakespeare's Jacobean society/ Elizabethan beliefs and theatre as the conduit between illusion and reality. <i>The Tempest</i> play reading Acts 1 & 2, consider characters Prospero and Caliban as archetypes/moral ambiguity. Consider the roles of Ariel and Caliban's first song. Prospero's spirits and his plan for revenge Submit plan/outline of imaginative response IA3. (Refer to task).
Week 2 18-22 July	<ul style="list-style-type: none"> <i>The Tempest</i> text study play reading Acts 3,4 & 5. Focus on language, conflict & antithesis, 'men of sin' through Ariel, Alonso, Francisco & Sebastian. IA3: Consultation with teacher, respond to feedback.
Week 3 25-29 July	<ul style="list-style-type: none"> <i>The Tempest</i>: perspectives, representations of identities through identified theme of appearance & reality; tyranny through Prospero, Miranda and Ferdinand. RSC film interpretation viewing <i>The Tempest</i>: perspectives, representations of place and time through evaluation of setting, binaries through character dynamics, classical unities through key speeches. IA3 assessment: Tuesday 26th. Submit final response.
Week 4 1-5 Aug	<ul style="list-style-type: none"> View <i>The Tempest</i> (Live at the Globe), evaluate & discuss performance elements, audience engagement & visual motifs (magic & music) <i>The Tempest</i>: consider and evaluate the utilisation of <i>opacity</i> by Shakespeare through analysis of characters Prospero & Caliban.
Week 5 8-12 Aug	<ul style="list-style-type: none"> <i>The Tempest</i> themes: explore <i>power</i> & characters; <i>reality vs illusion</i>, magical power & exploration of the human condition; <i>imprisonment</i> (Caliban, Ariel & Miranda); <i>discovery</i> & transformation/self-realisation (principal & other characters); <i>revenge & forgiveness</i> (Prospero's action, impacts & audience positioning) Respond to short answer activity: Prospero, forgiveness from revenge – the turning point Act 5.
Week 6 15-19 Aug	<ul style="list-style-type: none"> View specific excerpts/acts from <i>The Tempest</i> (Live at the Globe) to identify meaning making through the deceptiveness of reality through Prospero's <i>language</i>, manipulation of audiences. Consider and Prospero as a creative iteration of Shakespeare himself. (Appraise historical and cultural contexts addressed Week 1). <i>The Tempest</i> themes: analyse & evaluate <i>power</i> & characters; <i>reality vs illusion</i>, magical power & exploration of the human condition; <i>imprisonment</i> (Caliban, Ariel & Miranda); <i>discovery</i> & transformation/self-realisation (principal & other characters); <i>revenge & forgiveness</i> (Prospero's action, impacts & audience positioning)
Week 7 22-26 Aug	<ul style="list-style-type: none"> <i>The Tempest</i> themes: discuss & evaluate <i>power</i> & characters; <i>reality vs illusion</i>, magical power & exploration of the human condition; <i>imprisonment</i> (Caliban, Ariel & Miranda); <i>discovery</i> & transformation/self-realisation (principal & other characters); <i>revenge & forgiveness</i> (Prospero's action, impacts & audience positioning) through Shakespeare's manipulation of theatrical conventions/imagery/setting/sound & music/dialogue.
Week 8 29 Aug -2 Sept	<ul style="list-style-type: none"> Explore and discuss the literary device of metatheatre as reflecting comedy and tragedy at the same time, & Shakespeare's manipulation/corruption of language to interrogate power, Colonialism and moral superiority in <i>The Tempest</i>. Mock exams start 9th.
Week 9/10 5-15 Sept Exam block 9-12	<ul style="list-style-type: none"> Exam week 9 -12th Consider and reflect on Colonialism and moral superiority in <i>The Tempest</i>. Discuss and consider liminal character Ariel, agent of chaos, power structures, temptation.

