



Year 12

Teaching and Learning plans

Assessment calendar

Term 2, 2023

Yr 12 Assessment Calendar Term 2, 2023

Week/date	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1 Or 17-21 April		Physics task distributed			Digital Solutions task due
Week 2 Or 24-28 April	Visual Art drafts due	ANZAC day			French exam 1
Week 3 or 1-5 May	Labour Day		French exam 2		Design task due
Week 4 Or 8-12 May	Essential Maths task distributed				
	Literature task distributed		Flexi t/table		Physics task draft due
Week 5 Or 15-19 May	Legal Studies task distributed				
	Visual Arts in Practice task due				
	Drama task due				
	Religious and Ethics exam				Fashion task due
	Study of Religion task distributed		Flexi t/table		Physics task due
	Essential English task distributed				
Week 6 Or 22-26 May	Modern History task distributed				
			Athletics field events Flexi t/table		
Week 7 Or 29 May – 2 June	Chemistry task distributed				
			Flexi t/table	General English task distributed	
Week 8 Or 5-9 June	Japanese task distributed				
	Aquatic Practices exam				
	Design task distributed			Essential English task due	
	Religion and Ethics task distributed		Flexi t/table	General English exam	
Week 9 Or 12-16 June	Essential Maths task due				
	Study of Religion draft due	Digital Solutions task distributed	Legal Studies task due	Athletics carnival	Show holiday
	Literature task due				

12 Aquatic Practices – Term 2 2023

Mr. Mullane & Mrs. Doherty

Week	Lessons
1	<p>Boat Safe Course preparation</p> <p><u>Preparation for boating, pre-departure checks and safety equipment</u></p> <p>Recall hull designs and terms used in boating</p> <p>Describe outboard motor operation</p> <p>Identify parts of the deck</p> <p>Describe general vessel maintenance</p> <p>Recall correct safety equipment, personal items, firefighting and signalling equipment for vessels</p> <p>Demonstrate trip planning procedures and general vessel safety checks</p>
2 Tue 25 ANZAC Day	<p><u>Manoeuvring a vessel</u></p> <p>Describe departing and launching procedures, emergency stops, picking up a mooring buoy, man overboard procedures, anchoring a vessel, completing a figure of eight, leaving and returning to a jetty.</p>
3 Mon 1 May Day Wed Flex TT	<p><u>On the water: buoys and navigation</u></p> <p>Describe the direction of buoyage and lateral marks</p> <p>Identify Cardinal, Special, isolated danger, Safe water, middle channel marks and wrecks</p> <p>Recall suitability of chart plotters,</p> <p>Recognise Cardinal, Special, isolated danger, Safe water, middle channel marks and wrecks</p> <p>Apply IALA buoyage system for navigation</p>
4 Wed Flex TT	<p>On the water: safety obligations and local laws</p> <p>Identify obligations relating to Licencing, general safety, alcohol and drugs</p> <p>Recall examples of general safety obligations and trailer responsibilities</p> <p>Recognise safety obligations in Marine parks and regarding pollution</p>
5 Wed Flex TT	RMDL & PWC Online Course
6 Wed Flex TT	RMDL & PWC Online Course
7 Wed Flex TT	RMDL & PWC Online Course and/or revision for examination
8 Wed Flex TT	<p>RMDL & PWC Licence Examination (external provider – All State Licencing)</p> <p>Friday 9th June : Lesson 4 and 5 DOK; Lesson 6 and 7 MUB</p> <p>Assessment: Exam</p>
9 Thu Athletics Carnival	Navigation review

Week	
	Unit 4: Topic 1
1	<p><u>DNA structure and replication</u> Recall the structure of DNA, including nucleotide composition, complementary base pairing and weak, base-specific hydrogen bonds between DNA strands Explain the role of helicase and DNA polymerase in the process of DNA replication; refer to the direction of replication</p> <p><u>Cellular replication and variation</u> Recognise the role of homologous chromosomes in meiosis Describe the processes of crossing over and recombination and demonstrate how they contribute to genetic variation Compare and Contrast the process of spermatogenesis and oogenesis (with reference to haploid and diploid cells). Demonstrate how the process of independent assortment and random fertilisation alter the variations in the genotype of offspring</p>
2 (Anzac Day Tuesday)	<p><u>Gene expression</u> Define the terms genome and gene Explain the process of protein synthesis in terms of transcription and translation Identify that there are factors that regulate the phenotypic expression of genes during transcription and translation (proteins that bind to specific DNA sequences), through the products of other genes and via environmental exposure (consider the twin methodology in epigenetic studies)</p>
3	<p><u>Gene Expression</u> Recognise that differential gene expression, controlled by transcription factors, regulates cell differentiation for tissue formation and morphology Recall an example of a transcription factor gene that regulates morphology (HOX transcription factor family) and cell differentiation (sex-determining region Y) <i>Catch Up/Review</i></p>
4	<p><u>Mutations</u> Identify how mutations in genes and chromosomes can result from errors in DNA replication, cell division and damage by mutagens (physical, including UV radiation, ionising radiation and heat and chemical) Explain how non-disjunction leads to aneuploidy</p> <p>Diagnostic Test</p>
5	<p><u>Mutations</u> Use a human karyotype to identify ploidy changes and predict a genetic disorder from given data Describe how inherited mutations can alter the variations in the genotype of offspring</p>
6	<p><u>Inheritance</u> Predict frequencies of genotypes and phenotypes using data from probability models (including frequency histograms and Punnett squares) and by taking into consideration patterns of inheritance for the following types of alleles: autosomal dominant, sex linked and multiple Define polygenic inheritance and predict frequencies of genotypes and phenotypes for using three of the possible alleles</p>
7	<p><u>Biotechnology</u> Describe the process of making recombinant DNA Recognise the applications of DNA sequencing to map species' genomes and DNA profiling to identify unique genetic information Explain the purpose of polymerase chain reaction (PCR) and gel electrophoresis Appraise data from an outcome of a current genetic biotechnology technique to determine its success rate</p>
8	<p><u>Biotechnology (Carry Over)</u> Describe the process of making recombinant DNA Recognise the applications of DNA sequencing to map species' genomes and DNA profiling to identify unique genetic information Explain the purpose of polymerase chain reaction (PCR) and gel electrophoresis Appraise data from an outcome of a current genetic biotechnology technique to determine its success rate</p>
9 (Rockhampton Show Holiday – Friday)	<p>Revision</p> <p>Diagnostic Test (Unit 4 – Topic 1)</p>

Theme: Cool Café Cuisines				
Competencies: SITHCCC005 Prepare dishes using basic methods of cookery, SITHCCC011 Use cookery skills effectively, SITHKOP001 Clean kitchen premises and equipment, SITHCCC001 Use food preparation equipment				
Week	Tuesday (L1/2)	Wednesday (L6)	Friday (L4/5)	Functions /Placements
1	18 April Practical Fettuccine Carbonara w pangrattato (Pasta, boiling and baking) Rectangle takeaway container	19 April SITHKOP001 - Clean kitchen premises and equipment KOPs2 - Q9 - 14	21 April SITHKOP001 - Clean kitchen premises and equipment KOPs1 - Q3 -15 KOPs2 - Q1 - 8	
2	25 April ANZAC DAY	26 April SITHKOP001 - Clean kitchen premises and equipment KOPs3 - Q8 -25	28 April Practical Sweet Soy Noodles (noodles) Rectangle takeaway container	
3	2 May SITHKOP001 - Clean kitchen premises and equipment KOPs4 - Q6 -23 KOPD - Task 1 - Q1 - 4 KOPD - Task 2 - Q1 - 5	3 May SITHKOP001 - Clean kitchen premises and equipment KOPD - Task 3 - Q1 -11 KOPD - Task 4 - Q1 - 6	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 Flexible T/T SITHKOP001 - Clean kitchen premises and equipment KOPD - Task 5 - Q1 - 11	12 May Practical Meatball Subs w marinara sauce (Sandwich and grilling) Sandwich wrap paper	12 May 6am - 8:30am <u>Mother's Day Breakfast</u> Liana, Caitlin, Ashlee, Erica, Tayla.
5	16 May Practical <u>Boarder's Lunch</u> Bean Nachos w garden salad (salad and baking) Foil & round plastic container	17 May Flexible T/T SITHCCC001 - Use food preparation equipment. CCC1s1 - Q1 - 5	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 SITHCCC001 - Use food preparation equipment. CCC1s2 - Q6 - 28	24 May Flexible T/T SITHCCC001 - Use food preparation equipment. CCC1s3 - Q28 - 41	26 May Practical Chicken and cashew stir fry (marinade) Rectangle takeaway container	
7	30 May Practical Musical function preparation tasks	31 May Flexible T/T SITHCCC001 - Use food preparation equipment. CCC1C - Q1 - 10	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 SITHCCC001 - Use food preparation equipment. CCC1C - Q11 - 2	7 June Flexible T/T Catch up theory SITHCCC001 - Use food preparation equipment. CCC1C - Q21 - 23	9 June Catch up theory/cooking SITHKOP001 and SITHCCC001 Workbooks Due	
9	13 June Practical Ginger and soy Atlantic salmon w garlic and sesame oil	14 June Culinary Cooking Day	16 June Rockhampton Show Holiday	

2023 – Term 2
Trainer: Suzanne Iskov
Year 12: HLT33015 Certificate III in Allied Health Assistance

