



Year 11

Teaching and Learning plans

Assessment calendar

Term 2, 2023

Yr 11 Assessment Calendar Term 2, 2023

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 17-21 April	Specialist Maths exam Modern History task distributed Aquatic Practices task distributed				
	Study of Religion task distributed	Physics task distributed	¼ time review		
Week 2 Or 24-28 April	Legal Studies task distributed				
		ANZAC day			Physical Education task due
Week 3 or 1-5 May	Physical Education task distributed Specialist Maths task distributed				
	Labour Day	Digital Solutions task distributed			Biology task draft due
Week 4 Or 8-12 May					
	Religion and Ethics task distributed Essential English task distributed Literature task distributed Study of Religion draft due	Chemistry task distributed		Essential English exam	Physics task draft due
Week 5 Or 15-19 May	General Maths exam Ancient History task due Modern History task due Aquatic practices draft due Visual Arts in Practice task due Visual Art task due Drama task due				
	Study of Religion task due				Fashion product due Design task due Geography task due Physics task due Music task due
Week 6 Or 22-26 May	French task distributed Japanese task distributed Essential Maths exam Aquatic Practices task due Maths Methods exam				
	Biology task due		Athletics field events		Legal Studies task due Chemistry task draft due
Week 7 Or 29 May – 2 June	Specialist Maths task due Ancient History task distributed Modern History task distributed				
	Digital Solutions task due			Religion and Ethics draft due English task distributed	Fashion product due
Week 8 Or 5-9 June					
	Literature task due	Japanese task 1 due	French task 1 due	Religion and Ethics task due English exam	French task 2 due Japanese task 2 due Chemistry task due
Week 9 Or 12-16 June					
	Design task distributed	RETREAT	LEADERSHIP DAY	Athletics carnival	Show holiday

11 Ancient History:

Unit 1, Topic 2: Beliefs, rituals & funerary practices

Unit 2, Topic 2: Akhenaten

Week	Concepts covered, student tasks
Week 1 (17 th - 21 st April)	<ul style="list-style-type: none"> • Check-point 1 for FIA2 – topic selected, background research, research questions • In-depth research (independent) – selection, organisation, analysis and evaluation of sources
Week 2 (24 th - 28 th April)	<ul style="list-style-type: none"> • Cont. in-depth research (independent) – selection, organisation, analysis and evaluation of sources <p style="text-align: right;">(ANZAC Day – Tuesday 25th April)</p>
Week 3 (1 st - 5 th May)	<ul style="list-style-type: none"> • Check-point 2 for FIA2 – research progress check • Skill focus – how to analyse and evaluate evidence while conducting an argument • Drafting of essay – synthesis of evidence
Week 4 (8 th -12 th May)	<ul style="list-style-type: none"> • Check-point 3 for FIA2 – conferencing of essay draft • Editing essay & secondary focused research
Week 5 (15 th -19 th May)	<p>ASSESSMENT TASK DUE: INVESTIGATION (FIA2) – historical essay</p> <ul style="list-style-type: none"> • Begin Unit 2 – Personalities and their times and focus individuals for unit • Background study to ancient Egypt – understanding the geographical, spatial, religious context
Week 6 (22 nd -26 th May)	<ul style="list-style-type: none"> • View documentary <i>Akhenaten: the rebel pharaoh</i> – identifying and understanding key historiographic issues and key features of Akhenaten's reign • Revisiting the analysis and evaluation of sources using a key inquiry question
Week 7 (29 th May – 2 nd June)	<ul style="list-style-type: none"> • Revisiting answering a key inquiry question using evidence – hypothesising based on justification – type 2 & 3 writing <p>ASSESSMENT TASK DISTRIBUTED: INVESTIGATION (FIA3) – Independent Source Investigation</p> <ul style="list-style-type: none"> • Background research – deciding on a focus for research
Week 8 (5 th -9 th June)	<ul style="list-style-type: none"> • Develop key inquiry question and sub-questions + create draft of rationale • Check-point 1 for FIA3 – key inquiry question, sub-questions and rationale • Selection of possible sources
Week 9 (12 th -16 th June)	<p>(Year 11 Retreat – Tuesday 13th June)</p> <p>(Year 11 Leadership Day – Wednesday 14th June)</p> <p>(Rockhampton Show Holiday – Friday 16th June)</p>

2023 11 Aquatic Practices- Term 2
Mr Mullane

Week	Tuesday L6/L7, Wednesday L5, Friday L1/L2
1	<p><u>Continental Margins and Coastal Productivity</u> Identify Continental Margin, Ocean floor, Continental Slope, Continental Shelf Describe Continental Rise, Continental Slope, Recognise active and passive margins, Recall Productivity Investigation distributed</p>
2	<p><u>Waves and sand dunes</u> Recall Refraction, Reflection and Diffraction, Describe spilling waves, surging waves, plunging waves, swells, the sand budget Recognise accretion, erosion, longshore drift.</p>
3	<p><u>Field trip preparation</u> Apply and interpret Transect and quadrat, Analyse Sample Investigation- Inquiry based field report into the viability of a walkway being built at a local beach Friday field trip to Mulambin Beach</p>
4	<p><u>Field trip data evaluation</u> Construct and interpret Transect and quadrat, Analyse sample Investigation- Inquiry based field report into the viability of a walkway being built at a local beach Draft Methodology and Transects Due</p>
5	<p><u>Field trip data evaluation</u> Construct Inquiry based field report into the viability of a walkway being built at a local beach Draft of Investigation Completed</p>
6	<p><u>Ocean Currents ENSO and its effect of the GBR</u> Describe El Nino and La Nina, ENSO. Identify El Nino and La Nina, ENSO. Explain El Nino and La Nina, ENSO. Investigation Due</p>
7	<p><u>Ocean zones and habitat types</u> Recall plankton, nekton, benthos species and neritic, oceanic, Epipelagic, Mesopelagic, Bathypelagic, Abyssopelagic, photic zones. Describe and explain plankton, nekton, benthos species and neritic, oceanic, Epipelagic, Mesopelagic, Bathypelagic, Abyssopelagic, photic zones.</p>
8	<p><u>Marine Biology-Abiotic and Biotic components of ecosystems</u> Recall the terms organism, communities, populations, biosphere, abiotic, biotic, habitat, niche, producer, consumer, herbivore, carnivore, omnivore, scavenger, decomposer. Describe and explain organism, communities, populations, biosphere, abiotic, biotic, habitat, niche, producer, consumer, herbivore, carnivore, omnivore, scavenger, decomposer.</p>
9	<p><u>Biotic interactions</u> Recall predation, commensalism, parasitism, mutualism, symbiotic, trophic level and food web. Describe and explain predation, commensalism, parasitism, mutualism, symbiotic, trophic level and food webs. Identify predation, commensalism, parasitism, mutualism, symbiotic, trophic level and food web.</p>

11 Biology – Term 2

Ms Wright, Ms Willing

Week	
1	<p><u>Assessment: Student Experiment</u> Rational and Experimental Design/Modifications/Safety Considerations</p>
2	<p><u>Assessment: Student Experiment</u> Data Collection/ Data Analysis/ Evaluation</p>
3	<p><u>Assessment: Student Experiment</u> Data Collection / Data Analysis/ Evaluation Student Experiment Final Draft Due Friday (5th of May)</p>
4	<p style="text-align: center;"><u>Unit 1 Topic 2</u></p> <p><u>Cell differentiation and Specialisation</u> Review how multicellular organisms have a hierarchical structural organisation of cells, tissues, organs and systems. Understand that stem cells differ from other cells by being unspecialised, and have properties of self-renewal and potency Recognise that stem cells differentiate into specialised cells to form tissues and organs in multicellular organisms</p> <p><u>Assessment: Student Experiment</u> Independent Draft Consultations</p>
5	<p><u>Cell differentiation and Specialisation</u> Review how multicellular organisms have a hierarchical structural organisation of cells, tissues, organs and systems. Understand that stem cells differ from other cells by being unspecialised, and have properties of self-renewal and potency Recognise that stem cells differentiate into specialised cells to form tissues and organs in multicellular organisms</p>
6	<p><u>Gas Exchange and Transport</u> Explain the relationship between the structural features and function of gaseous exchange surfaces. Explain how the structure and function of capillaries facilitates the exchange of materials (water, oxygen, carbon dioxide, ions and nutrients) between the internal environment and cells. Analyse alternate representations such as diagrams, schematics and tables to predict the direction in which materials will be exchanged between alveoli and capillaries capillaries and muscle tissue</p> <p>Student Experiment Due – Final copy (Monday 22nd of May)</p>
7	<p><u>Exchange of Waste and Nutrients</u> Identify the characteristics of absorptive surfaces within the digestive system and relate to the structure and function of the villi Describe the role of digestive enzymes (amylase, protease, lipase) in chemical digestion Recognise the different types of nitrogenous wastes produced by the breakdown of proteins</p>
8	<p><u>Exchange of Waste and Nutrients</u> Explain the function of each of the sections of the nephron and its function in the production of urine (glomerulus, Bowman's capsule, proximal and distal tubules, Loop of Henle, collecting tubule) Explain how glomerular filtration, selective reabsorption and secretion across nephron membranes contribute to removal of waste. Dissect and examine the internal workings of a kidney and lungs with regards to the exchange of nutrients, waste and gas</p>
9 (Rockhampton Show Holiday – Friday)	<p><u>Science as a Human Endeavor</u> <i>Student lead Inquiry Studies</i> Investigate the ethical treatment of animals as sentient, feeling beings has been accepted as a global principle in research and the three strategies of replacement, reduction and refinement form the basis of many international guidelines. Investigate organ and tissue transplantation: The increased demand for transplantation has led to illegal organ and tissue trafficking, forced donation and 'transplantation tourism' Investigate bioartificial organs: Cells from a patient or a stem cell bank can be used to produce bioartificial tissues and organs as an alternative to donor tissues and organs</p>