Week	Learning experiences & assessment	Text Book Exercises
Week 1	<p>Recall Unit 4 topics from T2 (2nd Deriv.; Discrete Prob; Trig rules in triangles; CRVs)</p> <p>UNIT 4: Continuous random variables and the normal distribution (Topic 4 – cont.)</p> <p>Recognise features of the normal distribution including the 68-95-99.7 rule</p> <p>*Diagnostic test on Unit 4 topics as covered all Term 2</p> <p>Calculate standardised normal variables (z-scores) and use to compare samples</p>	<p>17 A B</p> <p>17 B</p>
Week 2	<p>Determine normal probabilities and sketch relevant area diagrams</p> <p>Solve for values that give a known normal probability (i.e. inverse CDF)</p> <p>Solve problems using the normal distribution</p> <p>Understand conditions in which the normal approximates a binomial distribution</p>	<p>17 C</p> <p>17 C</p> <p>17 D</p> <p>17 E</p>
Week 3	<p>UNIT 4: Interval estimates for proportions (Topic 5)</p> <p>Understand the concept of a random sample and discuss procedures to avoid bias</p> <p>Investigate the variability of random samples</p> <p>Compare distributions when sampling from small and large populations</p> <p>Calculate the mean and standard deviation of the sample proportion \hat{p}</p> <p>Recall concepts from Unit 4 Topics 1 (second deriv. & optimisation)</p>	<p>18 A</p> <p>18 A</p> <p>18 B</p> <p>18 B</p> <p>Ch Review 12</p>
Week 4	<p>Recall concepts from Unit 4 Topics 2 (trig rules, 2D & 3D with bearings)</p> <p>Recall concepts from Unit 4 Topic 3 (discrete random var. & binomial distribution)</p> <p>Recall concepts from Unit 4 Topics 4 & 5 (continuous random var., pop. proportions)</p> <p>*Diagnostic test on Topics 4 & 5 of Unit 4</p>	<p>Ch Review 13</p> <p>Ch Review 14, 15</p> <p>Ch Rev. 16, 17, 18</p>
Week 5	<p>Self-directed revision of Unit 4 topics</p> <p>IA3: Examination, 120 min + 5 min perusal, Tech-free and Tech active sections (must be equipped with Ti-nSpire calculator) [Wed 10th Aug, periods 1,2,3]</p> <p>Use the normal distribution to determine approximate probabilities of samples</p>	<p>18C</p>
Week 6	<p>Understand the concept of interval estimates for the population proportion p</p> <p>Solve problems involving confidence intervals and margins of error</p> <p>Recall and apply knowledge from Units 1 - 4</p>	<p>18D</p> <p>18D</p>
Week 7	<p>Recall and apply knowledge from Units 1 - 4</p>	
Week 8	<p>Self-directed revision in preparation for upcoming mock external exam</p> <p>Mock exams begin Friday 3rd September</p>	
Week 9	<p>MOCK EXTERNAL EXAM comprising of TWO (2) papers where:</p> <ul style="list-style-type: none"> • both will be 90 minutes + 5 minutes perusal • both in short-response format (e.g. multiple-choice, calculating using algorithms, drawing / labelling / interpreting of graphs / tables / diagrams, justifying solutions using mathematical language, interpreting ideas and information) <p>Paper One will be technology-free (no calculators of any kind), Paper Two will be technology-active (graphics calculator assumed)</p>	
Week 10	<p>Reflect on Mock exam preparation & performance</p> <p>Identify topics requiring extra time and effort</p>	