Week	Concepts covered	Student Tasks/Assessments
Week 1	<p><u>Unit enrolment and project overviews provided- CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Revisit class expectations Discuss placements that occurred through the holidays Discuss future placement opportunities Introduction to CHCCCS002-Assist with movement Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly 	<ul style="list-style-type: none"> Unit plan Follow One Note each week Complete Term 1 Kahoot Complete questions 1.1, 1.2, 1.3, 1.4/5
Week 2	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures in the correct manner 	<ul style="list-style-type: none"> Unit plan Follow One Note each week Complete questions 1.6a, 1.6b, 2.1a, 2.1b, 2.1c, 2.1d, 2.1e
Week 3	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures in the correct manner 	<ul style="list-style-type: none"> Follow One Note each week Complete questions 2.1f, 2.1g, 2.1h, 2.1i, 2.2, 2.3, 2.4,
Week 4	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures in the correct manner 	<ul style="list-style-type: none"> Follow One Note each week Complete questions 3.1, 3.2a, 3.2b, 3.3 and 3.4
Week 5	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures following workplace policy and procedures Evaluate movement procedures Complete Unit 	<ul style="list-style-type: none"> Follow One Note each week Complete questions 4.1, 4.2, 4.3, 4.4 and 4.5
Week 6	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures in the correct manner Evaluate movement procedures Complete Unit 	<ul style="list-style-type: none"> Follow One Note each week Submit unit and complete fix ups
Week 7	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures in the correct manner Evaluate movement procedures Complete Unit 	<ul style="list-style-type: none"> Follow One Note each week Submit unit and complete fix ups
Week 8	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures in the correct manner Evaluate movement procedures Complete Unit 	<ul style="list-style-type: none"> Submit unit and complete fix ups
Week 9	<p><u>Unit Code/s: CHCCCS002-Assist with movement</u></p> <ul style="list-style-type: none"> Discuss and identify reasons that require people to have assistance with movement Gain an understanding of the importance of assisting clients with movement correctly Practice movement procedures in the correct manner Evaluate movement procedures Complete Unit <p><u>Finalise all outstanding assessment</u></p> <ul style="list-style-type: none"> Finalise unit for Term 2 	<ul style="list-style-type: none"> Submit unit and complete fix ups

Theme: Developing a business proposal		
Competencies: BSBTEC301, BSBWRT311		
Week	Concepts covered	Student Tasks/Assessments
1	BSBTEC301: Design and produce business documents <ul style="list-style-type: none"> • Access observational checklist • Complete key observables • Explore lecture 'design and produce business documents' • Selling the unsellable task 	<ul style="list-style-type: none"> • Observational checklist 6 • KEXT10 • Selling the unsellable
2	BSBTEC301: Create electronic presentations <ul style="list-style-type: none"> • Understand how to create a business idea/plan • Exploring the competition • Prototyping using Canva to create a vision board • Employ design thinking strategies 	<ul style="list-style-type: none"> • ACT1 • Selling the unsellable
3	BSBTEC301: Plan your Binnacle Boss Business <ul style="list-style-type: none"> • Draft a version of your electronic presentation business proposal • Plan promotional material and make ergonomic adjustments • Create a draft version of your fact sheet 	<ul style="list-style-type: none"> • MP5.1
4	BSBTEC301: Major project (development of business idea) <ul style="list-style-type: none"> • Present electronic presentation to the Binnacle Boss Team and complete a self-review • Review and upload proposal documents 	<ul style="list-style-type: none"> • MP5.2
5	BSBTEC301: Write simple documents <ul style="list-style-type: none"> • Knowledge extension plan, draft and finalise a basic document • Employ sustainability practices • Understand policies and procedures for written communication in the business context 	<ul style="list-style-type: none"> • KEXT11
6	BSBTEC301: Prepare documents <ul style="list-style-type: none"> • Plan, draft and review documents • Explore common internal purposes for written communication in the workplace • Develop a memo • Explore critical thinking and attention to detail when designing documentation 	<ul style="list-style-type: none"> • ACT2 • ACT3 • ACT4
7	BSBCRT311: Developing formal business letters <ul style="list-style-type: none"> • Apply style guide constraints to develop business letters • Clearly establish intended audience • Apply formatting, content, purpose and key points of the letter 	<ul style="list-style-type: none"> • P2a
8	BSBCRT311: Developing emails <ul style="list-style-type: none"> • Draft an email to the Binnacle Boss competition manager • Review and finalise the email while suggesting improvements based on peer feedback 	<ul style="list-style-type: none"> • P2b
9	BSBCRT311: Develop a flyer to promote your business idea <ul style="list-style-type: none"> • Devise a logo • Provide a brief description of the product/service • Include an eye-catching image/graphic • Produce a final version using the constraints of the Go! Travel Policies and Procedures Manual 	<ul style="list-style-type: none"> • P2c

Theme: Gym Instructor (Part 2)		
Competencies: SISFFIT047, SISFFIT052, BSBSUS211		
Week	Concepts covered	Student Tasks/Assessments
1	HEALTH SCREENING AND FITNESS ASSESSMENTS SISFFIT033 Complete client fitness assessments <ul style="list-style-type: none"> Conduct pre-exercise health screening and fitness assessments 	<ul style="list-style-type: none"> UNIT PLAN OC6 K6a MP6
2	SISFFIT032 Complete pre-exercise screening and service orientation <ul style="list-style-type: none"> Conduct pre-exercise health screening and fitness assessments - part 2 Interpreting health assessment data Review fundamental programming concepts 	<ul style="list-style-type: none"> K6b VL2 K7 ACT2
3	GYM BASED PROGRAMS FOR ADULTS SISFFIT040 Develop and instruct gym-based exercise programs for individual clients <ul style="list-style-type: none"> Designing and Evaluating gym programs Understanding allied health professional referrals Identifying client instructional and communication techniques Complete client fitness assessments 	<ul style="list-style-type: none"> VL3 K8 CS2 MP6 ACT3
4	SISFFIT033 Complete client fitness assessments <ul style="list-style-type: none"> Research fundamental elements of group exercise programs Analyse the FITT Principles of program design Evaluating group exercise programs Plan and deliver exercise programs 	<ul style="list-style-type: none"> VL4 K9 & 10 MP6
5	SISFFIT036 Instruct group exercise sessions <ul style="list-style-type: none"> Determine suitable workplace procedures relating to pre-exercise screening Plan and deliver exercise programs 	<ul style="list-style-type: none"> VL5 K11 KE9 MP6
6	BSBOPS304 Deliver and monitor a service to customers <ul style="list-style-type: none"> Plan and deliver exercise programs 	<ul style="list-style-type: none"> MP6
7	GROUP TRAINING PROGRAMS FOR ADULT CLIENTS <ul style="list-style-type: none"> Plan and deliver group exercise programs Identify needs and expectations of clients 	<ul style="list-style-type: none"> MP6
8	<ul style="list-style-type: none"> Plan and deliver group exercise programs Review session plan and update programs 	<ul style="list-style-type: none"> PRAC 7 OC6
9	SISFFIT036 Instruct group exercise sessions <ul style="list-style-type: none"> Plan and deliver group exercise programs 	<ul style="list-style-type: none"> PRAC 7
10	<ul style="list-style-type: none"> Finalise all assessment and program delivery 	<ul style="list-style-type: none"> RA

Year 12 - 2023 - Term 2
Mrs Acworth
SIT30122 Certificate III in Tourism

Week	Tuesday (double)	Wednesday	Friday (double)	Placements		
				RBR	FFC	KK
1	18 th April SITTVL002 Study of Europe - mapping areas of significance	19 th April SITTVL007 Introduction to reservation systems Q1-5, checkpoint 1	21 st April SITTVL007 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 SITTVL007 Explaining, selling, recording information Q15-18, Checkpoint 4. Advising others Q29-32	27 th April SITTVL007 Explaining, selling, recording information Q18-22, Checkpoint 5. Confirming details, amendments, groups Q23-28, Checkpoint 6	Armani	Ruby	Tatum
3	2 nd May SITTVL002 Study of Europe - Western Europe [Belgium, Germany, Switzerland, Austria, Italy, France, Spain, Portugal]	3 rd May SITTVL007 Advising others Q29-32	5 th May SITTVL007 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 SITTVL002 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 SITTVL007 Completion of any outstanding areas in the unit.	Armani Erica Erica	Sophie Jordan Jordan	Hanna Mia Mia
5	16 th May SITTVL002 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 Work on Blog	14 th June Work on Blog	16 th June Student Free Day	Mischa Mischa	Annalyse Annalyse	Cassie Cassie

