



**Year 10**

**Teaching and Learning plans**

**Assessment calendar**

**Term 2, 2023**

# Yr 10 Assessment Calendar Term 2, 2023

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>Week 1</b> Or <b>17-21 April</b>	Careers Ed task distributed				
				Modern History task due	
<b>Week 2</b> Or <b>24-28 April</b>	Health & Physical Education task distributed				
	Psychology task distributed	ANZAC day		French task 1 distributed	
<b>Week 3</b> or <b>1-5 May</b>	Mathematical Methods task distributed				
	Labour Day			Geography Excursion Psychology task due	
<b>Week 4</b> Or <b>8-12 May</b>	General Maths task distributed				
	French task 1 due			Cert II HSS practical assessment day	
<b>Week 5</b> Or <b>15-19 May</b>	Essential Maths task distributed				
	Digital Technologies task distributed Thinking Big task distributed	Religious Education task distributed		CQU careers expo	
<b>Week 6</b> Or <b>22-26 May</b>	English task distributed				
			C2C day Athletics field events	Science exam Music exam	
<b>Week 7</b> Or <b>29 May – 2 June</b>	General Maths task due				
	Maths Methods task due				
	Psychology task distributed			Legal Studies exam Drama task due	
<b>Week 8</b> Or <b>5-9 June</b>	Health & Physical Education task due English task due Careers Ed task due Modern History exam Thinking Big task due Essential Maths task due Visual Art task due				
	French exam Japanese exam 1			Digital Technologies task due Geography task due Business exam Music task due Drama task due	Religious Education task due
<b>Week 9</b> Or <b>12-16 June</b>					
	Japanese exam 2 Fashion task due Science task due Psychology task 2 due Visual Art exam	General Maths exam 1 Maths Methods exam 1 Essential Maths exam 1	General Maths exam 2 Maths Methods exam 2 Essential Maths exam 2	Athletics carnival	Show holiday

Week	Wednesday – lesson 2 : Thursday – Lessons 4 and 5 : Friday – Lesson 2
1	<p><u>Taxation</u> Define taxation. Discuss why the government collects taxation revenue.</p>
2	Identifying examples of taxes paid by individuals and businesses, and explaining how they may influence decision-making about spending; for example, the effect of income tax, import duties or excise duties on the price of goods and services.
3	<p>Explain how, when and why young Australians pay tax, and the type of government services provided to them.</p> <p>Explain how the collection of taxes and the provision of services supports individual human and financial wellbeing, communities and Australian society.</p>
4	Identify the rights and obligations of individuals in relation to taxation by asking questions such as “When should I apply for a tax file number?”, “How is income tax calculated?”, “What should I do when an employer is not deducting the right amount of tax?” and “How do I lodge a tax return?”
5	<p><u>Superannuation</u> Explain the importance of Australia’s superannuation system in relation to human and financial wellbeing in retirement and the government’s ability to maintain a welfare payment system for the common good.</p>
6	Identify why individuals make decisions about superannuation investment options and how their circumstances, such as age, employment status, dependents and anticipated retirement age, affect these decisions.
7	Explain how individuals manage a personal superannuation fund; for example, who contributes, taxation, consolidating superannuation funds, finding lost superannuation and tracking the performance of a superannuation account.
8	<p>Revision</p> <p><b>Examination: Thursday, 08 June, Lessons 4 &amp; 5</b></p>
9	Recap Term – one lesson

## 10 Careers - Term 2

Mrs O'Neill, Mrs Ryan, Mrs Norton, Ms Strelow

Week	Tuesday Period 1/Friday Period 6
1	<p><u>Introduction to Term 2 - Unit 2 Understanding the World of Work</u>  <b>Know</b> and <b>understand</b> - Course and Classroom expectations, including assessment and Term 2 events.  <u>Personal Attributes</u>  <b>Evaluate</b> personal attributes  <b>Justify</b> why certain skills are more important than others  <b>Assessment:</b> 1B Learning Journal Hand out</p>
2	<p>ANZAC DAY  <u>Employability</u>  <b>Know</b> and <b>understand</b> key employability skills  <b>Identify</b> the most important employability skills in your opinion</p>
3	<p><u>Work Enjoyment</u>  <b>Know</b> and <b>understand</b> the importance of a solid work ethic and the willingness to work hard  <b>Know</b> and <b>understand</b> the concept of "Flow"  <u>Teamwork</u>  <b>Know</b> and <b>understand</b> - workplace expectations of teamwork and self-management  <b>Demonstrate</b> teamwork and self-management</p>
4	<p><u>Self-management</u>  <b>Know</b> and <b>understand</b> personal capacities  <b>Evaluate</b> personal and interpersonal capacities  <u>Personal Management</u>  <b>Know</b> and <b>understand</b> personal management skills and work habits  <b>Identify</b> their own strengths and weaknesses and <b>discuss</b> effective ways to learn to learn.</p>
5	<p><u>Event preparation</u>  <u>Self-Concept</u>  <b>Know</b> and <b>understand</b> what are the key elements of positive self-concept  <b>Identify</b> and <b>explain</b> self-concept  <b>Careers Expo</b>  <b>Assessment:</b> 1B Learning Journal Check point</p>
6	<p><u>Interpersonal skills &amp; Body Language</u>  <b>Know</b> and <b>understand</b> interpersonal skills  <b>Identify</b> and <b>explain</b> interpersonal skills used in the workplace  <u>Conflict Resolution</u>  <b>Know</b> and <b>understand</b> what workplace conflict is and reasons for workplace conflict  <b>Solve</b> workplace conflict and <b>implement</b> conflict resolution skills  <b>C2C Event - STU</b></p>
7	<p><u>Adapting to change</u>  <b>Know</b> and <b>understand</b> the skills required to manage change and transition  <b>Reflect</b> and <b>evaluate</b> your change skills and mindset in a written response.  <u>Work-Life Balance</u>  <b>Know</b> and <b>understand</b> the concept of work-life balance and workplace burnout  <b>Collaborate</b> in a team to minimize workload and achieve a common goal</p>
8	<p><u>Unit Reflection</u>          Reflect on learning from Unit 2: Understanding the World of Work.  <b>Assessment:</b> Learning Journal due</p>
9	<p>SET Plan Process</p>

COMPETENCIES: SITHCCC025 Prepare and present sandwiches; BSBWTK201 Work effectively with others		
Week	Monday - Lesson 6,7 (Practical)	Thursday - Lesson 1,2 (Theory)
1	<b>17<sup>th</sup> April</b> <b>Lesson 6 &amp; 7: CCC025 Theory Lesson 4 of 5</b> Identify equipment, preparation tasks and methods of cookery for different recipes and types of food for sandwiches. <b>Complete:</b> Written Assessment Questions 24-36	<b>20<sup>th</sup> April</b> <b>Lesson 1: CCC025 Theory Lesson 5 of 5</b> <b>Complete:</b> Question 43 - Case Study. <b>Lesson 2: Safety Compliance Theory Lesson - Complete:</b> All Assigned Units in Ongoard Safety Training Course.
2	<b>24<sup>th</sup> April</b> <b>CCC025 Practical Lesson:</b> make two types of bread. <b>Lesson 6:</b> Turkish Bread (Fermentation) for Week 3 <b>Lesson 7:</b> White Pizza Dough (Leavening) to create focaccia	<b>27<sup>th</sup> April</b> <b>Lesson 1: Begin Unit 4 - BSBWTK201</b> <b>WORAA Theory Lesson 1 of 5</b> Develop effective workplace relations. <b>Complete:</b> Questions 1-10 <b>Lesson 2: WORAA Theory Lesson 2 of 5:</b> Contribute to workgroup activities. <b>Complete:</b> Questions 11-20
3	<b>1st May</b>  <b>Public Holiday</b>	<b>4<sup>th</sup> May</b> <b>Lesson 1: WORAA Theory Lesson 3 of 5:</b> Contribute to workgroup activities. <b>Complete:</b> Questions 21- 26 <b>Lesson 2: WORAA Theory Lesson 4 of 5:</b> Contribute to workgroup activities. <b>Complete:</b> Questions 27-36
4	<b>8<sup>th</sup> May</b> <b>CCC025 Practical Lesson:</b> Sandwiches 7&8 <b>Lesson 6:</b> Pressed Italian Picnic Sandwich (GF) <b>Lesson 7:</b> Sweet Potato Rosti Burger	<b>11<sup>th</sup> May</b> <b>Lesson 1: WORAA Theory Lesson 5 of 5:</b> Deal effectively with issues, problems & conflict. <b>Complete:</b> Questions 37-46 <b>Lesson 2: Activity Training &amp; evidence. WORA Case study:</b> Investigate job roles. <b>Complete:</b> Assessment Activity A
5	<b>15<sup>th</sup> May</b> <b>Lesson 6 &amp; 7:</b> <b>CCC25oc Practical Observations #1</b> <b>WORobs Practical Observations #1</b> <b>Boarders Catering Service - (Platters with variety of Classic/Contemporary Sandwiches)</b>	<b>18<sup>th</sup> May</b> <b>Lesson 1: Activity Training &amp; evidence.</b> <b>WORB: 1 of 3 - Workplace conflict role play. Complete:</b> Create Script for Activity B <b>Lesson 2: WORB: 2 of 3 - Workplace conflict role play. Complete:</b> Address feedback for Activity B and rehearse.
6	<b>22<sup>nd</sup> May</b> <b>Lesson 6 &amp; 7:</b> <b>CCC25oc Practical Observations #2</b> <b>WORobs Practical Observations #2</b> <b>Boarders Catering Service - (Platters with variety of Classic/Contemporary Sandwiches)</b>	<b>25<sup>th</sup> May</b> <b>Lesson 1 and 2:</b> <b>WORB: Activity Assessment</b> Workplace conflict scenarios. <b>Complete:</b> Roleplays for Activity B
7	<b>29<sup>th</sup> May</b> <b>Lesson 6 &amp; 7:</b> <b>CCC25oc Practical Observations #3</b> <b>WORobs Practical Observations #3</b> <b>Boarders Catering Service - (Platters with variety of Classic/Contemporary Sandwiches)</b>	<b>1<sup>st</sup> June</b> <b>Lesson 1 and 2:</b> <b>CCC25oc Practical Observations #4</b> <b>WORobs Practical Observations #4</b> <b>Boarders Catering Service - (Platters with variety of Classic/Contemporary Sandwiches)</b>
8	<b>5<sup>th</sup> June</b> <b>Lesson 6 &amp; 7: Practical Class (General):</b> <b>Investigate and design celebration food.</b> Design and preparations of decorations to construct celebration cake and present in next class.	<b>8<sup>th</sup> June</b> <b>Lesson 1 and 2: Practical Class (General):</b> <b>Produce celebration food.</b> Construct celebration cake and present.
9	<b>12<sup>th</sup> June</b> <b>Lesson 6 &amp; 7: COURSE CHECKPOINT</b> <b>Trainer and student to finalise 4 units:</b> Theory complete, practicals complete, observations complete, all signed and dated by students and trainer.	<b>15<sup>th</sup> June</b>  <b>Athletics Carnival Day</b>