Year 11 - Term 2, 2023
Mrs Pacey
SIT20421 Certificate II in Cookery

Theme: Cool Café Cuisines				
Competencies: SITXFSA005 Use hygienic practices for food safety (Non Cert 1 students), SITHCCC028 Prepare appetisers and salads, SITHCCC027 Prepare dishes using basic methods of cookery, SITHCCC034 Work effectively in a commercial kitchen, SITHCCC024 Prepare and present simple dishes, SITHCCC026 Package prepared foodstuffs (Non Cert 1 students), SITXWHS005 Participate in safe work practices (Non Cert 1 students)				
Week	Tuesday (L1/2)	Wednesday (L6)	Friday (L4/5)	Functions /Placements
1	18 April Practical Fettuccine Carbonara w pangrattato (Pasta, boiling and baking) Rectangle plastic takeaway container	19 April Year 11 ¼ Time Review BCC	21 April SITHCCC034 - Work effectively in a commercial kitchen CCC34AA Q 1 - 30	
2	25 April ANZAC DAY	26 April SITHCCC034 - Work effectively in a commercial kitchen CCC34AA Q 31 - 39	28 April Practical Sweet Soy Noodles (noodles) Rectangle plastic takeaway container	
3	2 May SITHCCC024 - Prepare and present simple dishes CCC24AA - Sect 1 - Q1 - 9 CCC24AA - Sect 2 - Q10 - 22	3 May SITHCCC024 - Prepare and present simple dishes CCC24AA - Sect 3 - Q23 - 38	5 May Practical Nasi Goreng w poached egg (Shallow frying and poaching) Medium round plastic takeaway container	
4	9 May Practical Mother's Day Breakfast preparation tasks	10 May Practical Mother's Day Breakfast preparation tasks	12 May Practical Meatball Subs w marinara sauce (Sandwich and grilling) Sandwich wrap paper	12 May 6am - 8:30am Mother's Day Breakfast Liana, Caitlin, Ashlee, Erica, Tayla.
5	16 May Practical Boarder's Lunch Bean Nachos w garden salad (salad and baking) Foil & round plastic container	17 May SITHCCC024 - Prepare and present simple dishes Portfolio entries	19 May Practical Pumpkin Soup w cheese crostini (garnish) Round polystyrene container	16 May 8:30am - 10:10am Boarder's Lunch All students
6	23 May SITHCCC034 - Work effectively in a commercial kitchen Logbook entries	24 May Musical function preparation Design a task list and jobs checklist for upcoming function.	26 May Practical Chicken and cashew stir fry (marinade) Rectangle plastic takeaway container	
7	30 May Practical Musical function preparation tasks	31 May Practical Musical function preparation tasks	2 June Practical Musical function preparation tasks	2 June 4pm - 8:30pm Musical function Liana, Hayley, Lily, Mia, Amy, Sienna, Ash-Lee
				3 June 3pm - 8:30pm Musical function Ashlee, Erica, Caitlin, Gulbari, Ella, Tayla
8	6 June Catch up theory/cooking	7 June Catch up theory	9 June Catch up theory/cooking. SITHCCC024 and SITHCCC034 Workbooks due.	
9	13 June Year 11 Retreat BCC	14 June Culinary Cooking Day	16 June Rockhampton Show Holiday	

Week	Concepts covered	Student Tasks/Assessments
Week 1	Course Outline and an overview of Allied Health Professionals: <ul style="list-style-type: none"> Review of class expectations HLTAAP001- Recognise healthy body systems <ul style="list-style-type: none"> Discuss, identify through prior knowledge of what having a healthy and unhealthy body means Discuss and identify body systems Identify and discuss what each of the major organs perform within each of the systems. 	<ul style="list-style-type: none"> Complete Term 1 Kahoots to clarify understanding and knowledge learnt from previous units. Follow One Note each week Complete questions 1.1, 1.2, 2.1
Week 2	HLTAAP001- Recognise healthy body systems <ul style="list-style-type: none"> Discuss, identify through prior knowledge of what having a healthy and unhealthy body means Discuss and identify body systems Identify and discuss what each of the major organs perform within each of the systems. Research information in order to complete Practical Task 	<ul style="list-style-type: none"> Follow Unit Plan Follow One Note each week Complete questions 2.3a, 2.3b, 3.1 and 3.2
Week 3	HLTAAP001- Recognise healthy body systems <ul style="list-style-type: none"> Discuss, identify through prior knowledge of what having a healthy and unhealthy body means Discuss and identify body systems Identify and discuss what each of the major organs perform within each of the systems. Research information in order to complete Practical Task 	<ul style="list-style-type: none"> Follow One Note each week Complete Project 1.1a and 1.1b Complete Practical Task
Week 4	HLTAAP001- Recognise healthy body systems <ul style="list-style-type: none"> Discuss, identify through prior knowledge of what having a healthy and unhealthy body means Discuss and identify body systems Identify and discuss what each of the major organs perform within each of the systems. Research information in order to complete Practical Task CHCCOM005- Communicate and work in health or community services <ul style="list-style-type: none"> Discuss and identify communication issues Discuss and identify factors that can contribute to poor communication 	<ul style="list-style-type: none"> Follow One Note each week Complete Project 1.1c Complete Practical Task Submit Unit Complete questions 1.1a, 1.1b, 1.1c, 1.2a, 1.2b, 1.3, 1.4a and 1.4b of new unit
Week 5	CHCCOM005: Communicate and work in health or community services <ul style="list-style-type: none"> Discuss and identify communication issues Discuss and identify factors that can contribute to poor communication 	<ul style="list-style-type: none"> Follow One Note each week Complete Project 1.5a, 1.5b, 2.1a, 2.1b, 2.2, 2.3a, 2.3b, 2.4, 3.1a, 3.1b, 3.2a, 3.2b, 3.2c, 3.3a and 3.3b
Week 6	CHCCOM005: Communicate and work in health or community services <ul style="list-style-type: none"> Discuss and identify communication issues Discuss and identify factors that can contribute to poor communication 	<ul style="list-style-type: none"> Follow One Note each week Complete questions 4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2c, 4.3, 4.4a, 4.4b, 5.1, 5.2a and 5.2b
Week 7	CHCCOM005: Communicate and work in health or community services <ul style="list-style-type: none"> Discuss and identify communication issues Discuss and identify factors that can contribute to poor communication 	<ul style="list-style-type: none"> Follow One Note each week Complete questions 5.3, 5.4a, 5.4b, 5.5, 6.1, 6.2, 6.3a, 6.3b, 6.4a, 6.4b, 7.1, 7.2, 7.3, 7.4a and 7.4b
Week 8	CHCCOM005: Communicate and work in health or community services <ul style="list-style-type: none"> Discuss and identify communication issues Discuss and identify factors that can contribute to poor communication Finalise all outstanding units for Term 2 	Follow One Note each week Complete questions 7.4c and 7.4d- Project questions- 1.1a, 1.1b, 1.1c, 1.1d, 1.1e, 1.1f, 1.1g, 1.1h Submit unit and complete rectifications
Week 9	<ul style="list-style-type: none"> School Activities 	

Theme: PERSONAL FINANCE

Competencies: FNSFLT311 Develop and apply knowledge of Personal Finance

Week	Concepts covered	Student Tasks/Assessments
1	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Complete Official Enrolment • Register for ESSI Money Game – complete weeks 1-2 	<ul style="list-style-type: none"> • UNIT PLAN/ ENROL • PR2 • BDL1 • ESSI 1-2
2	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • BE MONEY SMART - Saving, Budgeting and Spending <ul style="list-style-type: none"> - calculate personal financial responsibility score - self-assessment to identify strengths and weaknesses • BE MONEY SMART – Personal Tax <ul style="list-style-type: none"> - Understanding receipts for tax deductions - Investigate requirements for lodging tax returns 	<ul style="list-style-type: none"> • MODULE 1 & 2 • BDL2 • ESSI 3-4
3	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Explore budgeting, cashflow and saving • Identify personal and business tax elements • Investigate Superannuation • Analyse debt management and loan products 	<ul style="list-style-type: none"> • KE3a • MODULE 3& 4 • ESSI 5-6
4	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Identify and assess factors affecting Personal Credit • Understand Superannuation • Investigate Employee Entitlements 	<ul style="list-style-type: none"> • KE3b • MODULE 5 • ESSI 7-8
5	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Explore financial risk management strategies • Calculate budgets and saving plans • Identify how career/ study choice affects on income and personal goals 	<ul style="list-style-type: none"> • KE3c • CS2 • ESSI 9-10
6	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Establishing financial goals • Create personal budgets for the future • SMART goal setting 	<ul style="list-style-type: none"> • CS2 • P1a • ESSI 11-12
7	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Create personal budget for the future • Research and compare Mobile Phone Plans, Rental Options, Furniture, Daily Expenses 	<ul style="list-style-type: none"> • P1b • ESSI 13-14
8	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Create personal budget for the future • Research, calculate and compare Personal Loans, Car Loans, Ongoing Car Costs, Travel (holiday) Costs. • Seek peer advice and teacher advice on budget functionality 	<ul style="list-style-type: none"> • P1c • ESSI 15-16
9	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Finance and Personal Budgeting scenario based activities - analyse and calculate information provided to make informed financial recommendations 	<ul style="list-style-type: none"> • ACT 1 • ESSI 17-18
10	FNSFLT311 Develop and apply knowledge of Personal Finance <ul style="list-style-type: none"> • Finalise all assessment submissions • Finalise ESSI Money Game 	<ul style="list-style-type: none"> • ESSI 19-26

Theme: COMMUNITY PROGRAMS		
Competencies: BSBWOR202, BSBTEC201, BSBTEC202, BSBTEC203, ICTICT203, BSBSUS201		
Week	Concepts covered	Student Tasks/Assessments
1	RESEARCH TOPICS AND CREATE A GROUP PRESENTATION <ul style="list-style-type: none"> Official Enrolment Research using the internet – how to Plan, Conduct and Present Research Create research report and reference list templates according to the style guide 	<ul style="list-style-type: none"> UNIT PLAN/ ENROL PR2 & P1 BDL 1& 2 K6
2	RESEARCH TOPICS AND CREATE A GROUP PRESENTATION <ul style="list-style-type: none"> Identify WHS standards when using workplace technology Understanding technical terminology Perform research on Nutrition Topic 1 & 2 and present to peers 	<ul style="list-style-type: none"> BDL3 KE1 P2a P2b
3	RESEARCH TOPICS AND CREATE A GROUP PRESENTATION <ul style="list-style-type: none"> Perform research on Nutrition Topic 3 and deliver a group presentation 	<ul style="list-style-type: none"> P2c
4	RESEARCH TOPICS AND CREATE A GROUP PRESENTATION <ul style="list-style-type: none"> Perform research on Nutrition Topic 3 and deliver a group presentation 	<ul style="list-style-type: none"> P2c
5	PLAN A COMMUNITY SFR PROGRAM <ul style="list-style-type: none"> Video analysis – Community Programs Design a SFR Work Schedule Design, deliver and review a Community SFR Program 	<ul style="list-style-type: none"> BDL4 PR2 MP2
6	PLAN A COMMUNITY SFR PROGRAM <ul style="list-style-type: none"> Identify and understand environmentally sustainable work practices Conduct an environmental sustainability meeting Create sustainability action plan Investigate Body Weight Strength Movements 	<ul style="list-style-type: none"> BDL5 KE2 P3a MP2 ACT2
7	PLAN A COMMUNITY SFR PROGRAM <ul style="list-style-type: none"> Investigate factors that can affect completion of tasks in the SFR Industry Demonstrate understanding of workplace standards and practices relating to environmental sustainability Investigate Abdominal and Core movements Design, deliver and review a Community SFR Program 	<ul style="list-style-type: none"> KE3 P3b MP2 ACT3
8	PLAN A COMMUNITY SFR PROGRAM <ul style="list-style-type: none"> Design, deliver and review a Community SFR Program Explore existing and emerging methods of digital communication Create a digital communication plan – role play 	<ul style="list-style-type: none"> BDL6 K7 P4 MP2 PR2
9	PLAN A COMMUNITY SFR PROGRAM <ul style="list-style-type: none"> Video submission – perform a range of basic workplace tasks Major Program – assist in delivering coaching sessions Review and self-reflection of work task performance 	<ul style="list-style-type: none"> P5
10	PLAN A COMMUNITY SFR PROGRAM <ul style="list-style-type: none"> Finalise all assessment 	<ul style="list-style-type: none"> RA