Term Planner – Term Three 2022

Year 12 Modern History

Week	Content and Concepts covered	Student tasks/resources on One Note
Week 1 11 th – 15 th July	Submit Task IA3 <ul style="list-style-type: none"> Comprehend the key features of the External Exam including content covered and structure of exam questions and skills examined. Investigate and identify the concepts of Australian foreign policy regarding Britain, USA and SE Asia between 1901-1955 as a contextual study. Evaluate how far Australia's Foreign Policy was uniquely its own or just an extension of Britain's 	<ul style="list-style-type: none"> Snr Modern History for Queensland p455-466 Reading: Did Australia show initiative in foreign policy before 1941?
Week 2 18 th – 22 nd July	<ul style="list-style-type: none"> Analyse political cartoons to investigate how Australia's Foreign Policy changed because of World War Two. Comprehend and question reading material about internationalism as a policy concept - Herbert Evatt and internationalism Analyse and evaluate the Colombo Plan, the ANZUS Treaty, the SEATO Treaty and the Agreement on Commerce between Australia and Japan Synthesise a historical argument based on the analysed sources to demonstrate an understanding of specific policy obligations regarding the Asia-Pacific region 	<ul style="list-style-type: none"> Reading – Australian Foreign Policy after World War Two Reading articles on the Colombo Plan, the Anzus Treaty, the SEATO Treaty and the Agreement on Commerce between Australian and Japan
Week 3 25 th – 29 th July	<ul style="list-style-type: none"> Explore the role of fear in the evolution of Australian Foreign Policy after the 1950's and the development of policies of containment and forward defense. Comprehend the chronology of the period of Australian involvement in Vietnam Examine how and why Australia became involved in the Vietnam War and the purpose of only sending military advisers Evaluate the significance of the advent of the advent of national service in legislation (1964). 	<ul style="list-style-type: none"> Reading – The Team - Paul Ham 97 – 104 Textbook p 414 – 422 Week 3 PPT
Week 4 1 st – 5 th	<ul style="list-style-type: none"> Understand the circumstances of Australian deployment of troop battalions to Vietnam in 1965. Evaluate how far Australia were 'invited' to send troops to Vietnam Reflect on the experiences of 1RAR in (the first 800 troops deployed in Vietnam) in 1965. Analyse and evaluate sources to understand what preparations were needed for and what the reactions were to direct military intervention 	<ul style="list-style-type: none"> Reading 1RAR in Bien Hoa summary Reading – Direct Military Intervention PPT Week 4 Textbook Source Analysis – Direct Military Intervention and Reactions
Week 5 8 th – 12 th	<ul style="list-style-type: none"> Explore specific military actions involving Australian troops 1965-1970 including battles of Long Tan, Coral, Balmoral, Binh Ba, and the Tet Offensive. 	<ul style="list-style-type: none"> Reading 'Settling in Nui Dat' Maps Week Five PPT Reading on Tet Offensive, Ba Ria, Coral and Balmoral Documentary/ Film on Long Tan
Week 6 15 th – 19 th August	<ul style="list-style-type: none"> Analyse Australia's changing attitudes to their involvement in Vietnam and the policy of 'All the way with LBJ' Investigate the protest movements in Australia throughout the war period. Evaluate the impact of the Tet Offensive and the My Lai massacre on public opinion. Consider the role of the Catholic Church, Jim Cairns and the Moratorium Movement on Government policy 	<ul style="list-style-type: none"> Week Six PPT Textbook on Protest Movement Sources and cartoons on protest movement Reading the Catholic Church and Jim Cairns
Week 7 22 nd – 26 th August	<ul style="list-style-type: none"> Analysis and evaluation of sources relating to the decision of Australia to withdraw forces from Vietnam Synthesise an argument as to why Australia withdrew its forces from Vietnam 	<ul style="list-style-type: none"> Week Seven PPT Text book – Australian withdrawal Reading – Australian withdrawal
Week 8 29 th – 2 nd Sept	<ul style="list-style-type: none"> Revise chronology of Australian foreign policy and key events and developments Revise and consolidate understanding of exam questions Practice written responses and marking of exam questions using EMG 	<ul style="list-style-type: none"> Past exams and EMG's Revision PPT Revision guide
Week 9 5 th – 9 th Sept Exam	Mock Exam Week	
Week 10 12 th – 15 th August	<ul style="list-style-type: none"> Analyse feedback from mock exam Reflect on areas identified for extra revision and practice Plan revision and exam practice 	<ul style="list-style-type: none"> Past exam questions Revision guide

Year 12 Music

Senior Music Unit 4: Narratives, Term 3, 2022

Week	Learning Experiences
Week 1	<ul style="list-style-type: none"> • Revise Unit 4 theme: <i>Narratives</i> • Develop understanding about the expressive powers of music to convey narrative through setting (in time and place), characterisation, drama and/or action, mood or atmosphere in film and television, video games, music theatre, opera and program music. • Implement a plan that includes checkpoint dates for Integrated Project (IA3) • Consider a viewpoint in relation to chosen style (musical, video/game, film, TV, opera) • Consider the choice of repertoire and its suitability to your viewpoint • Checkpoint 2: 8 hours - evidence of research for Musicology component
Week 2	<ul style="list-style-type: none"> • Conduct research around the topic of your viewpoint • Source sheet music and audio recordings of your repertoire and its suitability to the viewpoint • Deconstruct the repertoire to determine which elements are relevant when analysing how identity is represented • Checkpoint 3: 12 hours – evidence of planning towards Composition component, clear links between Composition and Musicology components developing – feedback provided
Week 3	<ul style="list-style-type: none"> • Recall composition devices including diminution, augmentation, modulation, imitation, sequence • Analyse repertoire to discern the ways music can be used to communicate identity through the manipulation of: duration, expressive devices, pitch, structural devices, texture, timbre • Explain the use of music elements and concepts in shaping the purpose and execution of your own work • Checkpoint 4: 16 hours – student to present draft of Musicology and/or Composition component/s – feedback provided
Week 4	<ul style="list-style-type: none"> • Develop music elements and concepts in your composition component • Apply compositional devices when experimenting with music elements and concepts in order to develop a personal music style • Evaluate repertoire, making judgements about the significant music features that communicate identity • Apply written and oral literacy skills to communicate a cohesive music idea • Checkpoint 5: 23 hours – students to present draft multimodal presentation (Musicology) – feedback provided
Week 5	<ul style="list-style-type: none"> • Refine music elements and concepts to form cohesive composition in the style related to the theme. • Justify your viewpoint with evidence • Resolve music ideas that communicate style, purpose, mood and/or meaning associated with identity • Composition component may be presented to class or submitted directly to teacher • Integrated Project Due (Thursday double)
Weeks 6 & 7	<ul style="list-style-type: none"> • Analyse music of different genres and sound/score types to understand how meaning is communicated • Apply knowledge of the elements of music through analysis of music with lead sheets
Week 8	<ul style="list-style-type: none"> • Apply knowledge of the elements of music through analysis of music with orchestral scores • Practice examination (Thursday double)
Week 9	<ul style="list-style-type: none"> • Apply knowledge of the elements of music through analysis of music with vocal scores • Practise Extended Response Examination – Exam conditions • Excursion to Pilbeam Theatre to view <i>The Sapphires Musical</i>
Week 10	<ul style="list-style-type: none"> • Study plans for EA established