COMPETENCIES: SITHCCC025 Prepare and present sandwiches; BSBWTK201 Work effectively with others			
Week	Wednesday - Lesson 2 (Theory)	Thursday - Lesson 4,5 (Practical)	Friday - Lesson 2 (Theory)
1	<b>19<sup>th</sup> April</b> CCC025 Theory Lesson 4 of 5 Identify equipment, preparation tasks and methods of cookery for different recipes and types of food for sandwiches. <b>Complete:</b> Written Assessment Questions 24-36	<b>20<sup>th</sup> April</b> Lesson 4: CCC025 Theory Lesson 5 of 5 <b>Complete:</b> Question 43 – Case Study. Lesson 5: CCC025poc: Identify equipment, preparation tasks and methods of cookery for different recipes and types of food for sandwiches.	<b>21<sup>st</sup> April</b> <b>Safety Compliance Theory Lesson</b> <b>Complete:</b> All Assigned Units in Onguard Safety Training Course.
2	<b>26<sup>th</sup> April</b> <b>Begin Unit 4</b> <b>BSBWTK201 – Work effectively with others</b> <b>WORAA Theory Lesson 1 of 5</b> Develop effective workplace relations. <b>Complete:</b> Questions 1-10	<b>27<sup>th</sup> April</b> <b>CCC025 Practical Lesson:</b> make two types of bread. <b>Lesson 4:</b> Turkish Bread (Fermentation) for Week 3 <b>Lesson 5:</b> White Pizza Dough (Leavening) to create focaccia	<b>28<sup>th</sup> April</b> <b>WORAA Theory Lesson 2 of 5:</b> Contribute to workgroup activities. <b>Complete:</b> Questions 11-20
3	<b>3<sup>rd</sup> May</b> <b>WORAA Theory Lesson 3 of 5:</b> Contribute to workgroup activities. <b>Complete:</b> Questions 21- 26	<b>4<sup>th</sup> May</b> <b>CCC025 Practical Lesson:</b> Sandwiches 7&8 <b>Lesson 4:</b> Pressed Italian Picnic Sandwich (GF) <b>Lesson 5:</b> Sweet Potato Rosti Burger	<b>5<sup>th</sup> May</b> <b>CCC025 - Student portfolio collection of evidence:</b> Students collate and record practical tasks in a personal portfolio. Respond to feedback and plan for improvement.
4	<b>10<sup>th</sup> May</b> <b>WORAA Theory Lesson 4 of 5:</b> Contribute to workgroup activities. <b>Complete:</b> Questions 27-36	<b>11<sup>th</sup> May</b> <b>CCC25oc Practical Observations #1</b> <b>WORobs Practical Observations #1</b> <b>Boarders Catering Service –</b> (Platters with variety of Classic/Contemporary Sandwiches)	<b>12<sup>th</sup> May</b> <b>WORAA Theory Lesson 5 of 5:</b> Deal effectively with issues, problems & conflict. <b>Complete:</b> Questions 37-46
5	<b>17<sup>th</sup> May</b> <b>Activity Training &amp; evidence.</b> <b>WORA Case study:</b> Investigate job roles. <b>Complete:</b> Assessment Activity A	<b>18<sup>th</sup> May</b> <b>CCC25oc Practical Observations #2</b> <b>WORobs Practical Observations #2</b> <b>Boarders Catering Service –</b> (Platters with variety of Classic/Contemporary Sandwiches)	<b>19<sup>th</sup> May</b> <b>Activity Training &amp; evidence.</b> <b>WORB: Lesson 1 of 3</b> Workplace conflict role play. <b>Complete:</b> Create script for Activity B
6	<b>24<sup>th</sup> May</b> <b>Activity Training &amp; evidence.</b> <b>WORB: Lesson 2 of 3</b> Workplace conflict role play. <b>Complete:</b> Address feedback for Activity B and rehearse.	<b>25<sup>th</sup> May</b> <b>CCC25oc Practical Observations #3</b> <b>WORobs Practical Observations #3</b> <b>Boarders Catering Service –</b> (Platters with variety of Classic/Contemporary Sandwiches)	<b>26<sup>th</sup> May</b> <b>Activity Assessment.</b> <b>WORB: Lesson 3 of 3</b> Workplace conflict role play. <b>Complete:</b> Roleplay for Activity B
7	<b>31<sup>st</sup> May</b> <b>PROGRESS CHECK</b> Trainer and student progress check in and audit against assessment task completion. Check signatures and dates. Catch up opportunity and trainer to sign off assessments.	<b>1<sup>st</sup> June</b> <b>CCC25oc Practical Observations #4</b> <b>WORobs Practical Observations #4</b> <b>Boarders Catering Service –</b> (Platters with variety of Classic/Contemporary Sandwiches)	<b>2<sup>nd</sup> June</b> <b>Theory Class (General):</b> <b>Investigate celebration food.</b> Investigate celebration food. Butter cake and cake making techniques for Celebration Cake.
8	<b>7<sup>th</sup> June</b> <b>Practical Class (General):</b> <b>Design celebration food.</b> Design and preparations of decorations to construct celebration cake and present in next class.	<b>8<sup>th</sup> June</b> <b>Lesson 1 and 2:</b> <b>Practical Class (General):</b> <b>Produce celebration food.</b> Construct celebration cake and present.	<b>9<sup>th</sup> June</b> <b>COURSE CHECKPOINT</b> Trainer and student to finalise 4 units: Theory complete, practicals complete, observations complete, all signed and dated by students and trainer.
9	<b>14<sup>th</sup> June</b> <b>CLOSE KITCHEN.</b> Equipment Checks. Cold Stores Area organization. Dry Stores Area organization.	<b>15<sup>th</sup> June</b> <b>Athletics Carnival Day</b>	<b>16<sup>th</sup> June</b> <b>Rockhampton Show Holiday</b>