2023 Year 12 Chemistry – Term 2
Mr Mullane

Week	Tuesday 2, Wednesday 6, Friday 4 & 5
1	<p><u>Properties and structure of organic compounds</u></p> <p>Describe bonding in carbon compounds Identify functional groups Describe hydrocarbons: Explain naming, structure, general formulas, molecular and condensed structural formulas of hydrocarbons. Classify hydrocarbons.</p>
2	<p><u>Properties and structure of organic compounds (cont.)</u></p> <p>Identify structural and chain isomers Identify stereoisomers; geometric cis- and trans- isomers Understand hydrocarbon derivatives; functional groups, IUPAC naming <i>Mandatory Practical 4: Modelling the structure of organic compounds</i></p>
3	<p><u>Properties and structure of organic compounds (cont.)</u> <u>Organic reactions and pathways</u></p> <p>Interpret melting and boiling point trends for members of a homologous series Analyse volatility and solubility in water of alcohols, aldehydes, ketones, carboxylic acids and halides</p>
4	<p><u>Organic reactions and pathways (cont.)</u></p> <p>Understand reactions of alkanes, haloalkanes and alkenes Understand and predict reactions of compounds containing oxygen and nitrogen Designing reaction pathways</p>
5	<p><u>Review Unit 3</u></p> <p>Equilibrium, Acids and bases, Volumetric analysis, Redox reactions, Electrochemical cells, Electrolytic cells</p> <p>Formative assessment: Exam Unit 3, 50 minutes</p>
6	<p><u>Organic materials: structure and function</u></p> <p>Recognise Amino Acids Understand the formation of proteins Understand and describe the structure of proteins Understand enzyme action</p>
7	<p><u>Organic materials: structure and function (cont.)</u></p> <p>Identify fats and oils Understand the formation and structure of soaps Recognise carbohydrates and their reactions.</p> <p>IA3: Research Investigation: distributed</p> <p>Select claim and develop RQ. (2 lessons class time) Finalise RQ & submit via Turnitin</p>
8	<p><u>IA3 Research investigation</u></p> <p>Analysis & evaluation of evidence research investigation (1 week class time)</p>
9	<p><u>IA3 Research investigation</u></p> <p>Analysis & evaluation of evidence research investigation (1 week class time) Authenticity check (submit via Turn it Friday)</p>

Week	Day/Lesson Sequence
1	<p>How do designers develop ideas and designs that suit stakeholders?</p> <ul style="list-style-type: none"> • Synthesise multiple ideas and information using convergent thinking strategies to propose design concepts • Represent design considerations using appropriate drawing and low-fidelity prototyping • Review examples of storyboarding, sequential representations, and schematic drawing
2	<p>How do designers communicate with stakeholders?</p> <ul style="list-style-type: none"> • Investigate ways of visual thinking to communicate and display design proposals to stakeholders • Select examples of visual thinking to analyse the elements and principles of good design • Present spoken design proposals while adhering to design brief constraints
3	<p>How do designers apply design elements and principles to produce quality products?</p> <ul style="list-style-type: none"> • Investigate the application of colour and form when creating graphic design products • Apply the use of a colour wheel to create effective colour balance and application (primary, secondary, and tertiary colours) • Explore secondary application of colour (complementary and harmony) • Assessment item due
4	<p>Understanding the application of RGB and CMYK colours in the design process.</p> <ul style="list-style-type: none"> • Define the difference between RGB and CMYK • Explore How RGB and CMYK colours are used and identify the best situations for each • Evaluate the uses of various colour schemes and how designers use them to produce final products
5	<p>Investigate the design concept of the Golden Ratio</p> <ul style="list-style-type: none"> • Create designs by applying examples of ergonomics, form, flow and proportion • Explain and apply the concept of the 'Golden Ratio' • Evaluate historical designs and their application of the 'Golden Ratio'
6	<p>What is sustainable design?</p> <ul style="list-style-type: none"> • Define sustainable design • Deconstruct episode from 'War on Waste' video series to analyse the movement towards sustainability in design • Analyse examples of sustainability that adopt a take, make, and dispose model of design • Summarise the ecological, economic, and social sustainability impacts of products
7	<p>What is sustainable design? Cont.</p> <ul style="list-style-type: none"> • Identify how ecological, economic, and social sustainability can be improved for selected products, services and environments. • Consider local, national and global influences on sustainability • Explore different perspectives to create a 'Circle of Viewpoints' reflection as a pair • Apply 'Lifecycle analysis matrix' to assess the environmental and human health performance of products throughout their lifecycle
8	<p>How are design opportunities identified?</p> <ul style="list-style-type: none"> • Analyse the design life cycle of products in relation to growth, maturity, and decline • Represent ideas by identifying sustainable design practices to improve products longevity • Examine how each design opportunity was developed and what aesthetic, cultural, economic, social, and technical features may have been considered to ensure its success • Assignment handed out
9	<p>How are design opportunities identified? Cont.</p> <ul style="list-style-type: none"> • Select an everyday item, for example a stapler, pen, headphones, or shoe • Analyse the items aesthetic, cultural, economic, social, and technical features • Apply SCAMPER to redesign the product to create a new sustainable design opportunity • Determine the range of stakeholders and their perspectives that need to be considered throughout the redesign process

12 Digital Solutions – Term 2

Mrs O'Neill

Week	Tuesday Period 6 & 7/Wednesday Period 5/Friday Period 1 & 2
1	<p><u>Unit 3: Digital Innovation</u> Evaluate planned digital solutions for impacts, useability and design features. Assessment: IA2 due</p>
2	<p>Anzac Day <u>Unit 4: Digital impacts</u> Explore digital methods for exchanging data and data sources. Symbolise how application sub-systems for the Internet of Things and Google Street View work together to provide a service. Evaluate security impacts of digital data and its use, dissemination, storage, accuracy and ownership. Explain secure data transmission techniques and processes with the use of encryption, decryption, authentication, hashing and checksums.</p>
3	<p><u>Unit 4: Digital impacts</u> Explain Australian Privacy Principles (2014) and ethics applicable to the use of personally identifiable or sensitive data. Analyse online applications and information to determine factors and risks that affect data security. Evaluate security impacts of digital data and its use, dissemination, storage, accuracy and ownership on personal, social and economic needs and make recommendations related to the impacts of security.</p>
4	<p><u>Unit 4: Digital impacts</u> Identify different data secure transmission methods and describe their differences. Symbolise and explain secure data transmission techniques and processes using Data Flow Diagrams to represent systems. Investigate encryption libraries and existing code. Explain the purpose of encryption algorithm statements using code comments and annotations.</p>
5	<p><u>Unit 4: Digital impacts</u> Generate code for data encryption into applications to secure digital data transmissions, including error checking functions. Implement algorithms using modularisation and incorporate existing code libraries (where applicable). Recognise and describe how data compression, encryption and hashing are used in the storage and transfer of data.</p>
6	<p><u>Unit 4: Digital impacts</u> Explain network transmission principles, including latency, jitter, guarantee and timeliness of delivery, and protocols relevant to the transmission of data, across networked systems, e.g. HTTP, FTP, REST, JSON and XML. Analyse and explain a system's data process by developing data flow diagrams that link external entities, data sources, processes and data storage. Generate code for a prototype digital solution that uses appropriate data structures including JSON or XML, to exchange data.</p>
7	<p><u>Unit 4: Digital impacts</u> Recognise and describe encryption and authentication strategies appropriate for securing data transmissions and their differences. Explain network transmission principles and methods for data exchange used to transfer data across networked systems. Generate code for data structures using SQL including sub-selection and inner-joins clauses, using web API requests.</p>
8	<p><u>Unit 4: Digital impacts</u> Case Study - Analyse problems and information to determine data security. Case Study - Analyse, evaluate and make refinements to data to propose a digital solution design that includes all aspects of effective design.</p>
9	<p>Rockhampton Show Holiday <u>Unit 4: Digital impacts</u> Analyse, evaluate and make refinements to data to propose a digital solution design that includes all aspects of effective design. Assessment: IA3 Handout</p>

12 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 IA2 – 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 IA2 • Teacher student interview to discuss progress on IA2 (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 IA2 – 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 IA3 – 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>What is Popular Culture?</p> <ul style="list-style-type: none"> ▪ Understand the concept of “popular culture” ▪ Investigate popular culture moments in Australia from the 1940s till now & understand the significance of popular culture in reflecting society’s cultural assumptions, attitudes, values and beliefs at particular points in time. ▪ Investigate the context of <i>The Hate U Give</i> and racism in society throughout the 21st Century. <p>Racism & Pop Culture</p> <ul style="list-style-type: none"> ▪ Define racism and identify prior knowledge about racism throughout history ▪ Explore popular culture texts throughout time that explore the topic of racism
2	<p>The Hate U Give</p> <ul style="list-style-type: none"> ▪ Read the synopsis of the film (and novel) <i>The Hate U Give</i> ▪ Investigate and explore the social, historical and cultural context of the film (and novel) ▪ Develop understanding of novel through modelled and guided reading practices
3-5	<p>The Hate U Give</p> <ul style="list-style-type: none"> ▪ Develop understanding of novel through modelled and guided reading practices ▪ View film <i>The Hate U Give</i> <p>Representations Created in Film</p> <ul style="list-style-type: none"> ▪ Review the concept of representations ▪ Review how representations are created in film through filmic techniques (visual textual structure and language features) ▪ Analyse specific representations of identities, places, events, concepts & themes through close study of selected scenes ▪ Construct short responses explaining how representations in the film are underpinned by values, beliefs, attitudes and/or cultural assumptions <p>Summative Assessment Task Distributed (Lesson 1, Week 5)</p>
6	<p>The Hate U Give – Novel Reading</p> <ul style="list-style-type: none"> ▪ Develop understanding of novel through modelled and guided reading practices <p>Vlogs & Film Commentary</p> <ul style="list-style-type: none"> ▪ Explore various vlogs and film commentaries ▪ Analyse the language, visual and structural features of vlogs and commentary. ▪ Create mini vlogs and commentaries experimenting with multimodal elements
7	<p>Summative Assessment Task</p> <ul style="list-style-type: none"> ▪ Select one (1) theme from the film – discuss with teacher ▪ Identify, interpret & explain the filmic techniques used in the film to create the representation of your chosen theme ▪ Construct a commentary explaining how this representation shapes meaning and invites audiences to accept a certain perspective about your chosen theme ▪ Submit draft for feedback
8	<p>Summative Assessment Task</p> <ul style="list-style-type: none"> ▪ Edit commentary and apply feedback ▪ Create vlog ▪ Submit final copy of Vlog and commentary
9	<p>Unit 4, Topic 2 – Creating Representations of Australian identities, places, events and concepts</p> <ul style="list-style-type: none"> ▪ Explore what it means to be Australian through various stereotypes, icons, symbols, songs, poetry etc

