ROCKHAMPTON STATE HIGH SCHOOL

WHOLE SCHOOL CURRICULUM PLAN

YEAR 7, 8, 9 & 10

The curriculum at Rockhampton State High School may be structured in the following way:

Year 7	English	All year
	Social Science	All year
	Maths	All year
	Science	All year
	HPE	One Semester
	LOTE	One Semester
	Electives	One Term each of Drama, Media, Computer Education and Agriculture
Year 8	English	All year
	Maths	All year
	Science	All year
	Social Science	All year
	HPE/LOTE	Semester each
	Electives	One Term each of Art, Music, Manual Arts and Home Ec
Year 9	English	All year
	Maths	All Year
	Science	All Year
	History	Semester 1
	HPE	Semester 2
	Electives	Students select 2 Electives for the full year
Year 10	English	All Year
	Maths	All Year
	Science	All Year
	HPE	Semester 1
	History	Semester 2
	Electives	Students select 2 Electives for the full year

Year 7 English

TERM	1	2	3	4
Unit overviews	**Unit 5: Reading and interpreting literature about Australia and Australians**	**Units 1: Examining representations of Australia and Australians** **Unit 6: Analysing persuasion in media texts**	**Units 7 and 8: Exploring perspectives in poetry and songs**	**Unit 2: Persuading through motivational speaking** **Unit 3: Reading and creating life writing: biographies**
	Students listen to, read and view literature about Australia and Australians, including the close study of the literary text, *The Black Snake: the Ned Kelly Story*. Students will identify the text structure and language features used to create an imaginative recount.	Students understand how text structures and language features combine in media texts to influence audiences. Students will analyse the visual codes and conventions used in an Australian advertisement.	Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. Students analyse the text structure and language features used in poems and songs to create particular effects and meaning.	Students will examine how text structure and language features are used to persuade in motivational speeches from different historical, social and cultural contexts. Students will also read a variety of biographies to investigate the common traits of noteworthy characters.
Assessment	**Task 1 – recount** Students create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition.	**Task 2 – analytical exam** Students will analyse an Australian advertisement, identifying the visual codes and conventions (images and text features) in exam conditions.	**Task 3 – literary analysis** Students write an analysis of a poem or song, commenting on its content and craft and evaluating its effectiveness in presenting a social issue.	**Task 4 – motivational speech** Students will deliver a persuasive motivational speech from the perspective of a real character (living or deceased) to promote a point of view or enable a new way of seeing. Students will include a biography (snapshot) of the chosen character.

Year 8 English

TERM	1	2	3	4
Unit overviews	**Unit 3: Representing human experience**	**Unit 1: Representations in news media** **Unit 4: Understanding how texts communicate ideas about values**	**Unit 6: Expressing viewpoints on ethical issues in a drama text**	**Unit 7: Creating narratives**
	Students read *Leaving Barrumbi,* a novel that focuses on adolescence, friendship and finding out how to belong. They examine techniques used to create representations of groups, to position audiences and to privilege certain viewpoints. Students will develop higher-order thinking skills of reflecting, inquiring, analysing, evaluating and synthesising.	Students read, view and listen to a variety of texts that create both positive and negative representations. They analyse the text structures, language and visual features that create these representations and position an audience. Students view a selection of multimodal texts, and examine how they communicate ideas about the values of the groups represented.	Students read and analyse a drama text. They examine characters and differing viewpoints on ethical issues raised in the text. Aesthetic qualities of the drama text are explored and evaluated, and students appreciate how knowledge of other texts influences their responses. Review news articles that challenge or support perspectives of ethical issues.	Students read and comprehend a variety of narratives to understand the features that engage an audience. Students will identify authors' language and visual choices in illustrated narratives and understand how these choices are combined for particular purposes and effects.
Assessment	**Task 1 – essay on issue** Students create a series of imaginative diary entries written from the perspective of a teenage character to explore an issue in the novel.	**Task 2 – analytical exam** Students analyse one news article that communicates either a positive or a negative representation.	**Task 3 – monologue** Students create and present a persuasive monologue in-role as a character to express a viewpoint on an ethical issue raised in the drama text.	**Task 4 – illustrated narrative** Students create and edit an illustrated narrative that combines language and visual choices for particular purposes and effects.