Yr12 Physical Education
Energy, Fitness and Training and Physical Activity
Curriculum Outline, Term 3, 2022

Week	Learning Experiences		Assessment
	Theory	Practical	
1	External Examination Preparation <ul style="list-style-type: none"> Focus: Multiple choice questions. Review of Topic: Energy requirements for physical activity. In-class Activities: Pg 169-175 	IA3 Assessment <ul style="list-style-type: none"> Correct mistakes and respond to draft feedback. 	Authenticity Check IA3 – Project Folio Draft Due
2	External Examination Preparation <ul style="list-style-type: none"> Focus: Short response questions. Review of Topic: Fitness requirements for physical activity. In-class Activities: Pg186-195 	IA3 Assessment <ul style="list-style-type: none"> Self-assessment using assessment criteria. 	HW- Finalise IA3
3	External Examination Preparation <ul style="list-style-type: none"> Focus: Extended response questions. Review of Topic: Oxygen in performance and training zones. In-class Activities: Pg 196-211 	Skill Drill 2 <ul style="list-style-type: none"> Determine your personal performance capacity for physical activity. Skill Drill 3 <ul style="list-style-type: none"> Analyse your heart rate to target the correct training zone. 	IA3 due via Turnitin, HPE drive and hard copy.
4	External Examination Preparation <ul style="list-style-type: none"> Review of Topic: Principles of training. In-class Activities: Pg 212-217 	Skill Drill 1 <ul style="list-style-type: none"> Evaluate how effective a training session is at developing a specific energy system. Skill Drill 4 <ul style="list-style-type: none"> Determine the importance of principles of training. 	HW-Textbook Worksheet
5	External Examination Preparation <ul style="list-style-type: none"> Review of Topic: Training methods, fatigue and recovery. In-class Activities: Pg 242-246 	Skill Drill 5 <ul style="list-style-type: none"> Determine the impact of volume, intensity and skill work on the development of a specialised movement sequence. 	HW-Textbook Worksheet Diagnostic Test
6	External Examination Preparation <ul style="list-style-type: none"> Review of Topic: Theory of periodisation. In-class Activities: Pg 247-257 	Skill Drill 6 <ul style="list-style-type: none"> Assess the importance of periodisation. 	HW-Textbook Worksheet
7	External Examination Preparation <ul style="list-style-type: none"> Review of Topic: Developing training programs and sessions. In-class Activities: Pg 258-275 	Skill Drill 7 <ul style="list-style-type: none"> Evaluate the importance of correctly structured warm up. 	HW-Textbook Worksheet
8	Topic: External Exam Preparation <ul style="list-style-type: none"> Review Unit 4 content and cognitive verbs. Understand how the external exam is administered and some hints and tips to approaching the exam. 		HW-Textbook Worksheet
9	Summative Internal Examination for internal calculation of results and for feedback. Examination: 2 hours plus 15 minutes perusal time (no writing) <ul style="list-style-type: none"> multiple-choice; short-response questions (150–250 words per item); extended response to stimulus (unseen question or statement and stimulus: 400 words or more). 		
10	Review of exam responses <ul style="list-style-type: none"> Analyse questions & structuring of response. 		HW- create study notes.