Year 11 - 2023 - Term 2
Mrs Acworth
SIT30122 Certificate III in Tourism

Week	Tuesday (double)	Wednesday	Friday (double)	Placements		
				RBR	FFC	KK
1	18 th April SITTTVL002 Study of Europe - mapping areas of significance	19 th April SITTTVL007 Introduction to reservation systems Q1-5, checkpoint 1	21 st April SITTTVL007 Introduction to reservation systems Q6-8, checkpoint 2. Taking reservations. Q9-14, Checkpoint 3	Ashbi Milan Milan	Ruby Mischa Mischa	Tatum Paige Paige
2	25 th April ANZAC DAY HOLIDAY	26 th April SITTTVL007 Explaining, selling, recording information Q15-18, Checkpoint 4. Advising others Q29-32	27 th April SITTTVL007 Explaining, selling, recording information Q18-22, Checkpoint 5. Confirming details, amendments, groups Q23-28, Checkpoint 6	Armani	Ruby	Tatum
3	2 nd May SITTTVL002 Study of Europe - Western Europe [Belgium, Germany, Switzerland, Austria, Italy, France, Spain, Portugal]	3 rd May SITTTVL007 Advising others Q29-32	5 th May SITTTVL007 Additional applications Q33-37, Checkpoint 7 Other CRS systems Q38 Comparing systems Q39	Ashbi Elodie Elodie	Sophie Taleisha Taleisha	Hanna Ash-Lee Ash-Lee
4	9 th May SITTTVL002 Study of Europe Northern, Eastern & South Eastern Europe	10 th May [Yr12 Flexi day] SITXCOM006 Researching and reviewing sources Pg 1-8, Q1-4	12 th May SITTTVL007 Completion of any outstanding areas in the unit.	Armani Erica Erica	Sophie Jordan Jordan	Hanna Mia Mia
5	16 th May SITTTVL002 Study of UK & Ireland	17 th May [Yr12 Flexi day] SITXCOM006 Understanding audience, drafting text Pg9-20, Q5-10	19 th May SITXCCS018 Types of booking systems, products sold, procedures to use. Q1-6	Olivia Annalyse Annalyse	Emerson Yasmin Yasmin	Tahlea Abigail Abigail
6	23 rd May SITXCCS018 Supply of tourism products, documentation requirements Q7-12	25 th May [Yr12 Flexi day] SITXCOM006 Communication protocols Q11-14	26 th May SITXCCS018 Customer types, terminology, legal requirements. Q13-16	Olivia Cassie Cassie	Emerson Poppy Poppy	Tahlea Milan Milan
7	30 th May SITXCCS018 Booking status, confirmations, conditions Q17-23	31 st May [Yr12 Flexi day] Completion of any outstanding work	2 nd June SITXCCS018 Completion of any outstanding work	Mia Jordan Mia	Rianna Erica Jorja	Gulbari Elodie Gulbari
8	6 th June Preparation for Famil - introduction to Blogs, view examples, identify features, discuss PROC4	7 th June [Yr12 Flexi day] Completion of any outstanding work	9 th June Fraser Island (K'gari) Famil	Esther Jordan Esther	Rianna Erica Jorja	Kya Elodie Kya
9	13 th June Year 11 Retreat	14 th June Year 11 Leadership Day	16 th June Student Free Day	Mischa Mischa	Annalyse Annalyse	Cassie Cassie

2023 11 Chemistry- Term 2
Miss Reynolds

Week	Tuesday L1/L2, Wednesday L6, Friday L4/L5
1	Unit 1, Topic 3: Chemical reactions - reactants, products and energy change <u>Mole Concept and Stoichiometry</u> Stoichiometry mass- mass calculations. Compare actual yield to theoretical yield. <i>Mandatory Practical One: Derive the empirical formula of a compound from reactions involving mass changes (Oxford SSA p.95).</i> <u>Measurement Uncertainty and Error</u> Absolute and percentage uncertainties Percentage error Significant Figures
2 & 3	<u>Chemical Reactions</u> Energy changes State symbols <u>Exothermic and Endothermic Reactions</u> Law of conservation of energy Enthalpy U1 formative test <i>Mandatory Practical Two: Conduct a calorimetry experiment to measure the enthalpy of a reaction (Pearson SSA p.99).</i>
4	FIA2: Student Experiment (Distributed Tuesday) Select experiment, modify and write research question. Submit completed risk assessment, equipment list and data tables Research information for the rationale that provides background, supports the RQ and the modifications. FIA2: Student experiment checkpoint: Submit draft rationale, RQ, modifications via email
5	<u>Chemistry skills and assessment</u> Conducting the experiment and collecting data Process data
6	Analysis and evaluation of evidence Authenticity check - copy of task to date Submit draft - Friday full report (all sections complete) for feedback
7	FIA2: Student experiment Reviewing and implementing feedback from drafting
8	Unit 2, Topic 1: Intermolecular Forces Electron pair repulsion theory Molecular shape and symmetry Relationship between properties and intermolecular forces <i>Mandatory Practical Three: Making Molecular Models (Pearson SSA p.143)</i> FIA2: Student experiment Due Friday
9	No class time due to retreat and leadership days.

11 Design – Term 2

Mr L. Tree

Week	Day/Lesson Sequence
1	<p>Who are the stakeholders in a design problem?</p> <ul style="list-style-type: none"> Analyse a range of stakeholders related to a selection of products, services and environments Identify possible needs and wants that stimulate the design Evaluate individuals or group stakeholders to identify communities, location and relationships
2	<p>How do designers explore needs and wants of stakeholders to define design problems?</p> <ul style="list-style-type: none"> Design a teen hangout space Create a design brief that includes features of the design problem including needs and wants Apply a historical design style that will be used in the hangout space
3	<p>How do designers develop ideas and design concepts in response to a design problem?</p> <ul style="list-style-type: none"> Review divergent thinking strategies for developing ideas Apply relay thinking to generate possible design solutions Devise ideas based on historical design styles by applying the elements and principles of visual communication
4	<p>How do designers communicate with stakeholders?</p> <ul style="list-style-type: none"> Investigate ways of applying visual communication to interact with stakeholders Apply an example of a visual display and analyse how the elements and principles of visual communication have been used to elicit a response from the audience Reflect upon and refine presentation skills through teacher and stakeholder consultation
5	<p>What is commercial design?</p> <ul style="list-style-type: none"> Define commercial design Analyse the importance of establishing effective client relationships Select design disaster stories from Clients from Hell Evaluate the issues into the categories of economic, social or cultural factors Discuss the role of the client and the role of the designer Assignment due
6	<p>How do economic, social and cultural factors influence how a designer responds to their client?</p> <ul style="list-style-type: none"> Explore 'Design Institute of Australia code of ethics' Identify examples of customers being willing to pay more for recycled, re-usable, sustainable, cruelty-free products based on ethical considerations Evaluate the influences of the design process on design businesses, individual designers and students when completing design work
7	<p>How is Design a reflection of Society?</p> <ul style="list-style-type: none"> Evaluate and reflect on Individual influences in student designs Analyse cultural appropriation in design Investigate Australian Indigenous design elements and how they are adopted in commercial design operations
8	<p>How has design influenced economic, social and cultural change?</p> <ul style="list-style-type: none"> Investigate Glenn Murcutt as a case study to explore ways that designers influence economic, social and cultural change Analyse a series of designs to identify the influence of design. Discuss the success of the designs and propose refinements that would improve the design's influence
9	<p>How do designers ensure they meet the needs and wants of clients?</p> <ul style="list-style-type: none"> Deconstruct a design brief to identify the features and constraints of a supplied design problem Analyse aesthetic, cultural, economic, social and technical features of a design brief Complete a group design activity for the local RSL Assignment handed out

11 Digital Solutions – Term 2

Mrs O'Neill

Week	Tuesday Period 6 & 7/Wednesday Period 5/Friday Period 1 & 2
1	<p><u>Unit 1: Creating with Code</u> Analyse problems to identify essential elements, components and features of problems in Digital Solutions and where and how digital technologies are used to solve problems to meet personal, societal and organisational needs. Explore existing solutions to similar problems and existing user interfaces to identify problems and make recommendations of solutions.</p>
2	<p>Anzac Day <u>Unit 1: Creating with Code</u> Use pseudocode and flowchart to plan for coded digital solutions. Explore existing user interfaces to determine how user characteristics influence the user interface requirements and user experience for problems and solutions in relation to the useability principles.</p>
3	<p><u>Unit 1: Creating with Code</u> Create designs and coded planning for complete digital applications. Analyse user interfaces to determine how user characteristics influence the interface requirements in relation to the useability principles. Assessment: FIA2 handout</p>
4	<p><u>Unit 1: Creating with Code</u> Analyse and make recommendations through the use of sketches and diagrams to present information and ideas about the problem and programmed digital solutions. Explore existing user interfaces to determine how user characteristics influence the user interface requirements and user experience for problems and solutions in relation to the useability principles.</p>
5	<p><u>Unit 1: Creating with Code</u> Understand methods of breaking down problems into parts using computational thinking and thinking tools. Explore existing solutions to similar problems and functions and procedures with efficient and maintainable code. Generate modified code in response to information, using local and global variables and functions/procedures. Assessment: FIA2 Planning due</p>
6	<p><u>Unit 2: Application and data solutions</u> Understand the nature of data-driven problems and the difference between data, information and wisdom. Explore the personal, social and economic impacts of storing data in a database. Identify the boundaries, constraints and limitations needed for a data-driven solution.</p>
7	<p><u>Unit 2: Application and data solutions</u> Identify the elements needed for a data-driven solution, including system requirements, e.g. platforms, connections, hardware and data stores. Symbolise ideas for user interface and interconnecting systems using data flow diagrams. Evaluate existing digital solutions to program prototype digital solution improvements, using user interface and existing code. Assessment: FIA2 due</p>
8	<p><u>Unit 2: Application and data solutions</u> Analyse problems associated with data insertion, including variations in data formats, data structures, validation rules and data requirements. Identify data types, constraints, and primary and foreign keys. Understand that data is organised in tabular form and the skills and knowledge used to normalise and link tables together. Explain data principles including acquisition, organisation, representation and integrity.</p>
9	<p>Rockhampton Show Holiday <u>Unit 2: Application and data solutions</u> Symbolise the links between external entities, data sources, data flow, processes and data storage. Identify the digital design needed for a data-driven solution, including programming requirements and system requirements. Generate code for SQL SELECT statements to retrieve appropriate data from existing databases.</p>