12 Essential Mathematics Term 2 2023

Mrs Hernandez, Ms Langley

Week	Monday P 6&7 / Wednesday P1 / Thursday P1&2
1	<p>UNIT 4 TOPIC 3: LOANS AND COMPOUND INTEREST Chapter 11 – Simple and compound interest Understand and calculate simple interest (Ex 11A) Apply simple interest to real life applications (Ex 11A) Understand compound interest as repeated interest calculations (Ex 11B)</p>
2 Tue 25 ANZAC Day	<p>Apply compound interest formula to annual and other compounding periods (Ex 11B) Chapter 12 – Reducing balance loans Understand reducing balance loans are compound interest loans with periodic payments (Ex 12A) Model a reducing balance loan using technology (online calculator) (Ex 12A) Calculate the future value and total interest paid by using technology (online calculator) (Ex12A)</p>
3 Mon 1 May Day Wed Flex TT	<p>Calculate interest and repayments for credit cards (worksheet) Model credit card payments using technology (spreadsheet) Model a reducing balance loan using technology (spreadsheet) (Ex 12B) Calculate the future value and total interest paid by using technology (spreadsheet) (Ex12B)</p>
4 Wed Flex TT	<p>Monday 8th May IA3- PSMT Loans and compound interest distributed (Due Wk 9) PSMT lessons Monday (2) Investigate the effect of the interest rate and number of compounding periods on the future value of a loan using technology (online calculator) (Ex 12 C)</p>
5 Wed Flex TT	<p>PSMT lessons Monday. (2) Checkpoint 1 – progress check Investigate the effect of the interest rate and number of compounding periods on the future value of a loan using technology (spreadsheet) (Ex 12 D) Investigate the effect of the interest rate and repayment amount on the time taken to repay a loan using technology (spreadsheet) (Ex 12 D)</p>
6 Wed Flex TT	<p>PSMT lessons Monday (2). Checkpoint 2 – evidence of progress submitted to teacher UNIT 4 TOPIC 2 PROBABILITY AND RELATIVE FREQUENCIES Chapter 10 – Simple probabilities and simulations Simulate probability experiments using technology (10 A) Recognise that repetition of trials affects the results of simulations (Ex 10B)</p>
7 Wed Flex TT	<p>PSMT Draft due Mon 29 May Calculate probability using relative frequency (10 C) Construct a sample space using a table and a list (Ex 10E) PSMT lesson Wednesday</p>
8 Wed Flex TT	<p>PSMT lessons Monday (2) PSMT lesson Thursday (1) Probability Review</p>
9 Thu Athletics Carnival	<p>PSMT Due Monday 12 June Determine the probability of outcomes for an experiment using the sample space (Ex 10F)</p>

YEAR 12 FASHION - Term 2

Mrs Acworth

Week	Tuesday/lesson 1,2	Wednesday/lesson 6	Friday/lesson 4,5
1	18th April Unit 3: Fashion Designers Module 5: The Art of Adornment Identify areas of adornment to explore such as hats, ties, jewellery. Identify a cultural or historical influence you will use to inspire your design/s. Give out Assessment: Product Task	19th April Interpret the fashion fundamentals [trends, visual literacies, technical skills, materials] evident in the chosen cultural or historical influence and their relevance to your collection. Q1	21st April Continue to interpret the fashion fundamentals of the chosen cultural or historical influence. Experiment with the Cricut as a tool for cutting shapes.
2	25th April Anzac Day Public Holiday	26th April Synthesise information to generate ideas to plan design solutions. [document this through thumbnail sketches and annotations] Q2	28th April Continue to synthesise ideas to plan design solutions. Q2 Apply your technical skills to sketch / colour final design concepts. Q2 Present these on a design board.
3	2nd May Continue to apply your technical skills to sketch / colour final design concepts. Q2 Present these on a design board.	3rd May Checkpoint 1 Generate a production plan to manage the processes, materials and resources you will need, and the production steps you will take to create your adornment item/s Q3	5th May Apply your technical skills to produce the adornment item/s Q4
4	9th May Apply your technical skills to produce the adornment item/s Q4	10th May [Flexible TT] Apply your technical skills to produce the adornment item/s Q4	12th May Apply your technical skills to produce the adornment item/s Q4
5	16th May Apply your technical skills to produce the adornment item/s Q4	17th May [Flexible TT] Critique your final adornment item/s evaluating how successful they are in complementing your collection. Q5	19th May Product Due Continue to critique your final adornment items and photograph them with your Fashion Watch garment
6	23rd May Unit 4 – Slow Fashion Assess pre-existing knowledge of topic. Explore what Fashion Sustainability / slow fashion is? Investigate Fast Fashion.	24th May [Flexible TT] Analyse your own wardrobe - wardrobe activity [Homework]	26th May Review wardrobe activity and analyse your own fashion behaviour. Investigate waste and over consumption in the fashion industry. Investigate Slow Fashion.
7	30th May Explore how clothing can be socially & economically sustainable. Investigate various viewpoints on the sustainable fashion industry. Analyse whether fashion and sustainability can co-exist.	31st May [Flexible TT] Identify essential and timeless clothing or accessory items in your wardrobe and photograph these for later use.	2nd June Investigate the future of fashion and how reclaimed materials can be used in fashion projects
8	6th June Give out Project Task Understand the task and the multi-modal component. Identify reclaimed textiles and how they can be used and interpret how they meet the fashion fundamentals. Q1,2	7th June [Flexible TT] Experiment with the use of Sway to understand how it can be used to present a multi-modal	9th June Continue to identify reclaimed textiles and how they can be used and interpret how they meet the fashion fundamentals. Q1,2
9	13th June Checkpoint 1 Synthesise information to plan and design your products buy drawing, sketching and annotating Q3	14th June Synthesise information to plan and design your products by drawing, sketching and annotating Q3	16th June Student Free Day

Week	Tuesday P. 6 + 7	Wednesday P. 5	Friday P. 1 + 2
1	Groups in society – Revision in preparation of IA2 Comprehend texts (reading, listening) about immigration – QDN p. 208, 209, 210		
2	IA2 Summative Internal Assessment SESSION 1 PART 1 + 2 (analysing/extended writing task) Conducted Friday 28 April		
3	IA2 Summative Internal Assessment SESSION 2 (interviews) Conducted Wednesday 3 May UNIT 4 Topic 1: Finishing secondary school, plans and reflections (Textbook Unit 8) Comprehend texts (reading, listening) about year 12 final exams & choosing a pathway		
4	Describe graduation ceremonies and end-of-secondary-school celebrations in Australia Compare with French and Quebecoise school traditions		
5	Investigate/evaluate travel and work options post Year 12 in French speaking countries Que faire après la terminale ? QDN p. 64 - Le voyageur responsable : l'écotourisme en Martinique p. 63		
6	Reflect on Year 12, expressing regrets: QDN p.134, 136, p. 138: 'faites le point'. Grammar : SI CLAUSES Level 3 (plus que parfait + conditionnel passé)		
7	Evaluate/compare pathways/options available to young adults after finishing Year 12 'Choisir sa voie' QDN p. 131-133 Complete an orientation quiz / evaluate your skills and capabilities		
8	Compare options and traditions in the English and French speaking worlds. Consider the role of French in your future: study, travel, career prospects Looking for a job, studying in France (QDN p.136)		
9	UNIT 4 Topic 2: Responsibilities and moving on (QDN CH.8) Applying for a job: Write a cover letter (lettre de motivation) Analyse sample letters (lettre de motivation, demande d'emploi)		