Year 12 Physics

Unit 4: Revolutions in modern Physics

Curriculum Outline Term 3 2022

Week	Concepts covered	Homework & Study	Assessment
1	IA3: Research Investigation <ul style="list-style-type: none"> 1 week of class time to research, complete the rationale and refine the Research Question 	Researching journal articles for information for RI & Homework Chapter review questions self-mark (different colour) using answers on OneNote.	IA3 RI: Authenticity Check Email submission Friday Wk1
2	IA3: Research Investigation <ul style="list-style-type: none"> 1 week of class time to complete the analysis and evaluation sections Draft due Friday (submitted electronically via Turnitin) 		IA3 RI: Draft Due. Submit via Turnitin Friday
3	Unit 4: Topic 1 Special Relativity <ul style="list-style-type: none"> Inertial frames of reference Special relativity Relativity of simultaneity Time dilation Length contraction 		Review Atomi content and complete quizzes IA3 RI: Final due Submit via Turnitin Friday
4-5	Topic 2: Quantum Theory <ul style="list-style-type: none"> The nature of light The photo electric effect The Bohr and Rutherford's models of the atom Evidence for wave-particle duality Solve problems involving line spectra. Topic 3: The Standard Model <ul style="list-style-type: none"> Evidence for subatomic particles Describe strong nuclear, weak nuclear and electromagnetic forces Recall types of quarks and leptons and gauge bosons Define the terms baryon and meson 	Write in answers to questions you did not know - and add the detail to the questions you got partially correct. Highlight partially correct answers orange & incorrect answers red ask for clarification on orange & red questions	
6	Revision <ul style="list-style-type: none"> Revision of Unit 4 topics in preparation for the formative exam 		U4 Formative exam
7-8	Revision <ul style="list-style-type: none"> Revision of Units 3 & 4 topics in preparation for the summative internal exam 		
9 & 10	Revision & start of exam block Summative Internal Examination in Exam block for internal calculation of results and for feedback. Refer to U3 & U4 learning objectives of the content that may be assessed in this task: 2 x 90 min exams (+ 10 min perusal) Each paper consists of a number of different types of possible items: <ul style="list-style-type: none"> multiple choice short response items requiring single-word, sentence or paragraph responses calculating using algorithms interpreting graphs, tables or diagrams responding to unseen data and/or stimulus 		

Year 12 Religion and Ethics 2022

Term 3 Module 6 Social Justice

Week	Concepts and learning experiences	Resources
<u>Week 1</u>	<p>Focus – Refine and develop final draft of analytical essay <i>Individual conferencing.</i></p> <p>Focus – Homelessness and Mental Health in Australia. Introduce Homelessness and Mental Health in Australia; Examine, discuss and explain causes regarding homelessness; Catholic Perspectives on Homelessness.</p>	<p>Task 7 Draft due Information sheet – Analytical Essay Structure Becoming Homeless: Shiralee's Story Compass - YouTube Glossary Words; Venn Diagram Juvenile and mentally ill prisoners being held in jail longer because they are homeless - ABC News</p>
<u>Week 2</u>	<p>Create a glossary of key terms – Define and understand the following social justice terms: Accountability, Advocacy, Bias, Discrimination, Marginalized, Restorative Justice, Social Conscience, Stereotypes; Explain the difference between types of homelessness and causes; Examine government policies relating to homelessness; Impact of the Poverty Cycle; Comparison of Developed World and Developing World Social Justice Issues in relation to Homelessness and Mental Health.</p>	<p>Fact Sheets – Homelessness Documentary – Oasis Understanding Faith – Unit 18. Pt 5 p.1-14 Social Justice Statement 2018-19 - Office for Social Justice (catholic.org.au)</p>
<u>Week 3</u>	<p>Focus – Role of Advocacy and Charity and authentic assistance in Social Justice Issues. Identify, examine, discuss and explain causes regarding contemporary issues related to homelessness and the ethical, moral and social complexities which impacts the homeless; Catholic Perspectives on Homelessness.</p> <p>Focus –The role young people in relation to social justice. Students examine personal beliefs and apply to various social issues and justify your stand on these; Ethical responsibilities related to Social Justice; Importance of UN Declaration of Human Rights; Propose strategies to address poor donation statistics; Reflect on Catholic perspectives about this issue; Apply ethical frameworks to the issue of homelessness; <i>Construct a one-minute message for the world about justice.</i></p>	<p>SBS doco 'Filthy Rich and Homeless' Understanding Faith – Unit 18 Pt 5 p.1-14 Marketplace strategy</p> <p>Decision Making Game 10% summary The Nun in the Cage - Compass - ABC Religion & Ethics</p> <p>Task 7 Due – Friday 29 July via Turnitin.</p>
<u>Week 4</u>	<p>Focus - Youth Homelessness Apply knowledge and understanding to explain the reasons for becoming homeless and summarise causes and consequences of youth homelessness; Discuss the prejudices of homelessness; Identify and explain Christian responses; analyse and evaluate current support services available; recognition of the importance of a 'place to call home'.</p> <p>Focus – Women and Homelessness Guest speaker and Q&A session Investigate support services in a local context; evaluate success of programs; excursion to St. Vincent de Paul and Community Centres Propose a school project to address homelessness in the local community.</p>	<p>Speaker from Centacare Art room and resources to plan and create poster for a proposed school initiative.</p> <p>I Was Homeless, But Not Anymore: Megan's Story - Compass - ABC Religion & Ethics Crisis accommodation for homeless youth under pressure in Cairns with no change since 1986 - ABC News Community donates to 'Life In A Bag' initiative - ABC News</p>
<u>Week 5</u>	<p>Module 6 Assessment Task 8 distributed 8 August 2022 Focus – Issue for Assessment Task Choose assessment topic, formulate research questions, investigate topic Franklin Covey mission building website. Elements of a Blog Focus – Issue for Assessment Task Choose assessment topic, formulate research questions, investigate topic Research advocacy projects – local and global</p>	<p>Resources in library and online. Guidelines for Task Worksheet - Mission Statement Builder FranklinCovey</p> <p>Module 6 Assessment Task 8 distributed 8 August 2022</p>
<u>Week 6</u>	<p>Focus – Research for Assessment Task Task Checkpoint 1 - topic selected, research questions developed, conduct research for assessment task, start draft of advocacy project. <i>Individual conferencing</i> Task Checkpoint 2 - progress check (hypothesis formulated, information and data gathered, drafting advocacy project, compiling reference list</p>	<p>Online resources referenced by teacher</p> <p>What is a Blog – Worksheet and PPT. Assessment Exemplars</p>
<u>Week 7</u>	<p>Focus – Understanding and developing Blog Drafting for Assessment Task – Plan and create Blog -<i>Individual Conferencing</i> Task Checkpoint 3– Advocacy plan submitted to Class Notebook at end of Tuesday double. Task Checkpoint 4 - Blog draft due end of Thursday double.</p>	<p>Draft Blog Feedback Checklist</p>
<u>Week 8</u>	<p>Focus - Assessment Task – refine blog, reflect and appraise inquiry processes</p>	<p>Module 6 Task Project due at end of last lesson of the week.</p>
<u>Week 9</u>	<p>Exam Block</p>	
<u>Week 10</u>	<p>Study periods.</p>	