**MEM20413 Certificate II in Engineering Pathways**  
**2023 - Term 2**  
**Mr Tree**

**Theme:** Using engineering workshop machinery

**Competencies:** MEMPE001C, MEMPE001A, MEMPE002A

Week	Concepts covered	Student Tasks/Assessments
1	MEMPE001C: Use hand tools <ul style="list-style-type: none"> <li>Identify tools required to carry out work</li> <li>Explore basic WHS policies and procedures</li> <li>Identify methods of maintaining hand tools</li> <li>Investigate PPE requirements and maintain a safe and clean workspace</li> </ul>	<ul style="list-style-type: none"> <li>Reevaluate WHS requirements</li> <li>Complete SOP's from Term 1</li> </ul>
2	MEMPE001C: Use hand tools <ul style="list-style-type: none"> <li>Explore work holding methods</li> <li>Devise solutions to problems using hand tools</li> <li>Use measuring tools to accurately mark out materials</li> </ul>	<ul style="list-style-type: none"> <li>Hand tools PPT</li> </ul>
3	MEMPE001C: Use hand tools <ul style="list-style-type: none"> <li>Understand processes for selecting materials and operational safety</li> <li>Use vices, clamps and magnets</li> </ul>	<ul style="list-style-type: none"> <li>Hand tool identification and usage test</li> <li>Hand tools online assessment</li> </ul>
4	MEMPE001A: Use engineering workshop machines <ul style="list-style-type: none"> <li>Develop job planning sheets</li> <li>Explore production scheduling</li> <li>Create technical drawings</li> <li>Creating pre-start checks</li> </ul>	<ul style="list-style-type: none"> <li>Pre-start template</li> </ul>
5	MEMPE001A: Use engineering workshop machines <ul style="list-style-type: none"> <li>Types of machines and machine operation</li> <li>Operational use of reciprocating power hacksaw</li> <li>Introduction to drilling</li> </ul>	<ul style="list-style-type: none"> <li>Practical application of workshop machinery</li> </ul>
6	MEMPE001A: Use engineering workshop machines <ul style="list-style-type: none"> <li>Identify and understand types of milling machines</li> <li>Using pedestal grinders</li> <li>Selecting materials, tools, feeds and speeds</li> </ul>	<ul style="list-style-type: none"> <li>Machine identification chart</li> <li>Use engineering workshop machines assessment</li> </ul>
7	MEMPE002A: Use electric welding machines <ul style="list-style-type: none"> <li>Identify common hazards, injuries and illnesses associated with welding</li> <li>Develop requirements for preparing welding materials and setting-up equipment</li> <li>Identify common welding materials and grades</li> </ul>	<ul style="list-style-type: none"> <li>Use electric welding equipment risk assessment</li> <li>PPT welding preparation and operation</li> </ul>
8	MEMPE002A: Use electric welding machines <ul style="list-style-type: none"> <li>Explore common welding materials and grades</li> <li>Select joining techniques</li> <li>Define elements of a welding symbol</li> </ul>	<ul style="list-style-type: none"> <li>Welding type/symbol identification chart and activity</li> </ul>
9	MEMPE002A: Use electric welding machines <ul style="list-style-type: none"> <li>Engage in welding project</li> <li>Explore weldability of metals</li> <li>Maintenance of welding equipment</li> <li>Repair welds</li> </ul>	<ul style="list-style-type: none"> <li>Complete online welding assessment</li> </ul>

# 10 Design & Digital Technology – Term 2

Mrs O'Neill

Week	Monday Period 6 & 7/Thursday Period 1 & 2
1	<p><u>Unit 3B: What is 3D printing?</u>            Identify the difference between 2D and 3D printing.            Explore how the 3D printing process works and understand the concept of additive manufacturing.            Identify key components required in the 3D printing process.            Explore Tinkercad.</p>
2	<p><u>Unit 3B: Discover how 3D model files are created</u>            Explore the workspace in TinkerCad.            Experiment with scaling, rotation and move tools.            Investigate how coordinates are used to send geometric code to the printer.            Demonstrate how to use the method of subtraction to create unique shapes.</p>
3	<p>Labour Day  <u>Unit 3B: Creating your own digital design</u>            Apply core skills to produce a basic keychain.            Evaluate and apply subtraction techniques to merge shapes.            Export CAD drawings into STL files to then be converted to print.</p>
4	<p><u>Unit 3B: Investigating a design brief</u>            Review various design processes used by designers.            Investigate how design problems are identified and described.            Develop a design brief to meet client needs and wants.            Explore 3D printing and how it is used as a prototyping tool.  <b>Formative Assessment:</b> 3D Printing Brief due</p>
5	<p><u>Unit 3B: Breaking down a project into geometric shapes</u>            Identifying key shapes of a project to be broken down into individual parts.            Evaluate and apply the best techniques to produce each individual part.            Explore multiple methods for creating each shape.  <b>Assessment:</b> 3D Printing project handout</p>
6	<p><u>Unit 3B: Advanced modelling techniques</u>            Investigate schematic diagrams to replicate 3D printed design solutions.            Apply merging and mirroring techniques to produce complex shapes.            Create a Lego figurine through replication and analysis of schematic diagrams.  <b>Assessment:</b> 3D Printing ideation sketches and stakeholder interviews due.</p>
7	<p><u>Unit 3B: Creating functional prints with multiple parts</u>            Investigate household containers with lockable lids to collect several design styles.            Create and model a locking container lid based on a guided tutorial.            Modify the design to create a unique mechanism to lock your items securely using friction.  <b>Assessment:</b> 3D Printing solution designs due</p>
8	<p><u>Unit 3B: Design challenge</u>            Interpret a design brief to create a new toy for a child between the ages of 5 and 8.            Analyse anthropometric data to ensure the design will be suitable for this age group.            Evaluate stakeholder perspectives to create a functioning product for the target audience.            Access 3D warehouse to import model files.            Employ measurement tool to develop scale drawings.  <b>Assessment:</b> 3D Printing project due</p>
9	<p>Athletics Carnival  <u>Unit 3B: Design challenge cont.</u>            Evaluate final printed 3D Printing against planned design</p>



## Year 10 Drama Term 2

### Mrs McCaul

Week	Day /Lesson sequence
1	<ul style="list-style-type: none"> <li>• Outline class expectations - behaviour, one note, homework, class work procedures</li> <li>• Revise the elements of drama through drama activities</li> <li>• Outline the unit and assessment: Design Portfolio (Journal, concept and directorial vision) and Performance</li> <li>• Read the play A Thousand Points from Zero</li> </ul>
2	<ul style="list-style-type: none"> <li>• Explore the themes of the play and the different theatre styles that could be used to present the play</li> <li>• Identify and manipulate dramatic mood through gesture, physical movement and voice</li> <li>• Practice performance skills – body and voice</li> <li>• Brainstorm ideas on creating scene for Scene Project</li> <li>• Explore directing – directing activities in simple scenes identifying intention</li> </ul>
3	<ul style="list-style-type: none"> <li>• Brainstorm and create performance for the scene project</li> <li>• Distribute Design Portfolio task. – discuss, examine and outline assessment</li> <li>• Examine exemplar of assessment</li> <li>• Rehearse and refine scene project performance</li> </ul>
4	<ul style="list-style-type: none"> <li>• Understand how to structure a director's journal and what to include in design portfolio</li> <li>• Rehearse and refine idea for scene project performance.</li> <li>• Explore directing ideas and experiment with contemporary theatre conventions for performance and design portfolio</li> </ul>
5	<ul style="list-style-type: none"> <li>• Rehearse and refine scene project performance</li> <li>• Work with artist in residence on the Thursday's lesson preparing scene project performance</li> <li>• Work on Design portfolio</li> </ul>
6	<ul style="list-style-type: none"> <li>• Working on design portfolio assessment</li> <li>• Action teacher feedback</li> <li>• Rehearse and refine scene project performance from feedback from artist in residence</li> </ul>
7	<ul style="list-style-type: none"> <li>• Finish creating diagrams and justifications in director's journal on design portfolio</li> <li>• Prepare notes for director's workshop.</li> <li>• Practice conducting director's workshop and action peer and teacher's feedback</li> <li>• ASSESSMENT DUE: Scene Project Performance</li> </ul>
8	<ul style="list-style-type: none"> <li>• Finalise directorial diagrams, justifications and director's journal.</li> <li>• ASSESSMENT DUE: Design portfolio – directorial workshop to be presented ( IN CLASS) and hand in director's journal</li> </ul>
9	<ul style="list-style-type: none"> <li>• Rehearse and refine scene project performance.</li> <li>• Analyse contemporary theatre conventions in example of contemporary theatre performances</li> </ul>