Year 9 English

TERM	1	2	3	4
Unit overviews	**Unit 2: Exploring different perspectives** **Unit 8: Examining perspectives on issues**	**Unit 4: Creating speculative fiction**	**Unit 5: Exploring ethical issues in a drama text**	**Unit 1:Examining representations of Australia's peoples, histories and cultures**
	Students listen to, read and view literary texts including, but not limited to, *Boy Overboard* and *Worldshaker*, to examine how authors present different perspectives on issues. Students also examine persuasive text structures and language features that influence an audience to accept a particular perspective.	Students listen to, read and view information texts and speculative fiction texts. Students also examine and experiment with the features of hybrid texts and apply their knowledge of how authors create different levels of meaning in their writing to transform their speculative short story into a hybrid text.	Students read and view a drama text to compare and contrast human experience in response to ethical and global dilemmas of justice and equity. Students examine the representations of issues in a drama text and explore themes of human and cultural significance and interpersonal relationships.	Students listen to, read and view literary and non-literary advertisements, some of which will feature different perspectives of Australia's peoples, histories and cultures. Students explore how advertisements position audiences to respond.
Assessment	**Task 1 – persuasive oral** Students create and deliver a speech that either supports or challenges the perspective conveyed on an issue The purpose is to persuade the audience to agree with a chosen point of view.	**Task 2 – speculative short story** Students write a speculative short story that is stimulated by ideas and issues represented in an information text to present perspectives of aspects of the world and significant human experiences.	**Task 3 – interview script** Students construct an imaginative interview script between a journalist and juror from the play, *Twelve Angry Men*, demonstrating an understanding of events, characters' attitudes, values and beliefs whilst exploring an ethical issue.	**Task 4 – advertising exam** Students analyse the text structure, language features and visual codes and conventions of an advertisement. Students will also be required to analyse how the public has been positioned to respond to the advertisement.

Year 10 English

TERM	1	2	3	4
Unit overviews	**Unit 1: Understanding and analysing satire in texts**	**Unit 3: Responding to literary texts**	**Unit 5: Responding to a Shakespearean drama**	**Unit 6: Responding to interpretations of Shakespeare in film**
	Students read, view and analyse the techniques used in satirical texts that influence audience interpretation and response to their serious message.	Students analyse and evaluate a contemporary novel. Students examine elements of creative writing and the stylistic features of authors to create an imaginative transformation that contributes an additional scene to the narrative of the novel.	Students read and interpret a number of versions of a Shakespearean tragedy. Using the tools of critical literacy, students produce interpretations of plot, characterisations and themes.	Students view and examine the qualities of film texts. Using the tools of critical literacy, students analyse the features of a chosen film and make judgements.
Assessment	**Task 1 – satirical analysis** Students write an analytical response to a satirical text. This response is to analyse and interpret the techniques that have been used by a satirist to influence an audience and invite them to agree with the message of their text.	**Task 2 – short story exam** Students create a short story from the perspective of a secondary or marginalised character in a novel. The story is to provide an alternative perspective on characters, settings, and events taken from the novel, as well as advancing a social, moral and/or ethical issue from the text.	**Task 3 – soliloquy** Students assume the role of a character in *Romeo and Juliet* and perform a soliloquy that demonstrates an understanding of the events in the play and reveals the character's thoughts, feelings and motivations.	**Task 4 – feature article** Students create a feature article, reviewing a chosen film and analysing its relevance to a teenage audience.