11 Drama - Term 2, 2023

Mrs McCaul

Week	Lessons
1	<ul style="list-style-type: none"> Revise class expectations and procedures – homework, class work, one note Continue working on FIA2 – action teacher's feedback. Develop and refine dramatic concept – 400 words analysis of chosen convention, 200 words outline of idea for play, story board creation using photos and annotations that demonstrate chosen purpose and context, manipulation of elements of drama and key convention.
2	<ul style="list-style-type: none"> Continue working on FIA2 Teacher student interview to discuss progress on FIA2 (focus concept of play and story board) Refining story board images and annotations justifying choices
3	<ul style="list-style-type: none"> Submit draft of storyboard and annotations for teacher feedback Refine dramatic concept – outline of play and story board images with annotations – action teacher feedback. Bring drama blacks and any needed equipment to photograph storyboard images
4	<ul style="list-style-type: none"> Create story board images using other students and objects. Refine concept adding together analysis, play outline and storyboard images with annotations. Make final adjustments to Dramatic Concept
5	<ul style="list-style-type: none"> Assessment due – hand in FIA2 – Dramatic Concept Explore Inquiry questions: <i>How is drama shaped to reflect lived experiences? How can we transform dramatic practice?</i> Explore inherited conventions and contemporary theatre conventions – fourth wall, subtext, inner-life / psychologically motivated action vs non- linear, multiple role, intertextuality, digital literacy, minimal set/props/costume Explore playscript – Medea – themes, conventions of style,
6	<ul style="list-style-type: none"> Explore and critique the different styles and interpretations of the playscript Medea and conventions manipulated to create dramatic meaning. Read and workshop excerpts from different versions of the playscript Medea. Workshop realism and non-realism methods of performance
7	<ul style="list-style-type: none"> Explore the play Medea and the theatre styles of Realism and Non-Realism. Workshop the themes of Medea through drama activities. Revise skills of performance Workshop skills of performance through drama activities
8	<ul style="list-style-type: none"> Distribute Assessment Task FIA3 – Directorial Vision 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.
9	<ul style="list-style-type: none"> Develop and refine directorial vision - explanatory paragraphs and photo annotations that demonstrate chosen purpose and context. Justifications around directorial choices based on chosen scene to direct. Construct director's workshop to refine directorial choices and scene idea

11 Essential English – Term 2, 2023

Ms Chappell

Week	Day /Lesson sequence
1	<p><u>Communication in the Workplace</u></p> <ul style="list-style-type: none"> ▪ Discuss – what is effective communication and why is it essential in the workplace? ▪ View ‘The Nature of Communication in the Workplace’ and respond to comprehension questions ▪ Reflect on individual effective communication skills and areas of improvement ▪ Explore a range of work ‘texts’ that help with effective communication in the workplace. Explain why these texts exist and then identify issues that may arise within the workplace. ▪ Construct a short-written response (Collin’s Type 3 Writing) to an unseen question regarding communication in the workplace. <p><u>Issues in the Workplace</u></p> <ul style="list-style-type: none"> ▪ Understand the role of policies and procedures in the workplace. ▪ View a range of television shows – The Unemployables, The Office etc. Explore and discuss issues that arise in the workplace. ▪ Understand and explore visual elements that work to create representations ▪ Construct a short-written response (Collin’s Type 3 Writing) to an unseen question in response to The Office.
2	<p><u>Impacts of Social Media in the Workplace</u></p> <ul style="list-style-type: none"> ▪ Investigate and discuss the impact of social media on workplace issues. ▪ Explore policies & etiquette about social media & employer’s expectations as well employee responsibilities ▪ Analyse the representation of social media (work focus) in various visual and written texts. ▪ Construct a short-written response (Collin’s Type 3 Writing) to an unseen question in response to social media in the workplace.
3	<p><u>Workplace Health and Safety in the Workplace</u></p> <ul style="list-style-type: none"> ▪ Investigate and discuss workplace health and safety issues. ▪ Explore articles and discuss how the different issues could have been prevented ▪ Analyse the representation of workplace health and safety in various visual texts. ▪ Construct a short-written response (Collin’s Type 3 Writing) to an unseen question in response to workplace health and safety (visual stimulus) ▪ Analyse the representation of workplace health and safety in seen stimulus for summative assessment task.
4	<p><u>Summative Assessment – Response to Seen and Unseen Stimulus</u></p> <ul style="list-style-type: none"> ▪ Construct 2 x written paragraphs in response to one seen stimulus and one unseen stimulus (90mins)
5	<p>Unit 2 – Representations in Texts</p> <p><u>Reviewing the Concept of Representations</u></p> <ul style="list-style-type: none"> ▪ Review the concept of representations in texts and how authors position audiences to accept certain representations. ▪ Review filmic techniques used to position audiences in documentaries. <p><u>Assumptions about Serial Killers</u></p> <ul style="list-style-type: none"> ▪ Define the term “Serial Killer” and identify prior knowledge associated with serial killers. Identify connotations associated with the term “serial killers”. Discuss – how would students assume serial killers would be represented in texts? Investigate pop culture’s love of serial killers ▪ Investigate the biography of Ted Bundy
6	<p><u>Analysing “Conversations with a Killer: The Ted Bundy Tapes”</u></p> <ul style="list-style-type: none"> ▪ View and analyse the representation of serial killer, Ted Bundy in Episode 1. ▪ Discuss the representation/s of Ted Bundy in the episode and how the filmmaker positioned the audience to accept this construct. ▪ Construct paragraph explaining one representation created by the filmmaker using filmic techniques as evidence to justify contention. ▪ View and analyse the representation of serial killer, Ted Bundy in Episodes 2, 3 & 4 and construct paragraphs explaining the different representations of Ted Bundy created by the filmmaker
7	<p><u>Experimenting with Blogs</u></p> <ul style="list-style-type: none"> ▪ Analyse and understand the purpose and structural & language features of interactive blogs ▪ Experiment with blog software – Microsoft Sway – and create an interactive blog based on the representation of Ted Bundy.
8/9	<p><u>Summative Assessment Task</u></p> <ul style="list-style-type: none"> ▪ View and analyse selected documentary for Summative Assessment Task

11 Essential Mathematics Term 2 2023

Miss Langley

Week	Monday P 4&5 / Tuesday P2 / Thursday P4&5
1	Recall Rate, Ratio, Percentage Solve problems involving scale as a ratio (Ex 1E) UNIT 1 TOPIC 3: GRAPHS Chapter 5 – Reading and interpreting graphs. Interpret information presented in column graphs (Ex 5A)
2 Tue 25 ANZAC Day	Interpret information presented in pie and picture graphs (Ex 5B) Interpret information presented in line and conversion graphs (Ex 5C) Interpret information presented in two-way tables (Ex 5D)
3 Mon 1 May Day	Identify and interpret graphs that could possibly be misleading (Ex 5E) Chapter 6 – Drawing graphs. Determine which type of graph is best for displaying a dataset (Ex 6A) Tabulate and graph data using a spreadsheet (Ex 6B)
4	Draw a line graph to display data that demonstrates a continuous change, by hand and using a spreadsheet (Ex 6C) Chapter 7 – Using graphs. Use graphs in practical situations (Ex 7A) Interpret and analyse data from graphs (Ex 7A) Interpret the point of intersection and other features of linear graphs in practical contexts (7C)
5	Revision – Topic 2 & 3
6	UNIT 1 EXAM. Topics 2 & 3 – Monday 22 May P4 &5 UNIT 2 TOPIC 1: MANAGING MONEY Interpret entries on a selection of wage or salary pay slips and timesheets (Ex 8A) Find earnings, including salary and wages (Ex 8B)
7	<i>Earning Money</i> Find earnings including overtime, piece-work and commission (Ex 8B) Convert between annual, monthly, fortnightly, weekly and hourly <i>rates</i> of earning [complex] (Ex 8D)
8	<i>Taxation</i> Understand the purpose of taxation and the use of tax file numbers (Ex 8E) Use tax tables to determine PAYG tax for periodic (weekly/fortnightly/monthly) earnings [complex] (Ex 8F) Apply the concepts of taxable income, gross income, allowable deductions and levies in simple contexts [complex] (Ex 8G)
9 Thu Athletics Carnival	<i>Payment Summaries and Tax Returns</i> Interpret entries on a <i>simple</i> PAYG summary (worksheets) Calculate income and net income using current income tax rates [complex] (worksheets)

YEAR 11 FASHION - Term 2

Mrs Acworth

Week	Tuesday/lesson 1,2	Wednesday/lesson 6	Friday/lesson 4,5
1	18th April Explain the design brief, identifying the era you are referencing for inspiration and the focus of the collection. Task 2 Select images to create a mood board.	19th April [Yr 11 ¼ time review] Analyse the styles of the era within the images selected for your mood board. Analyse how the lines, silhouettes and themes could inspire your designs. Create the mood board. Task 3	21st April Synthesise your design ideas & technical skills to plan a design. Apply your technical skills to sketch / Photoshop your collection. Task 4
2	25th April Anzac Day Public Holiday	26th April Synthesise your design ideas & technical skills to plan a design. Apply your technical skills to sketch / Photoshop your collection. Task 4 Produce a design board displaying your collection.	28th April Checkpoint 1 Synthesise your design ideas & technical skills to plan a design. Apply your technical skills to sketch / Photoshop your collection. Task 4 Produce a design board displaying your collection.
3	2nd May Demonstrate how the elements and principles of design have been used in your collection. Task 5 Understand technical skills for basic pattern adaptation [neckline changes, facings, sleeve types]	3rd May Checkpoint 1 Practice technical skills for basic pattern adaptation [neckline changes, facings, sleeve types]	5th May Practice technical skills for basic pattern adaptation [neckline changes, facings, sleeve types] Understand the characteristics of different fabrics to assist with informing fabric choice.
4	9th May Locate patterns to identify pattern adaptations required to meet design solutions. Generate the production plan to manage the processes and production steps. Task 6	10th May Apply your technical skills to produce a prototype or practice techniques you will use. Task 7	12th May Checkpoint 2 Apply your technical skills to produce a prototype or practice techniques you will use. Task 7
5	16th May Apply your technical skills to produce your fashion solutions. Task 7	17th May Apply your technical skills to produce your fashion solutions. Task 7	19th May Product Due Apply your technical skills to produce your fashion solutions. Task 7
6	23rd May Apply your technical skills to produce your fashion solutions. Task 7	24th May Apply your technical skills to produce your fashion solutions. Task 7	26th May Apply your technical skills to produce your fashion solutions. Task 7
7	30th May Apply your technical skills to produce your fashion solutions. Task 7.	31st May Critique your design ideas and fashion items evaluating how the final product has met the brief. Task 8	2nd June Product Due Critique your design ideas and fashion items evaluating how the final product has met the brief. Prepare to style your items for photographing.
8	6th June Unit 2 - Textiles and their enhancement Examine the properties and characteristics of fibres / fabrics.	7th June Examine how textiles are produced and enhanced with colour (dye and fixatives used).	9th June Examine how textiles are produced and enhanced with colour (dye and fixatives used). Evaluate the results achieved.
9	13th June Yr 11 Retreat	14th June Yr 11 Leadership Day	16th June Student Free Day