# 10 English T2, 2023 – Romeo & Juliet

## Mrs Eyles, Ms du Plessis, Ms Owens, Mrs Melvin

Week	Concepts covered, student tasks	Student resources
<a href="#">Week 1</a>	<p><u>Social, Cultural and Historical Context</u></p> <ul style="list-style-type: none"> <li>▪ Identify prior knowledge about William Shakespeare and Romeo and Juliet</li> <li>▪ Investigate the life of William Shakespeare and the impact he had on the English language (social context)</li> <li>▪ Investigate and understand the cultural and historical context of the Elizabethan Era.</li> <li>▪ Summarise understanding of cultural and historical context of the Elizabethan Era</li> <li>▪ Predict values, beliefs, attitudes, and cultural assumptions conveyed in R&amp;J</li> </ul>	<ul style="list-style-type: none"> <li>▪ Expert Groups Task</li> <li>▪ Introduction to Shakespeare Round Robin Activity</li> </ul>
<a href="#">Week 2</a>	<p><u>Understanding Shakespeare</u></p> <ul style="list-style-type: none"> <li>▪ Understand and experiment with Shakespearean language and Iambic Pentameter.</li> <li>▪ Read and interpret the prologue of R&amp;J</li> <li>▪ Understand the elements of Shakespearean tragedies.</li> <li>▪ Investigate the characters in the play Romeo &amp; Juliet and the Montagues vs Capulets</li> <li>▪ Construct character map before reading the play.</li> </ul> <p><u>The Concept of Fate</u></p> <ul style="list-style-type: none"> <li>▪ Explore the role of astrology and The Great Chain of Being in the Elizabethan Era</li> </ul>	<ul style="list-style-type: none"> <li>▪ Shakespeare Insults</li> <li>▪ Prologue</li> <li>▪ Shakespearean Sonnets for Iambic Pentameter</li> <li>▪ Play – Romeo and Juliet</li> </ul>
<a href="#">Week 3-5</a>	<p><u>Act 1 – Reading and Responding</u></p> <ul style="list-style-type: none"> <li>▪ Read and view Act 1, Scene 1. Complete activities focusing on interpreting Shakespearean language.</li> <li>▪ Read and view Act 1, Scenes 2-5.</li> <li>▪ Summarise the main idea of the scene and demonstrate understanding of plot through reading comprehension activities.</li> <li>▪ Analyse the representation of key concepts of Act 1 (fate, astrology, The Great Chain of Being) through close readings of the play</li> </ul> <p><u>Act 2 – 4 Reading and Responding</u></p> <ul style="list-style-type: none"> <li>▪ Read and view Act 2-4</li> <li>▪ Summarise the main idea of the scene and demonstrate understanding of plot through reading comprehension activities.</li> <li>▪ Analyse the representation of key concepts of Act 1-4 (fate, astrology, The Great Chain of Being, actions of others) through close readings of the play</li> </ul> <p><u>Act 5 – Reading and Responding</u></p> <ul style="list-style-type: none"> <li>▪ Read and view Act 5</li> <li>▪ Summarise the main idea of the scene and demonstrate understanding of plot through reading comprehension activities.</li> <li>▪ Analyse the representation of key concepts of Act 5 (fate, astrology, The Great Chain of Being, actions of others) through close readings of the play</li> <li>▪ Identify reasons Romeo and Juliet died</li> </ul>	<ul style="list-style-type: none"> <li>• Play – Romeo and Juliet</li> <li>• Clickview - Romeo and Juliet</li> <li>• Act Summaries</li> <li>• Reading Comprehension</li> <li>• Close readings</li> </ul>
<a href="#">Week 6</a>	<p><u>Summative Assessment Task</u></p> <ul style="list-style-type: none"> <li>▪ Deconstruct task requirements</li> </ul> <p><u>Reviewing Persuasion</u></p> <ul style="list-style-type: none"> <li>▪ Understand and experiment with persuasive appeals, persuasive devices and persuasive language</li> <li>▪ Analyse the structural and language features of exemplar</li> <li>▪ Analyse the structural and spoken language features of persuasive speeches</li> </ul> <p><u>Writing Persuasively</u></p> <ul style="list-style-type: none"> <li>▪ Construct elements of persuasive speeches in response to debatable topics from Romeo and Juliet.</li> <li>▪ Experiment with persuasive appeals, persuasive devices and persuasive language.</li> <li>▪ Practice presenting debates to teacher and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summative Assessment Task distribution</li> <li>▪ Play – Romeo and Juliet</li> </ul>
<a href="#">Week 7</a>	<p><u>Presentations to Enhance Persuasion</u></p> <ul style="list-style-type: none"> <li>▪ Experiment with transitions, animations, visual images and audio as a tool for audience engagement</li> </ul> <p><u>Summative Assessment Task</u></p> <ul style="list-style-type: none"> <li>▪ Plan, draft and edit persuasive speech in response to assessment task</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play – Romeo and Juliet</li> </ul>
<a href="#">Week 8</a>	<p><u>Oral Presentations Due</u></p> <ul style="list-style-type: none"> <li>▪ Persuade an audience to accept a certain viewpoint.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Summative Assessment Task Due</li> </ul>
<a href="#">Week 9</a>	<p><u>Introduction to Senior English Subjects</u></p> <ul style="list-style-type: none"> <li>• Examine General, Essential, Literature strands, associated texts and assessment tasks.</li> <li>• Investigate requirements for future pathways.</li> </ul>	

## 10 Essential Mathematics Term 2 2023

### Miss Langley

Week	Period 2 Tuesday/period 6 Wednesday/Period 4&5 Friday
1	<p><b>Chapter 1 Measurement</b>            Overview of measurement and understanding units (worksheet)            Convert between units of length (Ex 1A)            Use and calculate perimeter (Ex1B)</p>
2 Tue 25 ANZAC Day	<p>Using rules to calculate Circumference of circles, semi and quarter circles (Ex 1C)  <i>Area</i>            Recall concept of area and use rules to calculate area of common shapes (Ex 1D)</p>
3 Mon 1 May Day	<p>Convert between units of area (*Ex 1A)            Interpret and use the rule for area of a sector (Ex1E)            Determine the area of composite shapes (Ex1E)  <i>Surface Area</i>            Understand the concept of surface area</p>
4	<p>Use 3D objects and nets to calculate the surface area of prisms (Ex 1F)            and cylinders (Ex 1G)            Apply measurement knowledge to solve practical problems (Pre-learning for PSMT)</p>
5	<p>Problem Solving and Modelling Task handed out Tuesday 16th May            PSMT lessons Tues, Wed, Fri</p>
6	<p>Use rules to calculate Volume and Capacity of Prisms (Ex 1H)            PSMT lessons Wednesday, Friday            PSMT draft due Friday 26<sup>th</sup> May</p>
7	<p>PSMT lessons Tuesday, Wednesday  <i>Revision</i> - Recall concepts and processes covered in Chapter 2</p>
8	<p>PSMT due Tuesday 6<sup>th</sup> June            Revision Tuesday, Wednesday, Friday</p>
9 Thu Athletics Carnival	<p><b>EXAM</b> – both single lessons on Tuesday 13<sup>th</sup> and Wednesday 14<sup>th</sup> June.</p>

## YEAR 10 FASHION - Term 2

### Mrs Acworth

Week	Monday/lesson 4,5	Wednesday/lesson 7	Thursday/lesson 7
1	<b>17<sup>th</sup> April Checkpoint 2 A2, A3</b> Explore natural and manmade fabrics that may be suitable to skirt designs. Describe their characteristics / properties that make them suitable. 3b	<b>19<sup>th</sup> April</b> Investigate needs of community groups in relation to a new skirt design. Identify a group to design for. 5a Develop interview questions to establish the purpose & desired features of a skirt design.5b Save in OneNote for teacher approval	<b>20<sup>th</sup> April</b> Explore popular design features in skirts and possible pattern adaptations to create unique designs. 4a  Conduct interview questions over the weekend.
2	<b>24<sup>th</sup> April</b> Practise pattern adaptation techniques using miniature templates. Explain the steps to construct and evaluate their strengths, limitations, and functionality. Eg. changing the shape of the hem	<b>26<sup>th</sup> April</b> Summarise your findings from the interviews conducted. 5b  Preparation for visit to Art Gallery	<b>27<sup>th</sup> April</b>  Excursion to Rockhampton Art Gallery
3	<b>1<sup>st</sup> May</b>  <b>Labour Day Public Holiday</b>	<b>3<sup>rd</sup> May</b> Develop the design brief to reflect the client's needs based on your interview summary. Part B1	<b>4<sup>th</sup> May</b> Develop a list of criteria for success that your design must meet, reflecting on the information gathered. Part B2  Generate ideas and create an inspiration page. Part B3a
4	<b>8<sup>th</sup> May</b> Reflect on your design brief, client's needs and inspiration page. Sketch / use photoshop to design & label 2 design ideas that reflect the above aspects. Part B 3b	<b>10<sup>th</sup> May</b> Sketch / use photoshop to design & label 2 design ideas that reflect your design brief and client's needs.	<b>11<sup>th</sup> May Checkpoint 3 A4, A5, B1, B2</b> Continue to sketch / use photoshop to design & label your design ideas.  Display on a design board. Part B 3b
5	<b>15<sup>th</sup> May</b> Continue to sketch / use photoshop to design & label your design ideas  Display on a design board. Part B 3b	<b>17<sup>th</sup> May</b> Evaluate each design against your success criteria Part B 3b Choose 1 design; justify your choice of design. Part B 3c.	<b>18<sup>th</sup> May</b> Consider a suitable fabric to make it from. Attach a sample; justify your fabric choice. Part B 3d Calculate the quantity of fabric to purchase and prepare a shopping list. Evaluate the features of Photoshop Part D 1
6	<b>22<sup>nd</sup> May</b> Make adjustments to large scale patterns to realise your design idea.  Develop a production plan Part C 1	<b>24<sup>th</sup> May</b> Apply your technical skills to construct your design solution independently.	<b>25<sup>th</sup> May</b> Apply your technical skills to construct your design solution independently.
7	<b>29<sup>th</sup> May</b> Apply your technical skills to construct your design solution independently.	<b>31<sup>st</sup> May</b> Apply your technical skills to construct your design solution independently.	<b>1<sup>st</sup> June</b> Apply your technical skills to construct your design solution independently.
8	<b>5<sup>th</sup> June</b> Apply your technical skills to construct your design solution independently.	<b>7<sup>th</sup> June</b> Apply your technical skills to construct your design solution independently.	<b>8<sup>th</sup> June</b> Apply your technical skills to construct your design solution independently. Generate a swing tag to market your skirt Part C 2
9	<b>12<sup>th</sup> June Skirt and Journal DUE</b> Evaluate the designed solution Part C 3abc Participate in a photo shoot styling your skirt for marketing purposes	<b>14<sup>th</sup> June</b> Tidy of the sewing room and reflection on the unit.	<b>15<sup>th</sup> June</b> <b>Athletics Carnival</b>