Year 7 **Maths**	**Term 1**	**Term 2**	**Term 3**	**Term 4**
Unit overview	Students develop understandings of: • **Number and place value** — investigate the relationship between index notation, square roots and square numbers, apply the associative, commutative and distributive laws to aid computation, revise prime factors, express numbers as a product of its primes using index notation. • **Real numbers** — compare fractions using equivalence, locate and represent fractions on a number line, solve problems involving addition and subtraction of fractions, express one quantity as a fraction of another. • Using units of **measurement** — develop a formula to find the area of a rectangle, calculate the area of rectangles, investigate the relationship between volume, the area of the base and the number of layers, calculate volume, solve problems involving area and volume. • **Shape** — construct 3D objects, draw 3D objects from different viewpoints. **Geometric reasoning** — revise triangles, quadrilaterals and types of angles, classify triangles and quadrilaterals by comparing sides and angles, make generalisations about the sum of angles in triangles and in quadrilaterals.	• Students develop understandings of: • **Real numbers** — add and subtract fractions with unrelated denominators, explore the relationship between fractions, decimals and percentages, express one quantity as a percentage of another, interpret, represent and simplify ratios. • **Patterns and algebra** — use variables to represent numbers, create algebraic expressions, evaluate algebraic expressions by substitution. • **Linear and non-linear relationships** — plot points on a Cartesian plane, find coordinates for points on a Cartesian plane, solve simple linear equations and create and analyse graphs from authentic data. • **Chance** — identify sample spaces for single-step events, conduct one-step chance experiments, record observed frequencies in a table, calculate probabilities from experimental data, compare experimental and theoretical probabilities.	Students develop understandings of: • **Number and place value** — compare, order, add and subtract integers using written strategies, solve problems involving addition and subtraction of integers, review index notation and standard notation, explore the powers of ten and convert numbers to expanded notation. • **Real numbers** — Round, multiply and divide decimals in a money context, multiply and divide fractions, add and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations ,solve problems involving ratios, multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another. • **Money and financial mathematics** — calculate and compare unit prices, investigate and calculate best buys with and without digital technology. • **Patterns and algebra** — create and evaluate formulas to model relationships between two variables.	Students develop understandings of: • **Location and transformation** — describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identify a combination of transformations on the Cartesian plane, and identify line and rotational symmetry. • **Geometric reasoning** — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships. **Data representation and interpretation** — construct stem-and-leaf plots and dot-plots, calculate mean, median, mode and range, compare a range of data displays, describe and interpret data displays using mean, median and range, identify and examine issues involving numerical data collected from primary and secondary sources
Assessment	***Exam*** *Short answer questions:* Students connect whole numbers and index notation, and solve problems involving fractions and integers ***Assignment/Project*** Students identify properties of shapes and solve authentic problems using measurements.	**Exam: Solving algebra and chance problems** *Short answer questions* Students model and solve linear representations, construct sample spaces and assign probabilities.	**Assignment: Making financial decisions** *Written:* Students calculate and use unit pricing to make financial decisions to develop a costed catering plan. **Exam:- Integers & Real numbers short answers.**	**Exam: Applying data and geometry concepts** *Short answer questions* Students use data displays and measures of centre to make decisions, apply parallel angle relationships and represent transformations.

Year 8 Maths	Term 1	Term 2	Term 3	Term 4
Unit overview	Students have opportunities to develop understandings of: • Number and place value - apply the four operations to rational numbers and integers and solve problems. • Real numbers - make connections between percentages, fractions and decimals, calculate a percentage of a quantity, percentage increase and decrease, discount, profit, loss and GST, and problem solve in a range of contexts including financial situations, identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to pi. • Chance - describe and calculate the probability of 'and', 'or', and 'not' events, represent events in Venn diagrams and two-way tables and solve related problems, identify complementary events and use the sum of probabilities to solve problems.	Students have opportunities to develop understandings of: • Number and place value - express numbers in index notation, establish the index laws with whole number bases and positive integral indices • Patterns and algebra - expand and factorise algebraic expressions. • Using units of measurement - convert units of measure, revise perimeter and area of parallelograms and triangles, develop formulas for rhombuses, kites, trapeziums and circles, calculate the perimeter and area of rhombuses, kites, trapeziums and circles, problem solve and reason involving perimeter, circumference and area.	Students have opportunities to develop understandings of: • Linear and non-linear relationships - model situations involving proportional relationships, solve a range of problems involving rates and ratios, interpret, model and formulate patterns and relationships, represent patterns and relationships as rules, functions, tables and graphs and solve linear equations using graphical techniques. • Using units of measurement - solve problems involving time duration, for 12- and 24- time formats, within a single time zone. • Data representation and interpretation - collect, organise and display data, interpret data displayed in tables and graphs, connect samples and populations, explore the effect of sample size, calculate measures of centre, identify outliers and their effect on measures of centre, identify sources of bias and apply this knowledge to make hypotheses and support conclusions.	Students have opportunities to develop understandings of: • Linear and non-linear relationships - apply number laws to algebraic expressions and equations, expand and factorise algebraic expressions, solve simple linear equations algebraically and graphically, connect patterns, linear functions, tables of values, graphs and worded statements, plot coordinates on the Cartesian plane and solve realistic problems. • Using units of measurement - develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement. • Geometric reasoning - revise angle properties (co-interior, corresponding, alternate and vertically opposite), explore congruence, establish and apply the congruence tests (SAS, AAS, SSS, RHS), extend congruence of triangles to identify the properties of quadrilaterals and solve problems using the properties of congruent figures, reasoning and generalisations, apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals.
Assessment	**Exam:- Solving problems involving percentages and profit and loss** *Short answer questions* **Investigating the probability of events** *Assignment/Project*	**Exam:- Applying index, algebra and measurement concepts** *Short answer questions*	**Investigating relationships between game variables** *Assignment/Project* **Exam** **Applying ratios, linear relationships and time concepts** *Short answer questions*	**Exam:- Applying algebra, geometry and measurement understanding** *Short answer questions*