Week	Tuesday P. 6 + 7	Wednesday P. 5	Friday P. 1 + 2
1	Unit 2 Topic 1 (continued) Read and analyse the text: 'UN AN DÉJÀ EN AUSTRALIE' P. 56 and map Océane and Emma's trip in Australia. Complete a PACT analysis. Compréhension orale : QDN p. 60 Le vlog d'Amandine		
2	Write a 150-word email providing information and advice to a friend. Purpose: To provide information and advice to a friend about which places to visit and what to do in Australia. Text type : Personal email. Language éléments : subjonctif, conditionnel, donner des conseils		
3	Unit 2 Topic 2 What is Technology for you – how much, what kind? Students reflect on their own attitude towards using mobiles Write a short piece (150 words) about own perspective (blog in SWAY) Complete a personal quiz in preparation for speaking task (Sondage technologies DOC)		
4	Les dangers de la cybersociété: appraise the effects of technology and media on their own world view and on the world view of French-speaking peers. Grammar: present participle / gerund		
5	Les dangers de la cybersociété: evaluate the negative effect of technology and media on young people's lives Grammar: 'Si' clauses and tense agreement / conditional mode – giving advice Revision of the subjunctive mode		
6	Students start working on FA3 ER Session 1 (based on Unit 2 Topics 1 and 3 Travel and Technology/Media) Analysis of Stimulus 1 (Teacher led) - Tuesday 23 May		
7	Students continue working on FA3 ER Session 1 (based on Unit 2 Topics 1 + 2: Travel and Technology/Media)		
8	FA3 ER Session 1 (based on Unit 2 Topics 1 and 3 Travel and Technology/Media) due: - Part 1 (script only) due Wednesday 7 June - Part 2 Interviews Friday 9 May - Multimodal due by close of business Friday 9 July		
9	Unit 2, Topic 3 - The contribution of French culture to the world Identify how French traditional culture is maintained in the modern world Describe festivals, events, rites of passage and community celebrations		

Year 11 General English - Term 2

Ms Thomas & Mrs Eyles

Week	Lessons
1	<p>Feedback on Unit 1 General English</p> <p>Overview of Unit 2 General English</p> <p>Investigate the social, cultural and historical context of <i>The Dry</i></p> <p>Explore patterns and conventions of a crime fiction novel</p> <p>Consider diverse readings of crime fiction genre.</p>
2-3	<p><u>Reading the novel - <i>The Dry</i> Prologue - Chapter 20</u></p> <p>Identify representations of genre specific narrative and protagonist characterisation in crime fiction genre conventions.</p> <p>Explore cultural assumptions, values, attitudes & beliefs represented in <i>The Dry</i> and examine how Harper makes use of these through landscapes and characters.</p> <p>Analyse how landscapes impact or influence cultural notions of identity through students' reading of <i>The Dry</i></p>
4-5	<p><u>Reading the novel - <i>The Dry</i> Chapter 21 - Chapter 42</u></p> <p>Identify representations of genre specific narrative and characterisation in crime fiction genre conventions. Examine the effect of Harper's textual choices including stylistic devices and aesthetic features and how these position audiences: third person narration, point of view, description of settings, flashbacks, foreshadowing, red herring, foregrounding and privileging.</p>
6	<p>Consider how audiences are positioned to view certain characters; investigate invited readings, reading practices and gaps and silences</p> <p>The Art of Creative Writing in the context of <i>The Dry</i></p> <p>Exploration of the patterns and conventions of narrative interventions.</p>
7	<p>Create micro narrative interventions, poetry, scripts and performances that manipulate the cultural assumptions, values, attitudes and beliefs of characters and invite readers to take up positions.</p> <p>Deconstruction and analysis of Exemplar Short Stories</p> <p>Distribute FA1 - Seen Imaginative Writing Exam - Thursday 1st June</p>
8	<p>Planning and preparation for exam</p> <p>Conferencing ideas/structure/language/concepts/representations with teacher</p> <p>THURSDAY 8th June - FIA2 SEEN IMAGINATIVE WRITING EXAM - Narrative</p>
9	<p>Reflection and feedback on the unit</p> <p><i>Year 11 Retreat</i></p> <p><i>Year 11 Leadership Day</i></p>

11 General Mathematics – Term 2 2023

Mrs Yore - Mrs King - Mrs Doherty

Week	Monday Periods 4&5, Wednesday Period 7, Thursday Periods 4 & 5
1	<p><u>Ch.4: Linear equations and their graphs (continued from Term 1)</u></p> <p>Recall graphing from Term One (Chapter 5 Review questions) Construct and use linear models (Ex 4I)</p>
2	<p>Solve a pair of simultaneous linear equations algebraically, graphically and by substitution and elimination (Ex 4J, 4K) Solve practical problems that involve finding the point of intersection of two straight-line graphs (Ex 4L)</p>
3	<p>Sketch piece-wise linear graphs (Ex 4N) Sketch step graphs (Ex 4N) Interpret piece-wise linear and step graphs used to model practical situations (Ex 4N) Distribute Unit 1 IA2 Examination Revision list</p>
4	<p>Revision time for Unit 1 IA2 Examination (Revision list)</p>
5	<p>Unit 1 Examination (90 mins) Mon 15th May Periods 4 & 5</p> <p><u>UNIT 2: Ch.6: Applications of trigonometry</u></p> <p>Use trigonometric ratios to calculate the length of an unknown side or the size of an unknown angle in a right-angled triangle (Ex 6A, 6B, 6C)</p>
6	<p>Solve two-dimensional practical problems involving the use of angles of elevation, depression and true bearings (Ex 6D, 6E, 6F) Determine the area of a triangle given two sides and an included angle by using the rule $Area = \frac{1}{2}absinC$ (Ex 6G)</p>
7	<p>Determine the area of a triangle by using Heron's rule (Ex 6G) Chapter 6 Review Questions</p> <p><u>Ch 7: Algebra: Linear and non-linear relationships</u></p> <p>Calculate results by substitution of numerical values into algebraic expressions (Ex 7A) Use a spreadsheet or an equivalent technology to construct a table of values from a formula (Ex 7B)</p>
8	<p>Use a spreadsheet or an equivalent technology to construct a table of values from a formula (Ex 7B) (continued) Manipulate linear equations and simple non-linear algebraic equations (Ex 7C) Chapter 7 Review Questions</p>
9	<p>Monday double only: Cambridge Revision quizzes on Chapters 6 & 7 (Online)</p>

11 Geography – Term 2, Topic 2- Ecological hazards & Topic 3 - Challenges for Australian places

Week	Lessons
1	<p>Case study – Cholera in Malawi. Start working on Data report. Assessment task - conduct a case study and present findings in a data report. Research and gather other data required to represent the identified challenge for the specific location present the findings in a data report of 1000 words Start report – Title page, set up contents page, list of figures, introduction, methodology - Key skill – analysis Data- graphs and maps</p>
2 Tuesday – ANZAC Day	<p>Continue working on Data report. - Data analysis Manipulate, adapt and transform data, using spatial and information and communication technologies, to represent and describe the nature, extent and characteristics of the Cholera hazard zone for Malawi Key skill – analysis Data- graphs and maps</p>
3 Monday – Labour Day	<p>Data report – Impacts Apply geographical understanding by extrapolating from the analysis to identify and explain the impacts of Cholera on Malawi, including: a range of social, economic and environmental impacts and primary, secondary and tertiary impacts Key skill – analysis Data- graphs and maps Draft Due – end of the week</p>
4	<p>Data report – Proposed Action Synthesise information from the analysis to propose action that will reduce risk of Cholera in Malawi Data- graphs and maps</p>
5	<p>Finish Data report, due on Friday Conclusion and reference list</p>
6	<p>Start Unit 2 – The challenges of creating sustainable places – Challenges for Australian places Key concepts – Remote, rural and urban places (ABS definition). Town planning, Community, sustainability, liveability, demography Explain the processes that shape places, including: urbanisation, suburbanisation, counter urbanisation, population increase, population decline Explain - Recognise the spatial patterns of remote, rural and urban places in Australia and represent these on a map, using spatial technologies Explain the factors that have contributed to these settlement patterns, including: physical factors, access to fresh water, soil fertility and resource availability; economic factors, resource exploitation, employment and affordability; and social factors, access to health and education services Key skills – analysis, data and field studies</p>
7	<p>Identify the implications for people living in remote, rural and urban places, e.g. provision of goods and services, transport, housing accessibility and affordability. Analyse ABS data to explain the changing characteristics of remote, rural and urban places in Australia Case study - Yeppoon</p>
8	<p>Describe the geographical challenges facing places in Australia as a result of the changing characteristics of places: •including rural and remote places - employment, provision of health and educational services, transportation connections to major centres, expansion or contraction of industry, isolation and remoteness, access to food, housing availability/affordability, waste management, fresh water quality and availability, access to communication technology (e.g. NBN). •including metropolitan and/or regional cities in Australia - urban sprawl, gentrification, transport options, environmental degradation, land-use zoning, service provision, housing availability and affordability, waste management</p>
9 Thursday – Athletics Day Friday – Show Holiday	<p>Case study Yeppoon. Preparation for field work next term • describe the geographical challenges facing Yeppoon as a result of the changing characteristics • What could be done to address the identified challenges? Key skills: use the geographic inquiry model to develop a plan and prepare for fieldwork next term. Topic - to investigate a liveability challenge, identify the aim of the field study, the methodology to be used, the data required and appropriate methods for data collection, analyse data to describe the nature, location and extent of the challenge, apply geographical understanding by extrapolating from the analysis to generalise about the impacts on sustainability and liveability for the place, synthesise information from the analysis to propose action/s for managing the challenge to improve liveability and sustainability for the place, transform primary data collected in the field using cartographic, graphic and mathematical skills, spatial technologies and ICT to communicate findings in a fieldwork report.</p>