Year 12 Specialist Mathematics

Term 3 2022

Topics: **Statistical Analysis**

Week	Learning experiences & assessment	Text Book Exercises
Week 1	<ul style="list-style-type: none"> examine the concept of the sample mean "X" as a random variable whose value varies between samples where X is a random variable with mean μ and the standard deviation σ simulate repeated random sampling from a variety of distributions and a range of sample sizes to illustrate properties of the distribution of "X" across samples of a fixed size n, including its mean μ, its standard deviation σ/\sqrt{n} (where μ and σ are the mean and standard deviation of X) and its approximate normality if n is large 	Ex 15A Ex 15B Ex 15C
Week 2	<ul style="list-style-type: none"> simulate repeated random sampling from a variety of distributions and a range of sample sizes to illustrate the approximate standard normality of "X" $-\mu/(s/\sqrt{n})$ for large samples ($n \geq 30$), where s is the sample standard deviation. understand the concept of an interval estimate for a parameter associated with a random variable examine the approximate confidence interval $(\bar{x}-zs/\sqrt{n}, \bar{x}+zs/\sqrt{n})$, as an interval estimate for μ, the population mean, where z is the appropriate quantile for the standard normal distribution use simulation to illustrate variations in confidence intervals between samples and to show that most but not all confidence intervals contain μ use \bar{x} and s to estimate μ and σ, to obtain approximate intervals covering desired proportions of values of a normal random variable and compare with an approximate confidence interval for μ collect data and construct an approximate confidence interval to estimate a mean and to report on survey procedures and data quality. 	Ex 15D Ex 15E Ex 15F
Weeks 3-5	<ul style="list-style-type: none"> Revision for Unit 4 exam Exam IA3 Thursday August 11 periods 4-5 & part of break 	
Weeks 6-8	<ul style="list-style-type: none"> Review all unit 3 & 4 topics 	Review Questions
Week 9/10	<ul style="list-style-type: none"> Practice external exam (50% weighting) Time TBC Review exam 	