Week	Monday, lessons 4/5	Wednesday, lesson 7	Thursday, lesson 4/5
Week 1	<u>IA1 Drafting</u> Conferencing and feedback with teachers	Conferencing and feedback with teachers	Conferencing and feedback with teachers
Week 2	Final drafting and editing of comparative analytical essay.	Format task into structure of online literary essay including headline, byline, preamble, images with captions, references.	Submissions must be via Turnitin IA1 Assessment Task due – Comparative Online Essay
Week 3	Labour Day Public Holiday	<u>Activating Prior Knowledge</u> Review elements of short stories Review intertextuality of texts through perspectives, concepts, identities, time and place (and define terms). <u>Intertextuality Through Concepts</u> Explore ways to develop plots for short stories through concepts and cultural practices. Explore narrative plot graphs.	<u>Exploring Poetry</u> Discuss the importance of making connections to prior knowledge before reading texts. Explore elements of poetry, Confessional poetry and Modernist poetry and review how to read and analyse poetry. Revise Poetic Devices. Examine exemplar – <i>An Absolutely Ordinary Rainbow</i> .
Week 4	<u>Intertextuality Through Time and Place</u> Read, comprehend and analyse the excerpt from <i>At the Bay</i> by Katherine Mansfield and <i>Land's Edge: A Coastal Memoir</i> by Tim Winton focusing explicitly on representations of time and place. Explore ways to develop plots for short stories through time and place. Experiment with creative writing strategies – Narrative Point of View, setting descriptions, using setting to develop tension, exploring imagery, using the senses, linear and non-linear structures.	Read, comprehend and analyse the poem <i>Havisham</i> by Carol Ann Duffy Examine how authors use texts from other times and places as inspiration for their own work. Identify the form and tone of the poem and how this supports a perspective.	Read, comprehend and analyse poetry by Samuel Wagan Watson, in particular <i>White Stucco Dreaming</i> and <i>Smoke Signals</i> Examine the imagery in the texts and its mood and meaning. Explore representations of the environment. Identify the cultural assumptions, attitudes, values and beliefs and how they position the reader.
Week 5	<u>Intertextuality Through Identity</u> Read, comprehend and analyse the poem <i>Mirror</i> by Sylvia Plath focusing explicitly on representations of identity. Explore ways to develop plots for short stories through identity. Experiment with creative writing strategies – character descriptions, characterisation, using characterisation to develop tension, exploring imagery, using the senses, figurative language.	Read, comprehend and analyse the poem <i>Naked Girl</i> and <i>Mirror</i> by Judith Wright and explore further representations of identity. Explore ways to develop plots for short stories through identity.	Read/listen, comprehend and analyse poetry by Luka Lesson using the cultural and critical frame: <i>Please Resist Me</i> and <i>Antidote</i> . Focus on representations of identity and ways to develop a short story plot.
Week 6	<u>Formative Assessment Task – Short Story 90mins</u> Create a short story that draws on the perspectives, concepts, identities, time and/or places represented in texts.	Read, comprehend and analyse the poem <i>Morning Song</i> by Sylvia Plath. Experiment with creative writing strategies – sentence structure for effect, developing and plotting tension through symbolism, landscape and foreshadowing, developing mood through language choices and sentence structures.	Formative Assessment Task Student Feedback Examine and annotate exemplar <i>Yarn</i> inspired by <i>A Road Not Taken</i> by Robert Frost. Investigate strategies used for responding to a text imaginatively.
Week 7	Focused lessons based on whole class, group and individual feedback from formative task. Plan and draft short story ideas for examination. Choose an aspect (or aspects) of one of the short stories or poems studied in class to use as a springboard for IA3.	Focus writing on an idea, perspective, attitude, value or belief that the original text addresses. Consider how to position the reader. Decide how to use the patterns and conventions of a short story to prompt an emotional or critical response.	Continue experimenting with descriptive writing, improving vocabulary and using aesthetic features and stylistic devices for effect. Explore the psychological state of either a narrator or a protagonist applied in either 1 st or 3 rd person.
Week 8	Planning and drafting short story for examination	Planning and drafting short story for examination.	IA3 Assessment Task - Creative Response Examination (2 hrs, 15 mins)
Week 9	<u>Introduction to Critical Responses to Literary Texts – Hamlet</u> Investigate the social, cultural and historical context of William Shakespeare's <i>Hamlet</i> .	Hamlet character map.	Borrow the novels from the library. Watch excerpts from different film versions.

12 General Mathematics – Term 2 2023

Mrs Yore & Mr Wallis

Week	Monday Pds 6&7, Wednesday Pd 1, Thursday Pds 1 & 2
1	<p><u>Ch 7: Compound interest loans and investment</u></p> <p>Construct and use a recurrence relation to model a compound interest loan or investment (Ex 7A) Investigate the effect of the interest rate and the number of compounding periods on the future value of the loan or investment (Ex 7B, 7C) Calculate the effective annual rate of interest and use the results to compare investment returns (Ex 7D) Solve problems involving compound interest loans or investments (Ex 7E)</p>
2	<p>Solve problems involving compound interest loans or investments (continued Ex 7E) Chapter 7 Review questions <u>Ch 8: Reducing Balance Loans</u></p> <p>Construct and use a recurrence relation to model a reducing balance loan (Ex 8A, 8B)</p>
3 (Monday Labour Day)	<p>Use the annuities formula (Ex 8C) Chapter 8 Review questions</p>
4	<p><u>Ch 9: Annuities and perpetuities</u></p> <p>Construct and use a recurrence relation to model an annuity (Ex 9A) Construct payment schedules for annuities (Ex 9B) Solve problems involving annuities (Ex 9C)</p>
5	<p>Solve problems involving perpetuities (Ex 9D) Chapter 9 Review questions and revise for Week 6 Diagnostic examination</p>
6	<p>Diagnostic examination of Chapters 7 – 9 <u>Ch 10: Graphs and networks</u></p> <p>Understand graphs and associated terminology (Ex 10A) Construct an adjacency matrix from a given graph or digraph (Ex 10B) Understand planar graphs, associated terminology and apply Euler's formula (Ex 10C)</p>
7	<p>Understand the language of exploring a graph (Ex 10D) Understand Eulerian and semi-Eulerian graphs and apply this knowledge to practical problems (Ex 10E) Understand Hamiltonian graphs and apply this knowledge to practical problems (Ex 10F) Investigate and solve practical problems to determine the shortest path between two vertices in a weighted graph (by trial-and-error methods only) (Ex 10G) Chapter 10 Review questions</p>
8	<p><u>Chapter 11: Connector, assignment and flow problems</u></p> <p>Construct and determine trees and spanning trees (Ex 11A) Use Prim's algorithm (Ex 11A) Construct and use bipartite graphs (Ex 11B) Use the Hungarian algorithm (Ex 11B)</p>
9	<p>Use the Hungarian algorithm (continued Ex 11B) Solve flow problems (minimum cut/maximum flow) (Ex 11C) Chapter 11 Review questions</p>

Week	Concepts covered and activities
1	Unit 4: My Future Topic 1 and 2- Finishing secondary school, plans and reflections; Responsibilities and moving on <ul style="list-style-type: none"> • Reflect on the end of school – Year 12 events Grammar <ul style="list-style-type: none"> • かもしれません、でしょう・だろう、かどうか • 卒業、将来、試験、高校最後の年
2	<ul style="list-style-type: none"> • Comprehend reflections from school and consider your memorable moments • Create a short reflection and adapt to construct a conversation Grammar <ul style="list-style-type: none"> • DKSR なにか、だれか、いつか、にんか、Imbedded questions • Kanji 思い出、心配、初めて
3	<ul style="list-style-type: none"> • Describe the significance of graduation ceremonies • Compare and contrast events with Japanese schools Grammar <ul style="list-style-type: none"> • Passive form • Kanji 進学、休学、留学、受験
4	<ul style="list-style-type: none"> • Explain the challenges and pressures of a Year 12 student • Create a bilingual video on your future aspirations. Grammar <ul style="list-style-type: none"> • Volitional form と思います, quantifiers – ほんとうに、ぜったいに、あまり、もう、まだ • Kanji 興味、場所、習う、勉強、来年
5	<ul style="list-style-type: none"> • Comprehend key phrases to express emotions about finishing school. • Create a speech about your final year at school (present next week) • Evaluate texts in English and Japanese Grammar <ul style="list-style-type: none"> • はず、clauses • Kanji
6	<ul style="list-style-type: none"> • Comprehend written texts regarding finishing school and pathways for next year • Present speech • Summarise learning from the past 6 weeks Grammar <ul style="list-style-type: none"> • Speech related phrases
7	<ul style="list-style-type: none"> • Consider the role of Japanese in the future • Explore other opportunities for study, travel, leisure activities, employment and career prospects that use Japanese language skills. Identify the benefits and skills that you have acquired in learning Japanese • Create a speech for JHS students on the benefits of learning Japanese and how they can use it in the future • IA3 begin teacher-guided discussion of Stimulus 1
8	IA3 Task distributed <ul style="list-style-type: none"> • Compare and contrast post school options in Australia and Japan • Stimulus 1 analysis – watch clip and work with teacher to comprehend aspects • Summarise Stimulus 2 and 3 to develop a personal perspective on the options and challenges for graduating students.
9	<ul style="list-style-type: none"> • Complete analysis worksheet to identify PACT for all three stimulus • Construct a plan for essay and begin the introduction and submit perspective /Japanese draft for teacher feedback