Week	Tuesday P. 4+5, Wednesday P. 4, Friday P. 6+7
1	<p><u>Unit 2: Topic 1 Travel</u> Identify places that you have visited and describe your experiences. Use relative clauses to explain places in Japan. Grammar – it seems そう、よう、らしい、みたい</p>
2	<p>Consider the values of the Japanese by identifying the purpose of school trips in schools. Identify what your family values by writing a diary of a family trip. Consider how Japanese show respect in conversation by identifying keigo in a conversation. Describe a popular activity for foreigners in Tokyo (マリカー) Comprehend grammar through video snippets - ~てから、~たらいい、かもしれない</p>
3	<p>Evaluate data from school trip surveys. Use language and grammar used in reflections from trips to write your own kansou from a school trip Comprehend grammar through video snippets - けど、~したことがある Grammar : 時、間 (あいだ)、する前・した後</p>
4	<p>Summarise and analyse what students learned on a school trip Listening tasks related to travelling Japan to identify PACT Identify elements of a letter and consider Japanese values with thank you letters Write a thank you letter to a person who has provided you with an opportunity. Grammar: 、すると、 ~たら、なら</p>
5	<p>View a clip of a school trip, post covid, and identify how they are trying to maintain values of a trip Analyse impressions of a school trip from a video from Japan Construct a recommendation for a holiday using persuasive grammar Adapt your holiday impression into a conversation Grammar くなります、ことになります、にとって、にとして、</p>
6	<p>Teacher lead analysis of Stimulus 1 Adapt your ideal holiday into a persuasive speech Grammar – partial negation and evaluation-related grammar</p>
7	<p>Analysis and evaluation of all three stimuli related to travel FA3 draft due by end of the week</p>
8	<p>FA3 Session 1 due Tuesday 6th June FA3 Session 2 Friday 9th June Speaking practice</p>
9	<p>Retreat Athletics carnival</p>

Term 2 Weekly Plan - Year 11 Legal Studies: Beyond Reasonable Doubt and Balance of Probabilities

Week	Concepts covered	Student tasks/resources
Week 1	<ul style="list-style-type: none"> ▪ Excuses and defences to criminal responsibility ▪ Rights and responsibilities during searches and arrests ▪ Key elements in Criminal Trial Process. Statistics on Guilty verdicts ▪ Barriers to Justice 	<ul style="list-style-type: none"> ▪ Excuses & Defences PPT ▪ Cambridge Text p72 and 96 ▪ <i>Court Justice</i> (Clickview).
Week 2	<p>Assessment Task Distributed</p> <ul style="list-style-type: none"> ▪ Task requirements ▪ Writing research questions, organising research, referencing conventions ▪ Determining nature and scope of issue and analysing 2 viewpoints ▪ Summarising key information 	<ul style="list-style-type: none"> ▪ Checkpoint 1 - Focus questions approved by Friday ▪ Task Sheet ▪ Research Templates
Week 3	<ul style="list-style-type: none"> ▪ Evaluating alternatives ▪ Summarising key information and using referencing conventions 	<ul style="list-style-type: none"> ▪ Task Sheet ▪ Research Templates
Week 4	<ul style="list-style-type: none"> ▪ How to write an argumentative essay ▪ Synthesising data to describe law, explain nature and scope of topic, and analyse issues (What is wrong with current legislation?) (Type 3) ▪ Using referencing conventions (matching intext references to Reference List) 	<ul style="list-style-type: none"> ▪ Checkpoint 2 - Research completed by Tuesday ▪ Writing your Essay PPT ▪ Sample Assessment IA3
Week 5	<ul style="list-style-type: none"> ▪ Evaluating changes to law (How could the Issues be fixed?) (Type 3) ▪ Using referencing conventions (matching intext references to Reference List) ▪ Identifying problems and resolving them by applying conferencing advice (Type 5) 	<ul style="list-style-type: none"> ▪ Checkpoint 3 - Draft completed by Wednesday at the latest. Submit for Conferencing
Week 6	<ul style="list-style-type: none"> ▪ Applying conferencing advice (Type 5) ▪ Using Referencing conventions (matching intext references to Reference List) 	<ul style="list-style-type: none"> ▪ Assessment Task Due - Friday ▪ Final referenced copy of essay, draft, research notes and Reference List to be submitted
Week 7	<p>Introduction to Civil Obligations</p> <ul style="list-style-type: none"> ▪ Key terms and significant Cases - <i>Carlill v Carbolic Smoke Ball Company [1893]</i> & <i>Hedley Byrne & Co Ltd v Heller and Partners Ltd [1964]</i> ▪ Differences between tort and contract law ▪ Current issues related to agreements and negligence ▪ Comparing court and ADR 	<ul style="list-style-type: none"> ▪ Vocabulary sheet ▪ Options for Resolving Disputes PPT ▪ ADR PPT ▪ Venn Diagram ▪ Recent cases/news articles
Week 8	<ul style="list-style-type: none"> ▪ QCAT – cases heard, value of cases, clearance rates. Complete Case Study and Review ▪ Differences between domestic and commercial agreements ▪ Elements of an Enforceable Agreement – intention to create legal relations; offer and acceptance; consideration; capacity (esp. minors); legal formalities ▪ Conditions and warranties; exclusion clauses; formalities; unfair contracts 	<ul style="list-style-type: none"> ▪ QCAT Case Study 5.1 and Review 5.4 (pp150/1 Cambridge text) ▪ Agreements PPT ▪ Elements of a Contract PPT
Week 9	<ul style="list-style-type: none"> ▪ Offer and invitation to treat. ▪ Revocation and the ways acceptance can be conveyed <i>Felthouse v Binley (1862)</i> 11 CBNS 869 ▪ <i>Roscorla v Thomas (1842)</i> 3QB 234 and <i>In re McCardle [1951]</i> Ch 669 cases. ▪ Impacts on a person's capacity to contract 	<ul style="list-style-type: none"> ▪ Elements of a Contract PPT ▪ Capacity to Form a Contract PPT

Week	Learning experiences & assessment
Week 1	<ul style="list-style-type: none"> Explore Gothic literature stylist devices, film maker manipulation of aesthetic features, narrative conventions, and historical contexts through extracts from Du Maurier's novel <i>Rebecca</i> and excerpts from the 1940 & 2020 film interpretations.
Week 2	<ul style="list-style-type: none"> Consider <i>Rebecca</i> (1940 & 2020) directorial transformations to identify perceptions, values and beliefs associated with the decade when the films were created. Respond to and analyse selected filmic Gothic conventions through visual and language aesthetic features to prompt audience response.
Week 3	<ul style="list-style-type: none"> Explore and analyse a selection of Victorian and Confessional Gothic poetry for <u>cultural assumptions</u>, attitudes, <u>values</u> and beliefs within historical contexts. Victorian Gothic short story <i>The Turn of the Screw</i> Henry James, explore and respond to representations of identities, times and places.
Week 4	<ul style="list-style-type: none"> Contemporary Australian Gothic film: Introduction to <i>The Dressmaker</i> film. View film. Explore and evaluate <i>The Dressmaker</i> as a representation of Australian 1950s cultural and social contexts. Read and identify Gothic stylistic aesthetic features and filmic conventions. <u>FIA2 assessment distributed:</u> Digital Gothic short story. Discuss requirements of task (reimagining in a different time and context) and digital short story conventions.
Week 5	<ul style="list-style-type: none"> <i>The Dressmaker</i> identify Australian Gothic aesthetic features and filmic conventions for meaning. Discuss the film's narrative 'point of view', complete creative writing activities on narrative voice options to prompt emotional audience response.
Week 6	<ul style="list-style-type: none"> Consider and discuss conventions of digital/written Gothic short stories' aesthetic elements of style for digital narrative planning. Decide text and character transformation (films, short stories, poetry) to reimagine in a different time and context. Engage with written component planning, conference with teacher. Conference with teacher over digital component intentions.
Week 7	<ul style="list-style-type: none"> Apply feedback to planning short story draft. Engage with drafting, editing and teacher feedback. Be familiar with digital uploading requirements to ensure smooth submission.
Week 8	<ul style="list-style-type: none"> <u>IA2 assessment due:</u> Short story digital/ written Introduction to Unit 2: Intertextuality Explore ways literary texts connect with each other – genre, concepts and contexts. Collect <i>Pride & Prejudice</i> Jane Austen.
Week 9	<ul style="list-style-type: none"> Explore historical context and language features of Jane Austen's & <i>Pride & Prejudice</i>

11 Mathematical Methods – Term 2, 2023

Mrs Walker

Week	Monday p. 4 & 5 / Wednesday p. 7 / Thursday p. 4 & 5
1	Recall arithmetic and geometric sequences Ex 14A Use the formula for the sum of first n terms in a geometric sequence when $r > 1$ Ex 14B UNIT 1: Counting and probability (Topic 3) Understand set notation and recall basic probability Ex 10A 10B Use relative frequencies from data as estimates of probabilities Ex 10C
2	Consider the sum of a geometric sequence for increasing values of n when $ r < 1$ Use geometric sequences in contexts such as growth, decay and compound interest Ex 14C Organise sample space of multi-stage events Ex 10D Apply addition rule to calculate probabilities Ex 10E Interpret probability tables and understand situations involving conditional probability Ex 10G, 10H
3 Mon: Labour Day P/H	Determine if events are independent or not Ex 10H Calculate number of outcomes in a sample space of a compound event Ex 11A ,11B
4	Use combinations to count unordered sets of r objects chosen from n objects Ex 11C Solve problems involving probability Nelson 5.02 Ex 11D Use Pascal's triangle to expand powers of binomials Ex 11E Diagnostic test on Unit 1
5	Unit 1 Revision – recall knowledge of: <ul style="list-style-type: none"> • Probability • Quadratics • Functions • Index Laws • Geometric sequences • Polynomials
6	Examination on Unit 1 (must be equipped with Ti-nSpire calculator) UNIT 2: Exponential Functions 2 (Topic 1) Investigate exponential functions Ex 13D Solve exponential equations and inequalities Ex 13E Solve problems involving exponentials worksheet 7G
7	UNIT 2: The Logarithmic Function 1 (Topic 3) [Optional review: Recall solving of triangles using trigonometry (sine, cosine, tangent ratios) Ex 15D] Understand concept of a periodic function (including by way of evaluating trig ratios using the unit circle) Use radians to identify angles on a unit circle Ex 15A Determine $\sin / \cos / \tan$ of boundary angles Ex 15B, 15C
8	Determine trig ratios larger than 90° by using symmetry Ex 15E Recall exact values of specific trigonometric functions Ex 15F Evaluate trig ratios without the use of a calculator Ex 15F Identify transformations made to basic sine and cosine graphs Ex 15G
9 Wed= Leadership; Thurs=Athletics	Apply transformations to sketch sine and cosine graphs Ex 15H