Year 12 Study of Religion 2022

Term 3 Unit 4.2 Religion and Human Rights

Week	Concepts and learning experiences	Resources
<u>Week 1</u>	Analyse religious perspectives on human rights and distinguish other perspectives on human rights informed by these documents: -UN Covenants (1996; 1981; 1992) -Declaration on Religion (1981) -Universal Islamic Declaration of HR (1981) -Cairo Declaration (1990) -UN Declaration on the rights of Indigenous People (2007)	PowerPoint Lesson 8 Clark Unit 4.2 PMI Chart Practice Exam Question #1
<u>Week 2</u>	Formative Task: Short response to stimulus under controlled conditions (150-180 words). Islam and HR in sacred texts, ethics and rituals. Identify the ways in which Muslims describe human life and inform understandings of human rights through: Birth ritual of Aqiqah and Islamic funerary rites	Learning activities on Word. Clark pp. 99-120 Goldburg Ch 9 Practice Exam Question #2
<u>Week 3</u>	Identify the ways in which Christians describe human life and inform understandings of human rights through: <ul style="list-style-type: none"> • Sacred texts (Bible); • Religious rituals (baptism and funerary rites) Religious ethics (agape love)	Learning activities on Word. Clark pp. 99-120 Goldburg Ch 9 Practice Exam Question #3
<u>Week 4</u>	Identify the ways in which Jewish people describe human life and inform understandings of human rights: <ul style="list-style-type: none"> • Birth rituals (circumcision) and death services (mourning); • Jewish concept of tzedakah; ethical principles about rights. Consider how religions influence understandings of human life, religious and human rights.	Learning activities on Word. Clark pp. 99-120 Goldburg Ch 9 Practice Exam Question #4 Rabbis for Human Rights website
<u>Week 5</u>	Identify the ways in which Hindus describe human life and inform understandings of human rights Hinduism – the Vedas and Upanishads, writings on dharma, caste system and emphasis on collective identity; funeral rites and practices	Learning activities on Word. Clark pp. 99-120 Goldburg Ch 9 Practice Exam Question #5
<u>Week 6</u>	Identify the ways in which Buddhists describe human life and inform understandings of human rights <ul style="list-style-type: none"> • Buddhism – Pali Canon, dharma, karma, emphasis on individual duties rather than rights; funerary practices and differences across traditions Evaluate and draw conclusions about the significance of religion and the extent to which it has an influence on society's response to human rights issues. Case Study: The Dalai Lama, Tibet & China.	Learning activities on Word. Clark pp. 99-120 Goldburg Ch 9 <i>Compass: Pilgrimage into Tibet</i>
<u>Week 7</u>	Revision for trial exam using stimulus booklets: <ul style="list-style-type: none"> • Religion & HR in Sacred texts, rituals and ethics • Religion, HR and documents • Religion, HR and case studies 	Booklet questions as provided plus sample exam papers.
<u>Week 8</u>	Revision for trial exam using stimulus booklets: <ul style="list-style-type: none"> • Religion & HR in Sacred texts, rituals and ethics • Religion, HR and documents • Religion, HR and case studies 	Booklet questions as provided plus sample exam papers.
<u>Week 9</u>	Trial Exam Block	
<u>Week 10</u>	Review trial exam questions and brainstorm strategies and approaches. Create study plan for external assessment.	Senior Formal Thursday 15 September (Year 12 Student Free Day)