Weekly Plan

Year 12 Legal Studies: Term 2 Human Rights

Week	Concepts covered, student tasks
<u>Wk 1</u>	<ul style="list-style-type: none"> ▪ International conventions to which Australia is a signatory ▪ Limitations to the Conventions Australia has ratified ▪ Obligations of UN member states
<u>Wk 2</u>	<ul style="list-style-type: none"> ▪ Watching <i>Hotel Rwanda</i> - discussing UN humanitarian military actions ▪ Researching other UN military interventions ▪ Functions of UN agencies - UNHCR; UNICEF; UNDP; UN Women; WFP; UN-Habitat. Determining the significance of each organisation in promoting HR in Australia & overseas.
<u>Wk 3</u>	<ul style="list-style-type: none"> ▪ Australian Government treaty obligations through ratification & accession and the role of reservations. (What do we have to do? How do they become law? Do we have to follow them?) ▪ <i>Human Rights (Parliamentary Scrutiny) Act 2011 (CTH)</i>, express and implied HR in the Constitution. How are HR protected by Australian law & Constitution. ▪ Comparing the Australian Constitution, US Bill of Rights and the French Declaration of Human Rights. Deciding if Australia needs a Bill of Rights.
<u>Wk 4</u>	<ul style="list-style-type: none"> ▪ Discussing key HR initiated or promoted by Magna Carta 1215, <i>Racial Discrimination Act 1975 (CTH)</i>, <i>Sex Discrimination Act 1984 (CTH)</i>, <i>Disability Discrimination Act 1992 (CTH)</i>. ▪ Explaining how HR are monitored - reporting system, UN Special Rapporteurs, inter-state complaints, ancillary bodies and individuals ▪ Examples where HR are monitored in Australia e.g. Great Barrier Reef, violence against women, migrants.
<u>Wk 5</u>	<ul style="list-style-type: none"> ▪ The role of the ICC and ICJ in recognising and upholding HR & justice ▪ Explaining current challenges to ICC e.g. US refusal to join, withdrawal of African countries ▪ Analysing legal implications for Australia if ICC ruled mandatory detention of refugees is a crime against humanity ▪ Analysing legal implications of Australia becoming a signatory to internationally recognized treaties & conventions related to protection of global citizens & property e.g. UN Declaration on the Rights of Indigenous People, Hague Abduction Convention <p>Distribute IA3 Checkpoint 1 - Topic chosen</p> <ul style="list-style-type: none"> ▪ Choosing topic, creating research questions, organising research
<u>Wk 6</u>	<ul style="list-style-type: none"> ▪ Determining nature & scope of issue and analysing issues. ▪ Using referencing conventions.
<u>Wk 7</u>	<ul style="list-style-type: none"> ▪ Evaluating solutions to issues and considering perspectives. ▪ Using referencing conventions. ▪ Using scaffolding and creating essay draft <p>Checkpoint 2 - Research complete (no later than Friday)</p>
<u>Wk 8</u>	<ul style="list-style-type: none"> ▪ Using scaffolding and creating essay draft ▪ Using referencing conventions. ▪ Conferencing draft <p>Checkpoint 3 - Draft complete (before Friday's double)</p>
<u>Wk 9</u>	<ul style="list-style-type: none"> ▪ Peer reviewing draft ▪ Using conferencing advice to create final copy of essay <p>Submit IA3 - Essay complete. Submit Wednesday through Turnitin and a hard copy</p>

Week	Learning experiences & assessment
Week 1	<ul style="list-style-type: none"> Explore representations of identity and its relationship with language and culture through study of the 19th century Romanticist poets & women's voices: know and understand how the context of poetry represents identity, time and place. explore & consider reader response to poetry across time; consider the reader and the aesthetic through stylistic poetry devices.
Week 2	<ul style="list-style-type: none"> Explore aesthetic features and poetic devices to consider '<i>Does identity determine destiny?</i>' Explore dramatic stylistic devices through tension of relationships, time and place. Consider how these tensions evoke audience response.
Week 3	<ul style="list-style-type: none"> Consider and explore how the social and historical context of <i>A Streetcar Named Desire</i> could be manipulated as a transformation for short story planning through character dynamics. Explore the link between historical and social setting of the play, the background to the story and the prevailing constructs of identity (American Dream, Colonialism, gender binaries). Explore aesthetic features and playwright intent to consider '<i>Does fate determine destiny?</i>'
Week 4	<ul style="list-style-type: none"> IA3 distributed: Extended response – imaginative written response. 6 weeks' notice. Understand how the playwright's style and conventions (aesthetic features) engage critically with representations of culture, time, place and identity through imagery, symbols, language, setting, reality and illusion. Write to experiment with aesthetic features of the play to create a <i>transformation</i> through a reimagining of character in a different context from <i>A Streetcar Named Desire</i>.
Week 5	<ul style="list-style-type: none"> Explore, interpret and appreciate the aesthetic appeal of literary texts and audience engagement. Reimagining through film: <i>Radiance</i> Rachel Perkins. View and explore through close examination of narrative structure, filmic stylistic devices, time and place and tension of relationships the literary text.
Week 6	<ul style="list-style-type: none"> Share ideas about characters from film text studied; consider <i>transformative</i> stylistic potentialities through creative authorship to reinterpret time, place and tension that drives narratives (Short Response formative). Read, share and evaluate reimagined contemporary versions of other literary texts through selected <i>Australian Short Stories</i> (KYD publication)
Week 7	<ul style="list-style-type: none"> Read, share and evaluate reimagined contemporary versions of other literary texts through selected <i>Australian Short Stories</i> (KYD publication) Manipulate aesthetic features/stylistic devices of chosen short story into narrative reimagined (time & place) to achieve particular effect.
Week 8	<ul style="list-style-type: none"> Develop further ideas and apply to the craft of own storytelling (writing journal). Edit narrative draft for final submission.
Week 9	<ul style="list-style-type: none"> IA3 submitted Introduction to <i>The Tempest</i> by William Shakespeare.

12 Mathematical Methods – Term 2, 2023

Mrs Walker

Week	Monday p. 6 & 7 / Wednesday p. 1 / Thursday p. 1 & 2
1	<p>UNIT 4: Further differentiation and applications 3 (Topic 1) Determine second derivatives of a variety of functions and recognise acceleration of an object as a practical example Ex 12A Understand the relationship between second derivatives and concavity / inflection points Ex 12B Use the second derivative test to verify the nature of stationary points Ex12B Use derivatives to determine absolute maximum and minimum values Ex 12C</p>
2	<p>Solve a variety of optimisation problems using the second derivative UNIT 4: Discrete random variables 2 (Topic 3) Recall probability concepts including conditional probability and independence Ex 14A 14B Recall discrete random variables and their probability distributions Ex 14C</p>
3 Mon: Labour Day P/H	<p>Recall and calculate the expected value of a random variable Ex 14D Recall and calculate the variance and standard deviation of a random variable Ex 14D</p>
4	<p>Identify situations demonstrating Bernoulli sequences; calculate mean, variance Nelson 9.01 Use probabilities of Bernoulli random variables to solve problems Nelson 9.02 Use graphing calculator to determine and use probabilities associated with a binomial distribution Nelson 9.03, 9.04 Calculate mean and variance of binomial distributions Nelson 9.05</p>
5	<p>Use probabilities of binomial distributions to model and solve practical problems Nelson 9.06 Diagnostic Test U4 #1 UNIT 4: Trigonometric functions 2 (Topic 2) Use trigonometric ratios to solve problems involving right-angled triangles Ex 13A Derive and use the sine rule, including the ambiguous case Ex 13B</p>
6	<p>Calculate unknown side lengths and angles using the cosine rule Ex 13C Calculate the area of any triangle, given two sides and the included angle Ex 13D Construct models to solve problems involving bearings in two-dimensional situations Ex 13E Use trigonometry rules in three-dimensional contexts Ex 13F 13G</p>
7	<p>UNIT 4: Continuous random variables and the normal distribution (Topic 4) Use relative frequencies and histograms to estimate probabilities with continuous random variables Ex 16A Understand concept of a probability density function Ex 16A Calculate probabilities of continuous random variables by integrating Ex 16A Calculate expected value and percentiles of continuous random variables Ex 16B</p>
8	<p>Calculate variance and standard deviation of continuous random variables in simple cases Ex 16C Understand concept of a cumulative distribution function Ex 16E</p>
9 Thurs; Athletics Carnival	<p>Diagnostic Test U4 #2 Recognise features of the normal distribution including the 68-95-99.7 rule Ex 17A 17B Calculate standardised normal variables (z-scores) and use to compare samples Ex 17B</p>

Year 12 Modern History: Term 2 Cold War

Weeks	Concepts Covered
1	<p>The Origins of the Cold War</p> <ul style="list-style-type: none"> • Comprehend the concept of a cold war and its ideological roots by exploring the ideas of capitalism and communism. • Identify the origins of the conflict in the events at the end of World War Two including the War Time Conferences, the expansion of Russia in Eastern Europe and the use of the Atom Bomb • Create a timeline of the key events of the Cold War to provide a chronological framework.
2	<p>Development of the Cold War</p> <ul style="list-style-type: none"> • Analyse the key developments between 1945 and 1950 that increased the tension and entrenched Cold War hostilities to dangerous levels including: <ol style="list-style-type: none"> 1. The War of Words (Iron Curtain speech, Novikov and Long Telegrams) 2. The War of Policies (Truman Doctrine and Marshall Plan) 3. The War of Force (Berlin Blockade and Airlift and Arms Race) 4. The War of Alliances (NATO and Warsaw Pact) • Evaluate the most significant development in the deterioration of international relations between 1945 and 1950
3	<p>Flash points of the Cold War</p> <ul style="list-style-type: none"> • Investigate two case studies where Cold War tensions spilled over into direct confrontations including: <ol style="list-style-type: none"> 1. The Hungarian Crisis 2. The Berlin Crisis 1962 and the building of the Berlin Wall
4	<p>Flash points of the Cold War</p> <ul style="list-style-type: none"> • Investigate the case of Cuba as a case study in Cold War hostilities. • Analyse the origins of the Cuban Missile crisis in the context of Arms Race and Cuban Revolution • Identify and evaluate the key developments of the Thirteen Day Crisis • Reflect on how this event led to a period of Détente.
5	<p>The End of the Cold War</p> <ul style="list-style-type: none"> • Explain how events in Afghanistan led to the end of Détente and a second Cold War • Analyse how the policies of Reagan and Gorbachev led to the end of the Cold War including the Evil Empire Speech, Star Wars, Glasnost and Perestroika • Describe how the end of the Cold War manifested in the collapse of the Eastern Bloc in Europe • Evaluate who/what was most responsible for the end of the Cold War.
6	<p>Assessment Task IA3 Investigation – Historical Essay based on research</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 a Key Inquiry Question and sub questions for chosen topic. • Create a rationale for the chosen topic, lines of enquiry, potential hypothesis and availability of sources <p>Check Point One</p>
7	<p>Assessment Task</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.
8	<p>Assessment Task</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. • Identify the key components of an academic analytical essay including hypothesis, structured paragraphs, sustained analysis and evaluation, conclusion and referencing. • Identify the key components of a Body Paragraph including topic sentence, supporting evidence and evaluation of evidence. • Compose and submit one body paragraph for checking by end of week <p>Check Point Two – one body paragraph</p>
9	<p>Assessment Task</p> <ul style="list-style-type: none"> • Identify areas from feedback needed for improvement and make necessary amendments. • Identify the key components of an academic analytical essay including hypothesis, structured paragraphs, sustained analysis and evaluation, conclusion and referencing. • Identify and comprehend the key components of a good introduction and conclusion. • Compose essay and edit in line with ISM. <p>Task submission – beginning of Term 3</p>