Week	Monday P. 6 + 7      Thursday P. 1 + 2
1	Recall and Use - listening and reading comprehension tasks Scaffolded writing tasks: structuring a conversation (a doctor's visit) Grammatical focus: the imperative mode, formulating questions (verb/subject inversion, est-ce que, qu'est-ce que),
2	Composing texts related to medical visits, recalling idiomatic expressions, syntax and related lexicon Grammatical focus: complement direct pronouns, reflexive verbs in the past tense <b>ER Task (writing/speaking): roleplay - Visit to the doctor - handed out Thursday 24/05</b> Structuring / writing the roleplay Reading Tutor activity in TEAMS to finetune pronunciation
3	ER Task (writing/speaking): roleplay - Visit to the doctor - ongoing work
4	ER Task (writing/speaking): roleplay - Visit to the doctor - ongoing work <b>Submit role play as Mp4 in TEAMS by Monday 8/05</b> Unit 8 Autrefois Study narrative texts written in past tense: childhood memories
5	Focus on grammar - Past tense (Imparfait) - Identify grammatical patterns - historic past tense (Imparfait) - Comprehend and compose texts - reading, writing activities - Tapis Volant Unit 8
6	Focus on grammar: using Passé composé and Imparfait when used together - Recalling and using: adapt texts by implementing rules about tenses usage. Resources (PPTs and videos) shared in OneNote.
7	Interpret and translate increasingly complex texts written in the past historic - practice in Education Perfect, workbook Create a narrative about early school days using prompts - submit in OneNote
8	Individual revision work - Education Perfect comprehension activities <b>SR Task 4 (comprehension, analysis) in exam conditions conducted on Monday June 5</b>
9	Analysing, comprehending narrative texts in the simple past / past perfect Context: newspaper article, journalistic recount Sequence of past tenses according to situation and context

# 10 General Mathematics – Term 2

Mrs Reddy, Mrs King

Week	Lessons - Tuesday P 2, Wednesday P 6, Friday P 4&5
1	<p><b>TOPIC: Statistics</b>  <b>Classify</b> data (Ex 5A)  <b>Construct</b> and <b>interpret</b> frequency tables, column graphs, stem-and-leaf plots, dot plots and histograms (Ex 5B)  <b>Determine</b> the mean, median, mode and range of a data set and of a stem-and-leaf plot (Ex 5C)</p>
2 No lesson Tuesday Anzac Day	<p><b>Determine</b> quartiles and interquartile range of a data set (Ex 5D)  <b>Apply</b> the outlier formula to <b>determine</b> any outliers in a data set (Ex 5E)  <b>Construct</b> and <b>interpret</b> box plots and <b>use</b> them to compare data sets</p>
3	<p><b>Investigate, construct</b> and <b>interpret</b> time series data (Ex 5F)  <b>Investigate</b> and <b>describe</b> bivariate numerical data (Ex 5G)  <b>Identify</b> types of correlation for a data set and <b>construct</b> and <b>interpret</b> scatterplots (Ex 5H)  <b>Construct</b> the line of best fit by hand</p>
4	<p><b>Diagnostic TEST Tuesday</b>  <b>Statistics PSMT distributed Wednesday</b>            Introduction to the 'Approach to Problem-Solving and Modelling' process  <b>Checkpoint #1</b> – Evidence of data collection</p>
5	<p>Students prepare individual report analysing findings and evaluating the process            Revision of use of Excel  <b>Checkpoint #2</b> – Observations and assumptions completed  <b>Checkpoint #3</b> – Draft due Friday at end of Per 5</p>
6	<p>Students respond to FCA's given in whole class feedback</p> <p><b>TOPIC: Indices</b>  <b>Recall</b> power notation and <b>evaluate</b> the index form using index laws 1 and 2 (Ex 3G)</p>
7	<p><b>PSMT due Wednesday at end of Per 6</b></p> <p><b>Use</b> index laws 3 - 6 to <b>simplify</b> algebraic products and quotients with negative indices, zero index and brackets (Ex 3H)</p>
8	<p><b>Express</b> numbers in scientific notation and convert from scientific notation to numbers (Ex 3I)</p> <p>Revise box plots (worksheet)            Revision questions and exam preparation</p>
9	<p><b>EXAM: UF - Tuesday 13<sup>th</sup> June</b>  <b>PSR - Wednesday 14<sup>th</sup> June</b></p>

# 10 Geography - T2

## Environmental change & Management

Week	Lessons
1	Sources of marine debris Analyse location of marine debris Ocean currents - where does trash travel
2 Tuesday - ANZAC Day	Impact of marine debris Solutions - how can we best clean up ocean debris? How can we prevent marine debris from entering the ocean? Preparation for the excursion
3 Monday - Labour Day	Thursday - Excursion to Great Keppel Island to study the impact of marine debris
4	Understand -How to write a Geography report - steps/ structure Reflection on the excursion Report writing - analyse findings from excursion <b>Checkpoint one - Title page/ contents page &amp; introduction</b>
5	<b>Report writing.</b> Summary of findings - analysis of primary data Evidence of marine debris on Great Keppel Island Biophysical and anthropogenic factors that influence marine pollution on GKI
6	<b>Report writing - Summary of findings</b> Explain - What are the impacts of marine debris on GKI <b>Checkpoint two - Progress check</b>
7	<b>Report writing</b> <b>Solutions/ Recommendations</b> - Identify two solutions to address the challenge of marine debris on GKI.
8	<b>Report Due Thursday</b> Report writing - Conclusion Reference list
9 Thursday - Athletics Day Friday - Show Holiday	Monday - Reflection on unit

## 10 HPE Term 2 – Motor Learning & Touch Football RAD/SCK

Week	Theory	Practical
1	Introduction to motor learning <ul style="list-style-type: none"> <li>Define the concept of 'motor learning'</li> <li>Recognise and explain: motor learning, motor programs and motor skills.</li> </ul> Classifications of motor skills <ul style="list-style-type: none"> <li>Recognise and explain the difference between fine and gross motor skills; open and closed motor skills; and discrete, continuous and serial skills.</li> </ul>	Overview of Touch Football Explanation of specialised movement sequences.
2	The cognitive system approach to motor learning <ul style="list-style-type: none"> <li>Define and explain the 'information processing model'</li> <li>Define and explain the Fitts and Posner's stage model of learning.</li> </ul> Apply cognitive system concepts and theories to examples from Touch Football.	Overview of Touch Football <ul style="list-style-type: none"> <li>Practice of Touch Football movement sequences.</li> <li>Game play footage collection.</li> </ul> <p style="text-align: right;"><i>Assessment Task Handed Out</i></p>
3	The dynamic system approach to motor learning <ul style="list-style-type: none"> <li>Define and explain key concepts of the dynamic system approach such as 'constraints' and 'rate limiter' and identify examples of these concepts in Touch Football.</li> </ul> Body and movement concepts <ul style="list-style-type: none"> <li>Define each of the four body and movement concepts</li> <li>Identify example of the four body and movement concepts in Touch Football.</li> </ul>	Game play Identify strengths and weaknesses of performance in Touch Football using GPAI.
4	Types of practice <ul style="list-style-type: none"> <li>Define and distinguish between the different types of practice</li> </ul> Types of feedback <ul style="list-style-type: none"> <li>Recognise and explain the difference between intrinsic and extrinsic feedback</li> </ul>	Assessment <ul style="list-style-type: none"> <li>Creation of personal motor learning strategy.</li> <li>Implement and film motor learning strategy.</li> </ul>
5	Assessment - Analysis <ul style="list-style-type: none"> <li>Analysis of strengths, weaknesses, rate limiters, constraints and stage of learning related to personal performance. Script and project folio work.</li> </ul>	Assessment <ul style="list-style-type: none"> <li>Filming of motor learning strategy.</li> <li>Reflect on the effectiveness of the strategy to optimise performance.</li> </ul>
6	Assessment – Personal motor learning strategy Explanation of motor learning strategy and key concepts within the strategy. Script and project folio work.	Game play Filming of game play
7	Assessment – Evaluation and justification <ul style="list-style-type: none"> <li>Appraising the outcomes, implications and limitations of the strategy.</li> </ul>	Game play Filming of game play <p style="text-align: right;"><i>Assessment Task Draft Due</i></p>
8	Assessment – Evaluation and justification <ul style="list-style-type: none"> <li>Appraising the outcomes, implications and limitations of the strategy.</li> </ul>	Game play Filming of game play <p style="text-align: right;"><i>Assessment Task Final Due</i></p>
9	Assessment <ul style="list-style-type: none"> <li>Correct mistakes and respond to feedback for folio</li> <li>Ensure PowerPoint slides and voice over are automatic transition</li> </ul>	Assessment Creation of Project Folio