Week	Content and Concepts covered	Student tasks/resources
<p>Week 1 17th – 21st April</p>	<p>Issue Assignment</p> <ul style="list-style-type: none"> • Recall the key features of Australia's Frontier Wars with particular focus on the Frontier Wars in Queensland. • Comprehend the Assignment task, its assessment objectives and key check points. • Devise a Key Inquiry Question as a focus for the investigation and relevant supporting sub-questions. • Create a rationale for the investigation 	<p>Notes from last term Student Text Book Assignment Task Teacher guidance</p> <p>Complete all research questions and rationale for Check Point One</p>
<p>Week 2 24th – 28th April Tuesday is Anzac Day</p>	<ul style="list-style-type: none"> • Understand the different cognitions of 'Analyse' and 'Evaluate' in relation to historical sources and how to demonstrate this. • Research and locate historical sources in relation to the relevant sub-questions. • Conduct in depth analysis and evaluation of sources. • Analyse the relevant sources and demonstrate findings using the prescribed template • Evaluate the relevant sources demonstrate using prescribed template 	<p>Text Book Library Books Internet Teacher guidance</p> <p>Students to complete the analysis and evaluation of two sources for Check Point Two</p>
<p>Week 3 1st – 5th May</p>	<ul style="list-style-type: none"> • Research and locate historical sources in relation to the relevant sub-questions. • Conduct in depth analysis and evaluation of sources. • Analyse the relevant sources and demonstrate findings using the prescribed template • Evaluate the relevant sources demonstrate using prescribed template 	<p>Text Book Library Books Internet</p> <p>Students to complete the analysis and evaluation of two sources for Check Point Three</p>
<p>Week 4 8th – 12th May</p>	<ul style="list-style-type: none"> • Conduct in depth analysis and evaluation of sources. • Analyse the relevant sources and demonstrate findings using the prescribed template • Evaluate the relevant sources demonstrate using prescribed template • Identify the key components of a critical summary. • Compose and draft the critical summary component of the assignment 	<p>Text Book Library Books Internet Teacher guidance</p> <p>Students to draft the critical summary component of the assignment Check Point Four</p>
<p>Week 5 15th – 19th May</p>	<p>Complete and edit final draft of critical summary Complete and check assignment for academic integrity of assignment by checking accurate referencing and bibliography.</p> <p style="text-align: center;">Assignment Submission</p>	
<p>Week 6 22nd – 26th May</p>	<p>Introduction to Unit Two – Movements in History (The US Civil Rights Movement)</p> <ul style="list-style-type: none"> • Comprehend the historical context of the Civil Rights Movements • Identify and describe the key events of the Civil Rights Movements within their chronological framework • Identify and consider the significance of the key individuals in the Civil Rights Movement. 	<p>Text Book Teacher guidance</p> <p>Students create a timeline of key events and individuals in the US Civil Rights Movement</p>
<p>Week 7 29th May – 2nd June</p>	<ul style="list-style-type: none"> • Identify and select a specific topic for investigation within the broader context of the period of study. • Analyse and comprehend the key components of the academic essay writing process and structure as a means to guide the enquiry process. • Devise Key Enquiry Question and sub questions for chosen topic. • Create a rationale for the chosen topic, lines of enquiry, potential hypothesis and availability of sources. 	<p>Text Book Library Books Internet Teacher guidance</p> <p>Students to submit their Key Inquiry Question, sub-questions and rationale – Check Point One</p>
<p>Week 8 5th – 9th June</p>	<ul style="list-style-type: none"> • Locate and identify sources of evidence to support research. • Analyse sources of information relevant to inquiry questions keeping careful records of information found and accurate referencing. • Evaluate the usefulness and reliability of the evidence. 	<p>Library Books Internet Teacher guidance</p>
<p>Week 9 12th – 16th June</p>	<ul style="list-style-type: none"> • Locate and identify sources of evidence to support research. • Analyse sources of information relevant to inquiry questions keeping careful records of information found and accurate referencing. • Evaluate the usefulness and reliability of the evidence. • Understand the key features of historical essays with particular focus on the key components of a body paragraph • Draft one body paragraph for checking before the end of term 	<p>Library Books Internet Teacher guidance</p> <p>Students to submit one body paragraph Check Point Two</p>

11 Music – Term 2, 2023

Ms du Plessis

Week	Lessons	Resources
1	<ul style="list-style-type: none"> Music theory & revision of musical elements 	<ul style="list-style-type: none"> <i>The Moldau listening activity</i>
2	<ul style="list-style-type: none"> Review the Elements of Music and how they influence composition Explore the concept of theme and variations Analyse and interpret meaning in music by Bach, Beethoven, Mozart Develop a variation on a theme ("Star Wars") 	<ul style="list-style-type: none"> Hand out assessment & go through criteria Composition Devices PPT
3	<ul style="list-style-type: none"> Experiment with compositional devices augmentation, diminution, imitation, modulation Apply knowledge of diatonic and chromatic intervals into composition task 	<ul style="list-style-type: none"> Composition ideas notated
4	<ul style="list-style-type: none"> Experiment with compositional devices inversion, sequence, fragmentation and ostinato Consider chordal structure of composition Demonstrate comprehension of either a plagal, perfect or imperfect cadence in composition task Understand, analyse and explain the use of music elements and concepts in your theme and variations 	<ul style="list-style-type: none"> Composition draft due Composition statement drafting
5	<ul style="list-style-type: none"> Refine composition task, responding to teacher feedback Understand, analyse and explain the use of music elements and concepts in your theme and variations Explain choices of composition techniques used to communicate meaning 	<ul style="list-style-type: none"> Final Composition and Statement due
6	<ul style="list-style-type: none"> <u>Begin Unit 2: Identities</u> Key question: <i>How do musicians use their understanding of music elements concepts and practices to communicate identity when performing, composing and responding to music?</i> Consider and explore the concept of Identity in music Define and Create your own 'music identity' 	<ul style="list-style-type: none"> Stimulus <i>Hamilton</i> (political identity) <i>Hairspray</i> (social identity)
7	<ul style="list-style-type: none"> <u>Cultural Identity</u>: music of Australia, Aboriginal and Torres Strait Islander peoples, Papua New Guinea and tribal Develop understand of significance of music to Indigenous people Experiment with improvisation techniques: percussion 	<ul style="list-style-type: none"> Integrated project task distributed
8	<ul style="list-style-type: none"> <u>Cultural Identity</u>: Patriotic music, non-Western music including music from Japan, Korea, Mongolia, India, etc. Connect significance of music meaning and use in non-Western cultures Experiment with improvisation techniques: Indian Raga 	<ul style="list-style-type: none"> Stimulus <i>Rabbit-Proof Fence</i> (cultural identity) <i>The Moldau</i> by Smetana (cultural identity)
9	<ul style="list-style-type: none"> <u>Social Identity</u>: Religious music including Gregorian chant, Mass Music, Mozart's <i>Requiem</i>, and non-Western prayer Explore how music relates to one's social identity Experiment with improvisation techniques: vocal music 	<ul style="list-style-type: none"> Stimulus <i>Lord of the Rings</i> (social identity) Checkpoint 1: Mapping of task

Yr. 11 Physical Education

RAD

T2, 2023

Week	Theory	Practical
1	<p>Assessment work</p> <ul style="list-style-type: none"> Correct mistakes and respond to feedback for both folio and supporting evidence video. 	<p>Assessment Creation of supporting evidence video.</p>
2	<p>Assessment work</p> <ul style="list-style-type: none"> Correct mistakes and respond to feedback for both folio and highlight reel. Ensure PowerPoint slides and voice over are automatic. 	<p>Assessment Creation of supporting evidence video.</p> <p>FIA1 PROJECT FOLIO + SUPPORTING EVIDENCE DUE</p>
3	<p>Introduction to equity- barriers and enabler</p> <ul style="list-style-type: none"> Define the term 'equity' and 'access' and explain the importance of these concepts in the context of sport and physical activity. Define the terms 'barriers' and 'enabler' in sport and physical activity. Identify different factors that act as barriers and enablers to equity and access. 	<p>Practical Equity Issue: Referee Bias</p> <ul style="list-style-type: none"> Explored via Invasion Game Reflecting to identify the issue <p>FIA2 INVESTIGATION REPORT DISTRIBUTED</p>
4	<p>Personal and Social Factors that Influence equity and access</p> <ul style="list-style-type: none"> Identify a number of personal and social factors that act as barriers and enabler that impact upon participation in sport and physical activity. Define key term associated with equity in sport and physical activity. 	<p>Practical Equity Issue: Personal and Social</p> <ul style="list-style-type: none"> Explored via Net/Court Game Reflecting to identify the issue
5	<p>Cultural and Environmental Factors that Influence equity and access</p> <ul style="list-style-type: none"> Identify a number of cultural factors that act as barriers and enabler that impact upon participation in sport and physical activity. 	<p>Practical Equity Issue: Cultural and Environmental</p> <ul style="list-style-type: none"> Explored via Invasion Game Reflecting to identify the issue <p>DIAGNOSTIC QUIZ</p>
6	<p>Emerging Megatrends</p> <ul style="list-style-type: none"> Identify and describe a number of emerging megatrends in Australia relating to sport and physical activity Explain how megatrends may act as a barrier or an enabler to engage in physical activity <p>Primary data collection and evidence</p> <ul style="list-style-type: none"> Identify equity issues by collecting primary data. 	
7	<p>Primary data collection and evidence</p> <ul style="list-style-type: none"> Identify equity issues by collecting primary data. <p>Primary Data - Analysis</p> <ul style="list-style-type: none"> Examine the primary data finding and compare with secondary data to identify trends and patterns. 	
8	<p>Primary data - Analysis</p> <ul style="list-style-type: none"> Examine the primary data finding and compare with secondary data to identify trends and patterns. <p>Primary Data - Devise Strategy</p> <ul style="list-style-type: none"> Analyse and synthesise primary data and secondary data to devise an ethics strategy that provides a course of action in response to the ethical dilemma 	
9	<p>Strategy - Evaluate</p> <ul style="list-style-type: none"> Evaluate the effectiveness of the ethics strategy to optimise integrity and positive engagement in the class, school or community physical activity context by appraising the potential outcome, implications and limitations 	<p>FIA2 CHECKPOINT</p>
10	STAFF WEEK	

2023 11 Physics AS – Term 2
Mrs Reddy

Week	Tuesday L4/L5, Wednesday L4, Friday L6/L7
1	<p>FIA2: Student experiment distributed Identify proposed modifications (refinements and extension) of the original experiment Research information for the rationale that provides background information, supporting the development of the RQ and the modifications Checkpoint: submit RA, Rationale, RQ, modifications via email</p>
2 & 3	<p>Collect data from student experiment (group work) Process data from student experiment (teacher guided individual work) Analyse and evaluate evidence (individual work)</p>
4	<p><u>Circular motion</u> Describe uniform circular motion in terms of force acting on an object in a perpendicular to the velocity of the object Solve problems involving average speed and forces of objects undergoing uniform circular motion Draft Student experiment due Friday</p>
5	<p><u>Gravitational force and fields</u> Recall Newton's Law of Universal Gravitation Solve problems involving the magnitude of the gravitational force between two masses and the gravitational field strength at a distance from an object. <u>Orbits</u> Recall Kepler's laws of planetary motion and solve problems involving Kepler's third law Student experiment final submission due Friday</p>
7	<p>Unit 2: Einstein's famous equation Topic 2: Ionising radiation and nuclear reactions <u>Nuclear model and stability</u> Investigate nuclear force and define the nuclear model Explain the stability of a nuclide in terms of the operation of the strong nuclear force over very short distances, electrostatic repulsion, and the relative number of protons and neutrons in the nucleus. Unit 1 Formative test</p>
8 & 9	<p><u>Radioactive decay and half life</u> Explore the concept of radioactive decay and radiation Discuss how a series of spontaneous decays can result in a stable nuclide <u>Energy and mass defect</u> Describe energy in terms of electron volts and joules Discuss nuclear fission and fusion and Einstein's mass energy equivalence relationship Solve problems using Einstein's mass energy equivalence relationship Diagnostic test</p>