YEAR 12 Visual Arts in Practice

Term 3, 2022 Unit: Art as Community

Week	Focus/Goal	Learning experiences & assessment	Student Check sheet
1 July 11-15	Investigation Review, Draft & Submit	<p>Investigative the various annual exhibitions under the concept 'Sculpture by the Sea'. Use the following YouTube link as a starting point: sculpture by the sea cottesloe 2022 - YouTube</p> <ul style="list-style-type: none"> Select, 3 x Specific sculptures/installations that interest you in relation to the concept. Analyse, interpret and evaluate each artwork in response to the context above: <i>Community art is artistic activity that is based in a community setting, characterised by interaction or dialogue with the community and often involving a professional artist collaborating with people who may not otherwise engage in the arts.</i> Compare & contrast the artworks in relation how the purpose of the above context has been achieved. Use the scaffolding provided 	Teacher checkpoint
		Drafts due, Investigation Response Due end of the week	
2 July 18-22	Start 'Sculpture by the Sea'	Students begin planning, developing & designing for Hebel sculptures	Teaching PPT Worksheet /template Research images
3 July 25-29		Continue resolving drafts Investigation responses	
		Investigation Response Due end of the week	
4 Aug 1-5	Plan, Develop, reflect & resolve 'Sculptures by the Sea'	<p>Project: Digital Presentation minimum 7 slides</p> <p>Support your resolved 3-Dimensional artworks with a digital presentation that identifies and explains:</p> <ul style="list-style-type: none"> Research on the concept of 'Sculpture by the Sea' outlining examples & explanations Research on sculpture and explanation of its artmaking processes Research of the unique local area & community and how it could relate to the concept How does your individual values, beliefs & background lead you to create the artwork? Illustrations of the resolved artwork/s with detail images Annotated explanation of where the sculpture is to be placed and consideration of any site issues. Size, safety, lighting... Documentation of your RESEARCH, DEVELOPMENT & REFLECTIONS (Supporting evidence) Written Artist statement on your resolved artworks <ul style="list-style-type: none"> Explanation of how your resolved artworks relate to the concept & local community What dialogue and/or interaction are you creating with the community <p>Referencing of all materials used in the presentation</p>	Teaching PPT Worksheet /template Research images
5 Aug 8-12	Art Camp preparations & Research of sculptures		
6 Aug 15-19	Art Camp Mon & Tues	The excursion aims to help students to compile a resource bank of stimulus, observations and experiments to develop an artwork for Unit 3: Caves & the environment. The following are proposed venues: Kemp Hill walk Emu Pk ANZAC Walk Botanical Gardens Rockhampton Art Gallery, Rockhampton Caves: night tour, artist workshops.	Teaching PPT Worksheet /template Research images
	Art Camp Review	Consolidate work from the Art Camp: compile a resource bank of stimulus, observations and experiments to further develop an artwork for Unit 3: Art & Community	Teaching PPT Worksheet /template Research images
7 Aug 22- 26	Plan, Develop, reflect & resolve sculptures	Students continue developing, reflecting & resolving sculptural artworks and gathering supporting evidence	
8 Aug 21 -25			
9 Sept 5 - 9	Senior School Exam Block		
10 Sept 12 - 15	Exam block and senior activities		

YEAR 12 Visual Art

Term 3, 2022

Week	Focus/ Goal	Learning experiences & assessment	Student Check sheet/ resources
1 Jul 11 - 15	Resolve IA3 Using the inquiry learning process of: RESEARCH DEVELOP REFLECT RESOLVE	Checkpoint: Resolved Artwork checklist ☑ Select Final artworks and evidence for inclusion in body of work for IA3	Teacher checkpoint
2 Jul 18 - 22	To reach requirements of Internal Assessment 3 (IA3)	Checkpoint: Resolved Artwork checklist ☑ Display artworks & write artist statement for IA3	Teacher checkpoint
3 Jul 25 - 29		Checkpoint: Resolved Artwork checklist • ☑ Annotate illustration of resolved work	Teacher checkpoint
4 Aug 1 - 5		Art as Alternate, Body of Work Due	
5 Aug 8 - 12	Summative external assessment (EA): Examination Preparation	Objectives 1. implement decoding skills to read visual language and communicate understanding of ideas and representations in artworks 2. apply literacy skills using relevant visual art terminology, reference to artworks and language conventions to recognise and distinguish features of selected artworks and practices 3. analyse and interpret visual language, expression and meaning in artworks through a specified context 4. evaluate art forms to appraise the significance of relevant similarities, differences and ideas 5. justify a viewpoint supported by evidence of artistic processes, intentions and expression 8. realise a written response to demonstrate knowledge about how artists employ artistic qualities to create meaning. Note: Objectives 6 and 7 are not assessed in this instrument	Syllabus Unit 4: Art as Alternate Teacher PPT QCAA examples Textbook: Creative Inquiry
6 Aug 15 - 19	Unpacking the Visual Art External Assessment	students prepare for external exam in the following ways: <ul style="list-style-type: none">• respond to artworks in paragraph responses• use a scaffolding template to plan comparison extended response• consider relationships and dialogue between diverse artworks• engage with artworks through diverse contexts to understand and appreciate how artists incorporate a range of influences and layers of meaning• use context-guiding questions to develop understanding of each of the four contexts, both individually and in combination, and how they provide alternative ways of analysing and interpreting artworks<ul style="list-style-type: none">○ Contemporary context guiding questions, such as: How is meaning and significance of past artworks challenged when viewed through a lens of 21st century ideas and issues?○ Personal context guiding questions, such as: How does an artist's practice reflect the influences of their life and experiences?○ Formal context guiding questions, such as: How is knowledge of art conventions and symbols applied by the viewer when decoding artworks?○ Cultural context guiding questions, such as: How do artists comment on and draw	Teacher Worksheets Extended response scaffolding.
7 Aug 22 - 26			
8 Aug 29 – Sep 2			
9 Sept 5 - 9	Senior School Exam Block		
10 Sept 12 - 15	Exam block and senior activities		