Week	Tuesday P. 2	Wednesday P. 6	Friday P. 4 + 5
1	<p>Topic: アルバイト (iiTomo 3+4, Ch 8)</p> <p>Organise assessment dates in planner</p> <p>Know and understand:</p> <ul style="list-style-type: none"> <li>- Potential form, negative plain form (p122, 173, 174)</li> <li>- Kanji 使う、書く、読む、毎、</li> </ul>		
2	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- Hourly rate</li> <li>- Kanji 千、万、お金</li> </ul> <p>Review use of ない form, have to, nominalisers</p> <p>Comprehend texts related to part-time work (p123, 124, 125)</p>		
3	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- Counting in 100's</li> <li>- Kanji 会話、家族、帰る</li> </ul> <p>Analyse and evaluate recruitment text (127)</p> <p>Review use of から、ので、potential form</p> <p>Comprehend listening text to analyse and summarise information (p128)</p>		
4	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- grammar for 'have you ever', justifying using し, explaining using んです</li> </ul> <p>Analyse part-time job text (132)</p> <p>Formative task due: Homework booklet</p>		
5	<p>Topic: Dreams for the future (iiTomo 3+4 Ch 9)</p> <p>Know and understand</p> <ul style="list-style-type: none"> <li>- Grammar for 'want to become', to have an interest in</li> <li>- Kanji 働く、海外、仕事</li> </ul> <p>Review potential form. Analysis a resume.</p>		
6	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- To have an interest in (きょうみがある)</li> <li>- Kanji 将来、何、性</li> </ul> <p>Know and understand the importance of studying a language (clip)</p> <p>Comprehend text on Japanese students' aspirations</p>		
7	<p>Know and understand:</p> <ul style="list-style-type: none"> <li>- Kanji 勉強、問題、番、新聞 社会 点</li> </ul> <p>Construct a resume in Japanese. Review learned grammar</p> <p>Create a future dreams poster (due Week 8)</p>		
8	<p><b>Assessment Part 1: Reading test</b> (Monday)</p> <p>Continue with creating a future dreams poster</p> <p>Practice conversations about your part time work and dreams for the future</p>		
9	<p><b>Assessment Part 2: Speaking test</b> (Monday)</p> <p>Japan's future in technology</p>		

## Term 2 - Year 10 Social Science: **Introduction to Legal Studies**

Week	Concepts covered, student tasks
<u>Week 1</u>	<ul style="list-style-type: none"> <li>• Discuss how technology impacts on the law</li> <li>• Police visit</li> <li>• Technology and the law PPT</li> </ul>
<u>Week 2</u>	<ul style="list-style-type: none"> <li>• Contemporary Issues Caused by Technology PPT</li> <li>• Cyberbullying, sexting</li> <li>• Collection of Metadata and data mining - <i>Google Doco, Cambridge analytics</i></li> </ul>
<u>Week 3</u>	<ul style="list-style-type: none"> <li>• Intellectual Property rights PPT – Spotify sued news article</li> <li>• Photographers suing for use of their images – news article</li> </ul>
<u>Week 4</u>	<ul style="list-style-type: none"> <li>• Biotechnology</li> <li>• Digital Cemetery</li> <li>• Medically aided reproduction; medical spare parts - news articles</li> </ul>
<u>Week 5</u>	<ul style="list-style-type: none"> <li>• Formative Task – research a topic from weeks 1-4 use 3-4 sources to outline a viewpoint and propose one alternative to improve the law (200 words) Using FCAs – scope and scale addressed (10 points); viewpoint explained (20 points); alternative justified using just and equitable outcomes (20 points)</li> <li>• Technology and law enforcement – Lateline episode</li> </ul>
<u>Week 6</u>	<ul style="list-style-type: none"> <li>• Undercover operations and online policing</li> <li>• DNA Evidence – Using DNA to Convict or Acquit PPT</li> <li>• Daniel Morcombe case</li> <li>• Apprehending Offenders Using Technology PPT</li> </ul>
<u>Week 7</u>	<ul style="list-style-type: none"> <li>• Revision/exam prep/stimulus distribution</li> <li>• <b>EXAM – Thursday period 4 and 5</b></li> </ul>
<u>Week 8</u>	<ul style="list-style-type: none"> <li>• Technology and law in popular culture: <i>Identity Thief</i></li> </ul> <p style="text-align: right;"><b>Love Bites (Wednesday)</b></p>
<u>Week 9</u>	<ul style="list-style-type: none"> <li>• Review of semester unit – feedback for Semester 2 and beyond</li> </ul> <p style="text-align: right;"><b>Athletics Carnival (Thursday)</b> <b>Rocky Show Holiday (Friday)</b></p>

**10 Maths Methods – Term 2 2023**  
*Mrs Walker, Mr Wallis*

Week	Tuesday p.2 / Wednesday p.6 / Friday p. 4 & 5
1	<p>Recall mean, median and mode; comprehend statistical graphs and classify types of data sets Ex 9A            Use interquartile range to determine outliers Ex 9B            Construct box plots and use them to compare data sets Ex 9C            Compare shapes of box plots to corresponding histograms and dot plots</p>
2 Tue: ANZAC day	<p>Describe bivariate numerical data where independent variable is time Ex 9D            Use scatter plots to comment on relationships between two numerical variables Ex 9E            Sketch the line of best fit by eye and using technology Ex 9F</p>
3	<p>PSMT skill-building: Investigate a claim by designing a method to collect data            PSMT skill-building: Analyse data and evaluate reasonableness of results  <b>Assignment (PSMT) handed out; design method and collect data</b></p>
4	<p>Calculate and interpret mean and standard deviation and use to compare data sets Ex 9G            Recall index laws Ex 3F            Simplify algebraic products and quotients using index laws Ex 3G            Assignment data collection finalised; analyse data; work on writing report  <b>PSMT checkpoint 1: Upload evidence of progress into OneNote</b></p>
5	<p>Express numbers in scientific notation Ex 3H  <b>Diagnostic test</b>            Understand fractional indices and express in surd form Ex 3I            Define rational and irrational numbers including surds Ex 3A  <b>PSMT checkpoint 2: Submit draft for feedback</b></p>
6	<p>Simplify surds Ex 3A            Calculate with surds (+, -) Ex 3B            Calculate with surds (<math>\times</math>, <math>\div</math>) and use distributive law to simplify surds Ex 3C</p>
7	<p><b>PSMT due Tuesday 30<sup>th</sup> May at beginning of p.2 (or, if absent, via email by 8:30am that same day)</b>            Apply expansion to factorised expressions with single brackets and binomial products Ex 5A            Determine simplest factorised form of two-term algebraic expressions Ex 5B            Use the difference of perfect squares (DOPS) and other patterns to factorise monic quadratic expressions Ex 5A, 5C</p>
8 Fri: Japanese lunch	<p>Revision activities on Term 2 concepts            Recall key concepts from Term 1 – measurement units, perimeter, area, surface area, volume, probability notation &amp; two-way tables, trigonometry, Pythagoras' theorem</p>
9 Fri: SFD	<p><b>Examination (over two papers) on Tuesday 13<sup>th</sup> June and Wednesday 14<sup>th</sup> June</b>  <b>This is an End of Semester 1 exam. It will assess concepts from both Terms 1 &amp; 2.</b></p>

## Term Planner – Term Two

### Year 10 Modern History

Week	Concepts covered
<a href="#"><u>Week 1</u></a>	<p><b>Complete Assignment</b></p> <ul style="list-style-type: none"> <li>• <b>Recall</b> key features of the research assignment on World War Two, including location of primary and secondary sources and analysis and evaluation of sources in the research template.</li> <li>• <b>Compose</b> historical essay integrating source analysis and evaluation in response to the Key Inquiry Question including Introduction, body paragraphs and a conclusion.</li> <li>• <b>Complete</b> final edits, checks and reference lists.</li> </ul> <p style="text-align: center;"><b>Submit Assignment – Thursday 20<sup>th</sup> April</b></p>
<a href="#"><u>Week 2</u></a>	<p><b>Australia's Changing International Relations</b></p> <ul style="list-style-type: none"> <li>▪ <b>Examine</b> Australia's changing allegiance from Britain to America because of World War Two</li> <li>▪ <b>Identify</b> how these changing international relations were reflected in their role in the creation of the UN and the creation of the ANZUS Treaty</li> <li>▪ <b>Examine</b> how Australia's post war relations became more focused on their role in the Asia- Pacific region through the SEATO Agreement and the Colombo Plan</li> </ul>
<a href="#"><u>Week 3</u></a>	<p><b>Australia's Changing International Relations</b></p> <ul style="list-style-type: none"> <li>• <b>Identify</b> the reasons for increased wave. of migration to Australia – including the Holocaust and refugees from Europe and the various push pull factors.</li> <li>• <b>Reflect</b> on the impact of increased migration patterns between 1950 – 1980 on Australia's changing identity as a nation.</li> <li>• <b>Consider</b> the impact of these trends on attitudes and perspectives on race and The Racial Discrimination Act 1975</li> <li>• <b>Evaluate</b> the impact of these trends on changing government policies on immigration including the White Australia Policy and the Child Migration scheme.</li> <li>• <b>Debate</b> the issues of multiculturalism, border protection policies, mandatory detention of asylum seekers and migration policies.</li> </ul>
<a href="#"><u>Week 4</u></a>	<p><b>Australia's Changing Rights and Freedoms</b></p> <ul style="list-style-type: none"> <li>• <b>Examine</b> the different ways that World War Two impacted the rights and freedoms of the civilians through the use of conscription, The National Security Act of 1939, censorship of the media, detention of Japanese, German and Italian residents and control over the workforce</li> </ul>
<a href="#"><u>Week 5</u></a>	<p><b>Australia's Changing Rights and Freedoms</b></p> <ul style="list-style-type: none"> <li>▪ <b>Examine</b> how World War Two changed the role of women in Australia – in the military, the Land Army and factory work and consequent changes to the status of women after the war including the repeal of the 'marriage bar' and the Sex Discrimination Act 1984</li> <li>▪ <b>Reflect</b> on the impact of these changes in politics, employment law, reproductive rights, access to public places and protections against domestic violence.</li> <li>▪ <b>Evaluate</b> the contributions of significant female leaders in Australian public life.</li> </ul>
<a href="#"><u>Week 6</u></a>	<p><b>Australia's Changing Rights and Freedoms</b></p> <ul style="list-style-type: none"> <li>▪ <b>Assess</b> the impact of World War Two on the changing role of First Nations Australian considering their status prior to this (at Commonwealth, segregation on missions, 1937 policies of assimilation, and the efforts prior to the war to improve the rights and freedoms of First Nations Australians including the foundation of the National Day of Mourning)</li> <li>▪ <b>Investigate</b> the role of the First Nations Australians in the defense forces during World War Two, and war work as civilians and how this helped to change their status.</li> </ul>
<a href="#"><u>Week 7</u></a>	<p><b>Australia's Changing Rights and Freedoms</b></p> <ul style="list-style-type: none"> <li>▪ <b>Examine</b> the impact of the Civil Rights Movement in the USA on the civil rights campaigners in Australia.</li> <li>▪ <b>Identify</b> the significant events in the movement for the civil rights of First Nations Australians including the right to vote, the Freedom Rides, the Referendum, the Tent Assembly, the Mabo decision, the Redfern Speech, the Brining Them Home Report, the first Sorry Day and Apology to the Stolen Generations and the Uluru Statement and how these events brought about change.</li> <li>▪ <b>Debate</b> the areas where continued civil rights actions are still needed.</li> </ul>
<a href="#"><u>Week 8</u></a>	<p>Exam revision and preparation practicing responses to comprehension, analysis, evaluation and synthesis questions.</p> <p><b>Exam – Short Response to stimulus</b></p>
<a href="#"><u>Week 9</u></a>	<b>Reflection on unit and semester</b>