12 Music - Term 2, 2023

Ms du Plessis

Week	Lessons	
1	<ul style="list-style-type: none"> • Music theory & revision of musical elements 	<i>The Moldau</i> by Smetana activity
2-3	<p>IA3 Integrated Project Task Distributed (35%) Topic 1: Program Music</p> <ul style="list-style-type: none"> • Understand Unit 4 topics, objectives, assessment and narrative conventions • Examine IA3 ISMGs, Exemplar • Create an integrated project timeline • Define program music • Identify the characteristics of program music • Examine examples of program music and analyse elements of music within a piece focusing on form, timbre and pitch (tonality) 	Hand out assessment & go through criteria & exemplar STIMULUS <i>The Gadfly Suite, Prelude</i> by Shostakovich <i>Four Sea Interludes</i> by Benjamin Britten <i>An American in Paris</i> by George Gershwin
4-5	<p>Topic 2: Video Game and Film/TV Music</p> <ul style="list-style-type: none"> • Investigate and interpret video game music from a variety of video game genres and time periods • Explore narrative concepts including setting, characterisation, mood and atmosphere, drama and action through analysis of video game music • Understand, analyse and explain the use of music elements and concepts as encountered in the repertoire • Examine music from film and television • Identify, explain and analyse how composers use music to enhance the narrative of film/television, looking closely at elements timbre, tempo, texture and pitch (tonality) 	STIMULUS Nintendo Mario Kart (Rainbow Road); Super Mario Bros (Overworld) The Legend of Zelda theme Halo Opening Suite <i>Rabbit-Proof Fence</i> John Williams "Star Wars", "Schindler's List" Bernard Herrmann "Psycho" Mark Snow "The X-Files" Danny Elfman "The Simpsons"
6-7	<p>Topic 3: Musical Theatre</p> <ul style="list-style-type: none"> • Investigate and interpret music from a variety of times and contexts from the genre of musical theatre • Explore narrative concepts including setting, characterisation, mood and atmosphere, drama and action through analysis of musical theatre • Understand, analyse and explain the use of music elements and concepts as encountered in the repertoire • Practise reading scores examining music elements as well as theory, such as identifying keys, modulation, chord structures, cadences and melodic contours 	STIMULUS Hamilton Hairspray Billy Elliot "Electricity" Les Miserables "I Dreamed a Dream", "Empty Chairs at Empty Tables"
8-9	<ul style="list-style-type: none"> • Plan your project theme, inspiration, style, genre • Begin musicology component of project 	
10	No classes, 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</p> <p>Identify proposed modifications (refinements and extension) of the original experiment</p> <p>Research information for the rationale that provides background information, supporting the development of the RQ and the modifications</p> <p>Checkpoint: submit RA, Rationale, RQ, modifications via email</p>
2 & 3	<p>Collect data from student experiment (group work)</p> <p>Process data from student experiment (teacher guided individual work)</p> <p>Analyse and evaluate evidence (individual work)</p>
4	<p><u>Circular motion</u></p> <p>Describe uniform circular motion in terms of force acting on an object in a perpendicular to the velocity of the object</p> <p>Solve problems involving average speed and forces of objects undergoing uniform circular motion</p> <p>Draft Student experiment due Friday</p>
5	<p><u>Gravitational force and fields</u></p> <p>Recall Newton's Law of Universal Gravitation</p> <p>Solve problems involving the magnitude of the gravitational force between two masses and the gravitational field strength at a distance from an object.</p> <p><u>Orbits</u></p> <p>Recall Kepler's laws of planetary motion and solve problems involving Kepler's third law</p> <p>Student experiment final submission due Friday</p>
7	<p>Unit 2: Einstein's famous equation</p> <p>Topic 2: Ionising radiation and nuclear reactions</p> <p><u>Nuclear model and stability</u></p> <p>Investigate nuclear force and define the nuclear model</p> <p>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.</p> <p>Unit 1 Formative test</p>
8 & 9	<p><u>Radioactive decay and half life</u></p> <p>Explore the concept of radioactive decay and radiation</p> <p>Discuss how a series of spontaneous decays can result in a stable nuclide</p> <p><u>Energy and mass defect</u></p> <p>Describe energy in terms of electron volts and joules</p> <p>Discuss nuclear fission and fusion and Einstein's mass energy equivalence relationship</p> <p>Solve problems using Einstein's mass energy equivalence relationship</p> <p>Diagnostic test</p>

12 Religion and Ethics – Term 2

Mrs Curran and Ms Connolly

Week	Monday P 1 &2, Wed P 2, Thurs P 6 & 7
1	<p>Know and understand different viewpoints on organ donation and be able to identify stakeholders in organ donation process</p> <ul style="list-style-type: none"> View documentary on Organ transplants to identify stakeholders and determine their perspective and values <p>Know and understand the organ donation process</p> <ul style="list-style-type: none"> Engage in thoughtful discussion with guest speaker from Donate Life (Wed lesson) <p>Know and understand Catholic perspective on voluntary organ donation and human trafficking organ donation as an ethical issue</p> <ul style="list-style-type: none"> Summarise the Catholic Church's position on voluntary Organ donation
2	<p>Know and understand ethical consideration of organ donation/trafficking</p> <ul style="list-style-type: none"> View organ trafficking documentary and listen to podcast to identify the socio-economic causes of organ trafficking. Apply ethical frameworks to organ transplantation <p>Revision - Summarise the deontological ethical framework as applied to human organ trafficking.</p>
3	<p>Know and understand the ethical issues for the aged and the Catholic view on caring for the elderly</p> <ul style="list-style-type: none"> Watch news report, read the short article regarding the World Health Organisation (WHO) report on ageism. Written reflection Video task response - "understanding Aged Care" (18 min). Discussion about ageism and ethical considerations Written response – Discuss Gandhi quote. <p>Know and understand the ethics of palliative care, Catholic perspective on care for the elderly and palliative and aged care as a human right</p> <ul style="list-style-type: none"> Stimulus analysis - Identify the ethical considerations. Define - palliative care and explain the concept of "A good death" Summarise the Catholic Church perspective around care for the elderly - identify the Catholic Social teachings View video - End of life care and complete focus questions <p>Revision - Extended written response 150 + words. Explain why Aged Care is a Human Rights issue.</p>
4	<p>Know and understand the ethical considerations of palliative care and Catholic Church viewpoint on end-of-life care</p> <p>Be able to refer to stimulus within written response</p> <ul style="list-style-type: none"> Identify the different types and purposes of end of life and Aged care (compare) to determine the ethical considerations of each Discuss the ethical considerations, including the Catholic viewpoint on end-of-life care <p>Be able to apply evaluate written responses using criteria and discuss and explain the ethical issues studied</p> <ul style="list-style-type: none"> Review and update written responses on: Organ donation, Organ Trafficking and End of life - Aged care. Create a summary table to overview Deontological, Utilitarian and Catholic viewpoints when applied to ethical issues. <p>Know and Understand Ethical frameworks and be able to apply ethical perspectives to issues and write extended paragraph responses</p> <ul style="list-style-type: none"> Revision - Short response exam
5	<p>Assessment - Short response exam (Monday)</p> <p>Know and Understand Social Justice (direct and social action)</p> <p>Be able to explain the difference between direct and social action, advocacy charity and justice</p> <ul style="list-style-type: none"> Use stimulus to identify and analyse Social Justice issues and explain the role of Youth in Social Justice, Use stimulus case study to identify Social Justice issues, identify Social and Direct actions and advocacy undertaken.
6	<p>Be able to define and explain refugees, asylum seekers, migrants, Australian immigration policies as Social Justice issue</p> <ul style="list-style-type: none"> Define Refugee, Asylum seeker, Internally displaced person and create an image to represent the journey of a refugee Analyse statistics on asylum seekers/refugees in Australia vs globally and the challenges faced to create concept map summary <p>Know and understand the Catholic perspective and response to asylum seekers and refugees</p> <ul style="list-style-type: none"> Identify the Social Injustices faced by refugees and asylum seekers in Australia Explain the Catholic viewpoint to evaluate and draw conclusions
7	<p>Know and understand the interrelationship between poverty and access to education and social issues relating to the girl child</p> <ul style="list-style-type: none"> Understand poverty to identify how it causes Social Injustice issues, Understand SDG's and analyse to make connections between SDG's 1-6 Explain why gender inequality influences injustice and identify how empowering and educating girls changes the world. <p>Be able to analyse the cause and effect of Social Justice issues and how they can be mitigated and managed</p> <ul style="list-style-type: none"> Synthesize and extrapolate the Social Justice Issues to create a flowchart of cause and effect and analyse impact on girls <p>Be able to apply Social Justice action and advocacy to develop justified strategies to address the cause and effect of Social Justice issues</p> <ul style="list-style-type: none"> Extended written response task
8	<p>Assessment - Task distributed (Monday)</p> <p>Know and understand Social Justice issues relating to girl child</p> <ul style="list-style-type: none"> View Girl Rising documentary <p>Be able to analyse Social Justice issues</p> <ul style="list-style-type: none"> Select a case study girl and undertake background research on Social Justice issues identified Extrapolate the Social Justice issues of case study to create a flow chart to show interrelationship of cause/effect
9	<p>Be able to develop research questions and undertake research</p> <ul style="list-style-type: none"> Use framework to investigate Social Justice issue identified <p>Know and understand the Catholic response to issue identified</p> <ul style="list-style-type: none"> Reference Church teachings to evaluate Catholic response to identified issue <p>Checkpoint #1 research questions and notes</p>