11 Religion and Ethics – Term 2 2023

Mrs Slade, Mrs Curran, Mrs Withnall

Week	Mon P6&7; Wed P1; Thurs P1&2
1	Type 1 Writing: What is a sacred story? What are the elements of a sacred story? Identify key aspects of the St Ursula's sacred story Investigate stories from other world religions and spiritualities and analyse in short responses Investigate and explain First Nations' spirituality as reflected in the Dreaming stories
2	Getting Knowledge Ready: Review knowledge and understanding of the Bible: Four Gospels, Parables, Jesus' use of Parables in his ministry Investigate use of biblical commentaries; What is the Three Worlds of the Text?
3	Investigate and analyse a text using the Three Worlds of the Text methodology Analyse <i>The Parable of the Good Samaritan</i> : Luke 10: 25-37 Interpret and infer World Behind the Text analysis as a class, submit findings using template provided Analyse and decode World of the Text analysis in small groups, submit findings using template provided Conduct research and interpret findings World in front of the Text analysis using template provided (Formative Task)
4	Assessment Task 2 allocated: Select text from readings provided; Create inquiry questions; know and understand where to access resources including books, journal articles, biblical commentaries and create a list of references used. Checkpoint #1 Progress Check - Text selected; inquiry questions developed
5	Deduce and interpret research findings using reliable sources Create source evaluations and reference list Formulate hypothesis in response to statement Investigate resources for World Behind the Text Checkpoint #2 Progress Check – hypothesis developed; information and data gathered; World Behind the Text paragraph completed
6	Organise, analyse and synthesise information from primary and secondary source materials to create an essay Use source material to show evidence of understanding of the World Within the Text Refine hypothesis if necessary Checkpoint #3 Progress check – referencing, source evaluation; World within the Text paragraph completed
7	Use source material to show evidence of understanding of the World in Front of the Text. Checkpoint #4 Draft Due Thursday 1 June: research, draft essay including World in Front of the Text and conclusion, reference list uploaded via Turnitin
8	Type 3 Writing: Use draft feedback to edit using FCAs and peer feedback Create reference list and edit assignment for submission Assessment Task Due Thursday 8 June at 3pm. View "The Blindside" and identify relationships between the Good Samaritan and the movie using a graphic organiser to compare messages between the two texts.
9	View "The Blindside" and identify relationships between the Good Samaritan and the movie using a graphic organiser to compare messages between the two texts.

11 Specialist Mathematics Term 2 2023

Mr. Wallis

Weeks	Tuesday/period 6 & 7 Wednesday/period 5 Friday/periods 1 & 2
1 & 2 W2 Tue Anzac Day	<p>Use geometrical properties to prove circle theorems (Ex 10A)</p> <p>Use circle theorems to prove geometrical results and calculate angles and lengths (Ex 10B)</p> <p>Use chord theorems to solve problems (Ex 10C)</p> <p>Exam Friday April 21 period 1-3</p> <p>Define the complex number i (Ex 15A)</p> <p>Calculate with complex numbers in the form $a + bi$ (Ex 15A & Ex 15B)</p>
3 & 4 W3 Mon PH	<p>Determine and use complex conjugates (Ex 15B)</p> <p>Assignment issued Wednesday May 3</p> <p>Construct Argand diagrams to represent complex numbers (Ex 15C)</p> <p>Solve quadratic equations over the complex numbers (Ex 15D)</p>
5 & 6	<p>Determine and use the polar form for a complex number given the Cartesian form (Ex 15E)</p> <p>Define features of matrices (Ex 17A)</p> <p>Define and use matrix addition, subtraction, and multiplication (Ex 17B & Ex 17C)</p> <p>Assignment time</p>
7	<p>Assignment collected Wednesday May 31</p> <p>Define and use multiplicative identity matrix and multiplicative inverse (Ex 17D)</p>
8	<p>Calculate the determinant and inverse of 2×2 matrices (Ex 17E)</p> <p>Solve matrix equations of the form $AX=B$ (Ex 17E)</p> <p>Calculate the determinant and inverse of higher order matrices (Ex 17F)</p> <p>Diagnostic Test</p>
9 Ath C Th SFD Fr	<p>Solve matrix equations using technology (Ex 17G)</p>

11 Study of Religion – Term 2 2023

Ms Strelow

Week	Mon P6 &7 / Wed 2 / Thurs P1 & 2
1	FIA2 Investigation task allocated. Create inquiry questions; select text; know and understand where to access resources including journal articles and biblical commentaries. Checkpoint #1 Topic selected; evidence of research and planning; Formative Task: Evaluate a source to meet ISMG criteria
2	Explicit teaching of how to reference in-text using Harvard Style. Checkpoint #2 Progress check – hypothesis developed, information and data gathered. Deduce and interpret research findings using reliable sources. Create source evaluations and reference list.
3	Checkpoint #3 Progress check – referencing, source evaluations, hypothesis revision and development. Evidence of drafting.
4	Checkpoint #4 Draft essay and reference list due Monday 8 May at 3pm. Use draft feedback to edit essay to meet criteria standards. Review intext referencing and reference lists to meet Harvard style standards.
5	FIA2 due Monday 15 May at 1.20 pm Introduction to Unit 2 Religion and Rituals. Framing Activities: What is a ritual? Define ritual. Classify lifecycle and calendrical rituals. Glossary terms. Apply ritual theories to a calendrical ritual such as STU Formal. Be able to explain the steps in a ritual using Turner’s Model. Ritual Theories PowerPoint and A3 Turner diagram.
6	Describe the nature and purpose of calendrical rituals. Define concepts of Insiders and Outsiders in rituals. Know and understand how to apply Turner’s model to a religious calendrical ritual in a small group activity. Clickview: <i>Rituals Episode 4: The Great Gatherings</i> (Calendrical rituals around the world).
7	Sacred texts and the influence of sacred writings on calendrical rituals within religions.
8	Sacred texts contin. Review Islamic core beliefs. Preparation of questions for Mosque including etiquette and expectations. Excursion to CQ Islamic Mosque Thursday 8 June Periods 1-3.
9	Written reflection on mosque excursion; create summary chart of core beliefs of Islam as outlined during excursion. Set goals for Term 3.

11 Visual Art - Term 2, 2023

Mr Goves

Week	Learning experiences & assessment
1	<p>Context – Resolved Artwork on SELF- IDENTITY using TIME-BASED MEDIA</p> <p>Making – Using any time-Based media applications ie Adobe Premiere, phone apps</p> <p>Students to select all/any of their experimental work and resolved artwork from OBJECTS, PLACE, & PEOPLE and add any other images/ music/ video that identify personally, who they are. They use this as stimulus for a RESOLVED ARTWORK that is Time-based.</p>
2	Resolution of work
3	Research, Develop, Reflect & Resolve ARTWORKS for Body of work:
4	<ul style="list-style-type: none"> Resolved Artwork#1 – Place and/or Object & Identity (Media-Time-based) Resolved Artwork#2 – Place and/or Object & Identity(Media-2-Dimensional)
5	FIA2 (Product) Artist Statement & Supporting material DUE
6	<p>Unit 2 Outline: Unpacking Art as CODE</p> <p>Concept: Art as Code</p> <p>Context: Formal & Cultural</p> <p>Individualised focus: students directed</p> <p>Body of Work: Understanding a BOW and the criteria dimensions</p> <p>Responding</p> <p>Answer question on student worksheet</p> <p>Document notes on class discussion on key factors of Unit 2</p>
7	<p>Responding</p> <p>Answer question on student worksheet</p> <ul style="list-style-type: none"> How did Art start? What is art for? Why have humans from a variety of cultures, times and places, been so obsessed by Visual Art over history? <p>Formal context guiding questions:</p> <p>Cultural context guiding questions:</p> <p>Document notes on class discussion</p>
8	<p>Responding</p> <p>Lead a discussion on the Concept: 'Art as CODE'</p> <p>Some Important Terms in understanding the concept.</p> <p>Semiotics:</p> <p>Signifier:</p> <p>Signified:</p> <p>Responding- document notes on class discussion</p> <p>What are: SIGNS, ICONIC SIGNS, SYMBOLIC SIGNS? INDEX SIGNS?</p> <p>Responding- document notes on class discussion</p> <p>How do we read signs and gain meaning?</p> <p>What are: PARADIGMS, SYNTAGMS, METAPHORS, METONYMY, ALLEGORY</p> <p>Examples of use in Visual Art:</p> <p>Look at Rosalie Gascoigne's <i>Metropolis</i>:</p> <ul style="list-style-type: none"> How has she used syntagm through this work? What paradigms has she manipulated? What elements of design has she used? Why is the work titled <i>Metropolis</i>? How has the artist used Cultural context in her artwork? How has the artist used Formal context in her artwork?
9	<p>Task 1:</p> <p>Concept: Art as CODE</p> <p>Focus: Student directed</p> <p>Context: Cultural and/or Formal</p> <p>Media: 2-Dimensional, black pens</p> <p>Size: no bigger than A4</p> <p>Formative assessment 3(FIA3)</p> <p>Start discussion on TATTOOS –</p> <p>Research</p> <ul style="list-style-type: none"> What are the tattoos origins? How are they used culturally? How are they used in contemporary society? What are good / bad Tattoos? How can the visual Language be used to give formal context using Tattoos? Use the inquiry process to resolve the idea.

11 Visual Arts in Practice - Term 2, 2023

Mr Goves

Week	Learning experiences
1	Continue from Last Term
2	Artwork development & resolution Students continue creating, developing & resolving artwork/s and gathering supporting evidence for final Artwork on SELF.
3	
4	
5	Draft: Artist statement Draft due
5	Finalise presentation Students Finalise Resolved artwork/s Artist statements and presentation
	Final Artwork/s & Artist Statement DUE
6	Unit 2: Art and SPIRITUALITY Unpack unit requirements: Breakdown of Overview, Resources, Material resources. Task sheet, <ul style="list-style-type: none"> • Written Investigation • Project
7	Research Investigation Art & Spirituality <ul style="list-style-type: none"> • Research the concept 'spirituality' • Research the concept 'spirituality & sculptural art' • Research artwork on the various sites that meet this definition • discover and interpret the artworks that represents the concept • How do these artists/artworks meet the concept definition? • Gather images of these artworks for use in your ideas. And state why this interest you personally. • Select at least TWO sculptures/installations that you would like to use for your investigation Research St Ursula's Context of spirituality, location, size...
8	Experimental Spiritual sculpture Task: Found object sculpture that portrays a spiritual context. For example altar/shrine/memorial...
9	