# 10 Music – Term 2, 2023

Ms du Plessis

Week	Lessons
1	<ul style="list-style-type: none"> <li>Understand structure of Symphony Orchestras and explore timbres of instruments</li> <li>Reflect on excursion to Rockhampton Symphony Orchestra</li> <li>Instruments in focus: Percussion (i.e. auxiliary, drums, tuned)</li> <li>Interpret how music portrays an image – excerpts from <i>Carnival of the Animals</i></li> <li>Compose a short piece for percussion ensemble</li> </ul>
2	<ul style="list-style-type: none"> <li>Instruments in focus: Wind (i.e. flute, piccolo, clarinet, oboe, bassoon, saxophones) – examine sounds, music pieces, ensemble types</li> <li>Identify wind instruments in orchestra works</li> <li>Interpret how music portrays an image – excerpts from <i>Carnival of the Animals</i></li> <li>Music theory – notation, rhythm patterns and phrasing revision</li> </ul>
3	<ul style="list-style-type: none"> <li>Instruments in focus: Brass (i.e. trumpet, trombone, French horn, euphonium, tuba) – examine sounds, music pieces, ensemble types</li> <li>Interpret how music portrays an image – excerpts from “Fantasia 2000”</li> <li>Examine and analyse music works in preparations for exam: <i>Symphony No.9</i> by Dvorak, 1812 <i>Overture</i></li> <li>Music theory – notation, dynamic markings, time signatures</li> </ul>
4	<ul style="list-style-type: none"> <li>Instruments in focus: String (i.e. violin, viola, cello, double bass, harp) – examine sounds, music pieces, ensemble types</li> <li>Interpret how music portrays an image – excerpts from <i>Carnival of the Animals</i></li> <li>Formative Task: Identify composition devices and apply them to a short string composition</li> <li>Music theory – notation, key signatures, tempo</li> </ul>
5	<ul style="list-style-type: none"> <li><u>Composition Task handed out</u></li> <li>Examine and analyse musical works in preparation for exam: <i>The Burning Bush</i> from “The Prince of Egypt”</li> <li>Identify how to write melodies for orchestral instruments</li> </ul>
6	<ul style="list-style-type: none"> <li><u>Exam Thursday (during double lesson)</u></li> <li>Continue to refine composition and composition statement</li> <li>Examine and analyse musical works in preparation for exam: <i>Journey of the Half Moon, In the Hall of the Mountain King</i></li> </ul>
7	<ul style="list-style-type: none"> <li><u>Composition Draft and Composition Statement Draft Due Thursday</u></li> <li>Examine conducting skills and apply knowledge by conducting a small ensemble</li> <li>Continue to refine composition and composition statement</li> </ul>
8	<ul style="list-style-type: none"> <li>Continue to refine composition and composition statement</li> <li><u>Composition Task and Composition Statement Due Thursday</u></li> </ul>
9	<ul style="list-style-type: none"> <li>Reflection of task and unit on OneNote</li> <li>Feedback on exam results and composition task</li> </ul>

**10 Psychology Term 2 2023**  
**Mrs. Hernández**

Week	Monday/period 4&5 Wednesday/period 7 Thursday/period 7
1	<p><u>Unit 2: Personality and Forensic Psychology</u></p> <p>Define Forensic Psychology Understand the different factors underpinning criminal behaviour</p>
2	<p>Understand case studies as a critical instrument for psychological research Understand how to conduct a case study</p> <p><b>Case study assessment task distributed Monday lesson 2</b> Case study work 3 lessons</p>
3 Public Holiday Monday	<p>Case study work 1 lesson <b>Case study due Thursday beginning of lesson</b></p> <p><u>Unit 3: Positive Psychology</u> Understand sleep as an altered state of consciousness</p>
4 Thursday Geography excursion	<p>Explain the importance of the circadian rhythm Describe the different types of sleep Understand the need of sleep and the consequences of sleep deprivation</p>
5	<p>Explain the purpose of dreaming Identify strategies utilised to improve sleeping habits and explain how to develop an intervention program Describe Positive Psychology as a modern branch of psychology</p>
6	<p>Investigate the meaning of happiness Explain which factors determine happiness (Seligman's formula- PERMA model) Understand that positive psychology strategies can be applied in many areas including learning, sport, workplaces</p>
7	<p>Use positive psychology and mindfulness to develop an intervention program <b>Intervention program assessment task distributed Monday</b> Intervention program work 3 lessons</p>
8	<p>Intervention program work 4 lessons</p>
9 Athletics Carnival Thursday Rockhampton Show Holiday Friday	<p><b>Intervention program due Monday</b></p>

**10 Religious Education – Term 2 2023**  
**Ms Strelow Mrs Slade Mrs Melvin Mrs Withnall**

Week	Tues P4 & 5 / Wed 4 / Fri P7
1	<p>What is social justice? Revise the Catholic Social Teachings (CSTs).            What are some of the social justice issues facing our society today?            What are the 4 Dimensions of Justice? Who are the organisations working for justice in Australian society?</p>
2	<p>What are virtues and who can possess them? What are the Christian Virtues? What are the Cardinal and Theological Virtues? How are these evident in the work of people working for social justice such as Sr Patricia Fox, Sr Irene McCormack, Fr Chris Riley?</p>
3	<p>Justice and Human Rights. Examine the UDHR and determine how human rights are impacted by injustice.</p> <p>Match the human rights to Catholic Social teachings and the Beatitudes.</p> <p>Commence viewing of <i>Choir of Hard Knocks Episode 1</i>.</p>
4	<p><i>Choir of Hard Knocks Episodes 2 &amp; 3</i>. Class discussions linking examples of the Christian Virtues/CSTs to the work being achieved in this case study.</p> <p><b>Formative Task</b> – Type 3 Writing using FCAs. Using examples from <i>Choir of Hard Knocks</i>, create a PEEL paragraph identifying structural barriers faced by members of the Choir and how these barriers lead to disadvantage. Due end of lesson Friday.</p>
5	<p><b>Assessment task distributed.</b></p> <p>Multimodal presentation. Research organisation, summarise notes from valid and reliable sources.  <b>Checkpoint #1</b> Social justice organisation identified and research questions created.</p>
6	<p><b>Checkpoint #2</b> Evidence of research findings, development of hypothesis and reference list created.</p>
7	<p><b>Checkpoint #3</b> Evidence of draft script including identification of structural barriers, analysis of organisation in relation to Catholic Social Teachings and Christian virtues, proposed solutions and evaluation of effectiveness of achievements.</p>
8	<p><b>Checkpoint #4</b>            Evidence of multimodal in construction including PowerPoint or other application; script in Word; Task sheet, reflection (Appendix A) and hard copy of script submitted in class. Multimodal uploaded to TEAMS by <b>3pm Friday 9 June</b>.</p>
9	<p>Multimodal presentations shown in class; unit reflection and feedback.</p>