12 Specialist Mathematics Term 2 2023

Mr. Wallis

Week	Tuesday/6 & 7 Wednesday/5 Friday /1 & 2
1	<p>Use the formula $\int 1/x \, dx = \ln x + c$, for $x \neq 0$ (Ex 11A)</p> <p>Determine and use the inverse trigonometric functions and their derivatives (Ex 11B)</p> <p>Determine the inverse trigonometric functions and their anti-derivatives (Ex 11C)</p>
2 ANZAC Day Tues	<p>Use substitution to integrate expressions of the form $f(g(x))g'(x)$ (Ex 11E)</p> <p>Use the trigonometric identities to carry out integration (Ex 11F)</p>
3 PH Mon	<p>Use partial fractions to carry out integration (Ex 11G)</p> <p>Use integration by parts (Ex 11H)</p> <p>Calculate areas between curves determined by functions (Ex 12A & Ex 12B)</p>
4	<p>Calculate areas between curves determined by functions (Ex 12C)</p> <p>Determine volumes of solids of revolution about either axis (Ex 12D)</p> <p>Use and apply the probability density function (Ex 12E)</p> <p>Use Simpson's rule to estimate integrals (Ex 12F)</p> <p>Review U4 Chapter 11</p>
5	<p>Use implicit differentiation to determine the gradient of curves (Ex 13A)</p> <p>Solve simple first-order differential equations of the form $dy/dx=f(x)$ (Ex 13C)</p> <p>Solve differential equations of the form $dy/dx=g(y)$ (Ex 13D & Ex 13E)</p> <p>Diagnostic U4 Topic 1 Chapter 11</p>
6	<p>Construct and use differential equations, including the logistic equation (Ex 13F)</p> <p>Use separation of variables to solve differential equations of the form $dy/dx=f(x)g(y)$ (Ex 13G)</p> <p>Use related rates as instances of the chain rule: $dy/dx=dy/du \times du/dx$ (Ex 13H)</p> <p>Use technology to calculate the numerical values of an integral (Ex 13J)</p> <p>Examine slope (direction or gradient) fields of a first-order differential equation (Ex 13K)</p> <p>Review U4 Chapter 12</p>
7	<p>Solve problems involving motion in a straight line with constant and non-constant acceleration (Ex 14A)</p> <p>Solve problems involving the use of alternative expressions for acceleration (Ex 14C)</p> <p>Consider and solve problems involving simple harmonic motion (Ex 14D)</p> <p>Diagnostic U4 Topic 1 Chapter 12</p>
8	<p>Examine force and resultant force (Ex 14E)</p> <p>Examine momentum, acceleration and resultant force (Ex 14F)</p> <p>Examine force, acceleration and normal reaction (Ex 14G)</p>
9 Athletics C Thu SFD Fri	<p>Consider the motion of connected particles (Ex 14H)</p> <p>Consider the motion of particles acting under variable forces (Ex 14I)</p>

12 Study of Religion – Term 2 2023

Ms Strelow

Week	Mon P1 & 2 / Wed P2 / Thurs P6 & 7
1	Unit 4.1 continued. Religion and nation-state relationships. Case Study: Analyse the impact of the German Nazi state on Judaism from 1933-45. Documentaries: The Significance of the Holocaust; The Aftermath of the Holocaust and the creation of Israel (1948); Investigate survivor stories from Sydney Jewish Museum.
2	Introduction to India and the influence of Hinduism pre-and-post independence (1947). PowerPoints: Intro to India (brain drain strategy); Origins of Hinduism; readings from the Upanishads on the Caste system. Understand the origins of Hindu core beliefs in Aryan society and analyse the influence of sacred texts in the development of the caste system. Formative Task: Extended response to stimulus.
3	Know and understand the impact of the British Empire on the religious life of India. Know and understand the event known as the Indian Mutiny (1857) and its impact on Hindu and Muslims. Introduction to Gandhi and his Hindu responses to British control including satyagraha and ahimsa in relation to the Salt March (1930).
4	Understand the impact on Hindus and Muslims in the event known as The Partition (1947). Investigate survivor stories using primary source material. Know and understand the key individuals in the rise of the independence movement and the influence of Hinduism on these individual responses.
5	IA3 allocated. Checkpoint #1: Create inquiry questions and develop a hypothesis. Summarise notes on the interaction between Hinduism and India in the context provided in the task.
6	Critique sources; document responses to inquiry questions; development of hypothesis. Checkpoint #2 Progress check; research findings and drafting commenced.
7	Checkpoint #3 Deduce and interpret research findings to create an analytical essay response. Create reference list. Drafting commenced.
8	Checkpoint #4 Deduce and interpret research findings to create an analytical essay response.
9	Draft IA3 due Monday 12 June at 3pm. IA3 due Monday 17 July at 10.10 am (Term 3 Week 2).

12 Visual Art – Term 2, 2023

Mr Goves

Week	Learning experiences
1	Resolve IA2 Student continue to Research, Develop, Reflect & Resolve IA2 requirements as per task.
2	Resolved Artwork checklist Finalise final IA2 artwork presentation for peer and teacher feedback Drafts IA2 Due
3	Resolved Artwork checklist Finalise final IA2 artwork presentation for peer and teacher feedback
4	Final IA2 Presentation Due
5	Unpacking requirements of IA3 TASK Teacher lead discussion: <ul style="list-style-type: none"> Unit overview, Unit objectives as per syllabus STU Context & unit 4 Review of Task IA1 & IA2 Summative Internal Assessment 3 (IA3): Project – inquiry phase 3 Making and responding: students <ul style="list-style-type: none"> work independently to make and display artwork that communicates the focus stated in IA1 & developed in IA2 select media area/s to communicate focus and intentions select and prepare IA3 submission including <ul style="list-style-type: none"> single resolved work or a collection of resolved artworks written artist's statement/s (maximum 150 words per statement) that includes title, media and size, and assists audience understanding of student focus and intended meaning written annotations (maximum 200 words) to justify their developing, researching and reflecting processes focus from inquiry phase 1 and annotated illustration of the resolved work from inquiry phase 2 to assist the demonstration of alternate representations or expansion of the ideas from Unit 3. This work will not be re-assessed photographic or digital evidence of real or intended display of work supporting evidence that demonstrates their understanding of the connection between processes of conceptual development and the resolved work.
6	Introduction: Explain and discuss: <ul style="list-style-type: none"> the concept 'art as alternate' to build on students' focus, knowledge and art practice from Unit 3 requirements of the assessment tasks how exploiting existing approaches or applying new knowledge and skills may enrich meaning in students' BOW. processes to investigate alternate representations or expansions of students' current ideas: <ul style="list-style-type: none"> fully realising artistic intentions in a body of work by developing and expanding the communication of meaning through alternate approaches researching a wide range of art approaches and practices that are considered by the art world to be creative, pioneering or innovative. Provide a list of aesthetic lenses through which student focuses can be extended or evolved. Use the inquiry learning processes in the: <ul style="list-style-type: none"> development of visual solutions relevant to the student-directed focus, concept and context research and experimentation with visual language, expression and media to communicate focus, concept and context reflection on new knowledge, art-making approaches and practices that demonstrate an aesthetic understanding when evaluating and justifying decisions resolution and communication of intended meaning. Resolving is the point where communication of meaning and understanding is clearly evident. It demonstrates synthesis of ideas as a result of researching, developing and reflecting. Role of the teacher: <ul style="list-style-type: none"> meet/consult regularly with students individually to monitor progress and provide formative feedback Facilitate peer feedback and sharing opportunities Present students with artists, artworks and processes that challenge, extend and refine ideas Assist students to recognise characteristics of resolved work Key artists as stimulus – investigating innovation in the art world Where do we see evidence of innovative artists breaking with tradition and finding their own path?
7	Art as Alternate: Resolve IA3 Task Summative Internal Assessment 3 (IA3): Project – inquiry phase 3
8	Making and responding
9	Students create alternate meaning through the knowledge, understanding and application of contemporary art processes inspired by studied innovative artists who break with tradition and find their own path.

12 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	
4	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	