**10 Science Term 2 2023**  
**Miss Wright, Mrs. Reddy, Mr. Mullane, Mrs. Willing**

Week	Monday Period 1 and 2/ Wednesday Period 1/ Thursday Period 5
1	<p><b><u>DNA, Genes and Chromosomes</u></b></p> <ul style="list-style-type: none"> <li>- <b>Use</b> models and diagrams to represent the relationship between genes, chromosomes, and DNA of an organism's genome</li> </ul>
2	<p><b><u>Meiosis and Mitosis</u></b></p> <ul style="list-style-type: none"> <li>- <b>Explain</b> how genetic information passed on to offspring from both parents by meiosis and fertilisation increase the variation of a species</li> </ul>
3	<p><b><u>Mendelian Inheritance</u></b></p> <ul style="list-style-type: none"> <li>- <b>Apply</b> Mendelian inheritance to predict the ratio of offspring genotypes and phenotypes in monohybrid crosses involving dominant and recessive genes or in genes that are sex linked</li> </ul>
4 (Yr 10 Geography Ex Thursday)	<p><b><u>Pedigrees and Inheritance Patterns</u></b></p> <ul style="list-style-type: none"> <li>- <b>Use</b> pedigrees to show the pattern of inheritance of simple, dominant and recessive characteristics throughout multigenerational families</li> </ul>
5	<p><b><u>Application of DNA and Inheritance Patterns</u></b></p> <ul style="list-style-type: none"> <li>- <b>Explore</b> environmental and other factors and <b>identify</b> how they can cause mutations and changes to DNA and chromosomes</li> <li>- <b>Analyse</b> the role of DNA in cancer or genetic disorders such as haemochromatosis, sickle cell anaemia, Cystic Fibrosis and Klinefelter syndrome.</li> </ul>
6	<p><b><u>Assessment</u></b></p> <ul style="list-style-type: none"> <li>- Revision strategies</li> <li>- <b>Exam (Thursday Period 5)</b></li> </ul>
7	<p><b><u>Biodiversity and Natural Selection</u></b></p> <ul style="list-style-type: none"> <li>- <b>Explore</b> biodiversity as a function of evolution and the processes involved in natural selection including variation, isolation and selection</li> <li>- <b>Analyse</b> evidence for the theory of evolution by natural selection (fossil records, chemical and anatomical similarities) and geographical distribution</li> </ul>
8 (Love Bites Wednesday)	<p><b><u>Biodiversity and Natural Selection</u></b></p> <ul style="list-style-type: none"> <li>- <b>Investigate</b> changes caused by natural selection in a particular population due to selection pressure</li> <li>- <b>Explain</b> the relationship between genetic characteristics and survival / reproduction rates</li> </ul>
9	<p><b><u>Assessment</u></b></p> <p>Short Response Task – David Attenborough 'Extinction'</p>



# Year 10 Thinking Big: Term 2 Unit Plan Summary

Week	Concepts covered
<u>Week 1</u>	<ul style="list-style-type: none"> <li>▪ Final group meeting prior to individual proposal construction</li> <li>▪ Individual proposal construction under controlled conditions</li> </ul>
<u>Week 2</u>	<ul style="list-style-type: none"> <li>▪ Q&amp;A Panels to discuss the findings and proposals of solutions to big world problems investigated for assessment.</li> <li>▪ Final reflection on self and group dynamics as part of assessment</li> </ul>
<u>Week 3</u>	<p>Theme: "Ideas worth spreading"</p> <ul style="list-style-type: none"> <li>▪ TED Talks – Identify and describe how to spread ideas worth spreading.</li> <li>▪ Explore the 110 steps to great communication according to David JP Phillips</li> <li>▪ Explain how pathos, logos, ethos, kairos can guide audiences to your conclusions</li> </ul>
<u>Week 4</u>	<p>Theme: Rhetoric and Oratory</p> <ul style="list-style-type: none"> <li>▪ Explore and discuss exemplars of speeches real and fictional (Obama, Churchill, The Newsroom, Jed Bartlett)</li> <li>▪ Analyse and explain how specific strategies are used in speeches using the 110 steps and the 4 pillars of rhetoric</li> </ul> <p>Theme: Manipulations of language</p> <ul style="list-style-type: none"> <li>▪ Identify, describe and apply <i>asyndeton</i> and <i>polysyndeton</i>; <i>procatalepsis</i>, <i>anaphora</i>, and <i>epistrophe</i>; <i>chiasmus</i>, <i>antithesis</i>, <i>rhetorical questions vs hypophora</i>, <i>amplification</i> and <i>parallelism</i></li> </ul>
<u>Week 5</u>	<p><b>Distribute assessment task</b></p> <ul style="list-style-type: none"> <li>▪ Identify and propose a topic for a TED talk</li> <li>▪ Conduct research to support topic presentation</li> </ul>
<u>Week 6</u>	<p><b>Checkpoint 1</b> – Topic choice and supporting research.</p> <ul style="list-style-type: none"> <li>▪ Develop speech script incorporating elements of oratory and rhetoric studies in class</li> </ul>
<u>Week 7</u>	<p>Checkpoint 2 – Script draft</p> <ul style="list-style-type: none"> <li>▪ Edit and refine script</li> <li>▪ Practice spoken element of script with a focus on tone, pace, stance etc.</li> <li>▪ Refine script into talking points.</li> </ul>
<u>Week 8</u>	<ul style="list-style-type: none"> <li>▪ Practice TED presentations in class using video camera's to gather self-assessment and consider improvements to presentation</li> </ul> <p><b>Submit assessment task</b></p> <ul style="list-style-type: none"> <li>▪ Begin TED Talk presentations on Thursday Lesson</li> </ul>
<u>Week 9</u>	<ul style="list-style-type: none"> <li>▪ Present remaining TED Talks in class on Monday and Wednesday</li> <li>▪ Parents and Guest Evening on Wednesday 14<sup>th</sup> June</li> </ul>

# 10 Visual Art – Term 2, 2023

## Mr Goves

Week	Learning experiences
1	<p>Welcome back: Review Unit 1 Landscape Breakdown of Unit 2: <b>Task sheet, Overview, Resources, Material resources.</b></p> <p>Continue TONE from last Term <b>Responding</b> <b>TONE Theory:</b> What is Tone? How does Tone communicate meaning? Tone examples</p>
2	<p><b>Making</b> <b>Draw a landscape using TONE &amp; charcoal &amp; water-soluble Graphite</b></p> <ul style="list-style-type: none"> <li>• Demonstration of how to use <b>charcoal &amp; water-soluble Graphite</b> Techniques</li> <li>• Notes teacher demonstration of techniques</li> <li>• Experimentation <b>charcoal &amp; water-soluble Graphite</b></li> <li>• Resolved landscape drawing in <b>charcoal &amp;/or water-soluble Graphite</b></li> </ul> <p><b>Responding</b> Artwork reflection – How has <b>TONE &amp; charcoal &amp; water-soluble Graphite</b> techniques have been used to communicate meaning?</p>
3	<p><b>COLOUR Theory</b> <b>Responding</b> What is colour? Colour wheel. Primary, secondary &amp; intermediate colours. Tertiary colours <b>Colour Schemes</b> - Monochromatic, harmonious, complementary warm/cool. What colours represent, physical, Emotional effects. Colour symbolism. <b>Colour Class Artwork Analysis:</b> Lesley Dumbrell, <i>November</i></p>
4	<p><b>Making</b> <b>Chalk or Oil Pastels</b> <b>Draw a landscape using COLOUR Schemes &amp; pastels:</b></p> <ul style="list-style-type: none"> <li>• Demonstration of how to use <b>PASTELS</b> Techniques</li> <li>• Notes teacher demonstration of techniques</li> <li>• Experimentation with chalk &amp; Oil pastels</li> <li>• Resolved A3 drawing in Chalk or oil Pastels</li> </ul> <p><b>Responding</b> Artwork reflection – How has colour &amp; pastel techniques have been used to communicate meaning?</p>
5	<p><b>TEXTURE Theory</b> <b>Responding</b> <b>Texture Theory</b></p> <ul style="list-style-type: none"> <li>• How do we perceive texture and senses used?</li> <li>• How is texture created?</li> <li>• The two general types of texture, <b>REAL &amp; VISUAL</b> and the difference.</li> <li>• Feelings communicated between using textures.</li> </ul> <p><b>Texture Artwork Analysis:</b> Minor Artwork Analysis:</p>
6	<p><b>SURREALISM</b> Teacher lead discussion: What is Surrealism? Surrealism and metaphors, dream theory. Class Research a variety of artist / artworks analyse and emphases on symbolism and dream like qualities.</p> <p><b>MAJOR ARTWORK ANALYSIS</b> <b>Surrealism RESPONDING:</b> Research 2 x different artworks that use surrealist techniques. Annotate the artwork emphasizing the important aspects that make it surrealist. Be able to identify and define the main <b>ELEMENTS</b> (line, shape, colour, tone &amp; texture) used in a chosen painting. Use these elements and the imagery to justify and interpret what the artwork is communicating.</p>
7	<p><b>Surrealism Painting</b> <b>Making</b> Create an interesting, resolved <b>SURREALISTIC painting</b> composition on <b>board / canvas</b>, using all or combination of elements learnt. Line, Shape, Tone, Colour &amp; Texture</p>
8	<p><b>Responding</b> Artwork reflection – How have the <b>ELEMENTS, MATERIALS, TOOLS, &amp; TECHNIQUES</b> been used to communicate meaning through the concept of <b>SURREALISM</b>?</p> <p><b>Check requirements of task sheets and finish any outstanding requirements</b></p> <p style="text-align: center;"><b>Drawing &amp; Painting Folio &amp; Major Artwork Analysis Due</b></p>
9	Exam Preparation & Exam. Mon. Jun12