Year 9	Term 1	Term 2	Term 3	Term 4

Maths				
Unit overview	Students have opportunities to develop understandings of: • Real numbers — Solving rates problems, simplifying rates, identifying additive and multiplicative patterns in direct proportion, representing rates graphically and algebraically • Linear and non-linear relationships — Calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras's theorem, calculate the midpoint of a line segment. Using units of measurement — calculate the area of composite shapes, calculate the surface area and volume of right prisms and cylinders solve problems involving the surface area and volume of right prisms and cylinders, apply reasoning around volume to design a rainwater collection system for a school.	Students have opportunities to develop understandings of: • Patterns and algebra — expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions • Geometric reasoning — describe the conditions for similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests, and investigate scale and area. Pythagoras and trigonometry — apply Pythagoras' Theorem to check if a triangle is acute, right-angled or obtuse, determine unknown side lengths of right-angled triangles, solve problems involving right-angled triangles, apply naming conventions for sides of right-angled triangles, use similarity to investigate the constancy of the sin, cos and tan ratios, investigate patterns in trigonometric ratios, calculate trigonometric ratios using known angle or side length values, calculate unknown side lengths in right-angled triangles, solve problems using trigonometry, & calculate unknown angles in right-angled triangles.	Students have opportunities to develop understandings of: • Real numbers — understand and use index notation, convert index notation to expanded notation and vice versa, investigate the index laws for multiplication, division, zero index, power of a power, power of a product, power of a quotient, the negative indices and simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form and vice versa, use index laws to solve problems involving scientific notation. • Money and financial mathematics — use the simple interest formula, rearrange the simple interest formula, and solve problems using simple interest. • Patterns and algebra — review the distributive law, expand and simplify binomial expressions, apply the index laws to expansion, investigate special cases of binomial expansion (perfect squares, the difference of squares). • Data representation and interpretation — consolidate types of statistical variables, collect primary and secondary data to investigate statistical questions, calculate, interpret and describe statistics from both raw data and data representations using non-digital and digital resources, construct and compare histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions.	Students have opportunities to develop understandings of: • Real numbers — express numbers using scientific notation and perform operations using the index laws. • Linear and non-linear relationships — model relationships between variables and link algebraic, graphical and tabular representations of those relationships. • Using units of measurement — investigate very large and very small scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws. Chance —determine outcomes of two-step chance experiments using tree diagrams and arrays, assign probabilities to outcomes, calculate relative frequencies, determine probabilities of events (including those involving 'and' and 'or' criteria), organise data and determine relative frequencies in Venn diagrams and two-way tables, investigate data used in media reports (estimate population means and medians and evaluate the validity of statistics used
Assessment	Exam: **Solving analytical geometry problems-***Short answer questions* Assignment: **Investigating area and volume problem situations**	Exam: **Connecting and applying trigonometry, similarity and algebraic concepts** *Short answer questions*	Assignment: **Investigating secondary data** Exam: **Applying index laws and simple interest formula** *Short answer questions*	Exam : **Calculating probability and using timescales** *Short answer questions*

Year 10/10A	Term 1	Term 2	Term 3	Term 4

Unit overview	Students develop understandings of: • Pythagoras and trigonometry — revise Pythagoras' Theorem and solve contextualised problems, apply the trigonometric ratios to solve problems, by substituting into formulas, in two and three dimensions and solve contextualised trigonometric problems including surveying and orienteering. • Chance — describe the results of two- and three-step chance experiments, assign and determine probabilities including conditional probability and investigate the concepts of dependence and independence. *10A students may also be taught to:* • *Pythagoras and trigonometry —perform operations with surds, apply Pythagoras' theorem and trigonometry to three-dimensional problems, establish and apply the sine and cosine rules and solve related problems, define and graph trigonometric functions and solve simple trigonometric equations.* *Chance — evaluate media statements and statistical reports.*	Students develop understandings of: • Patterns and algebra — apply the four operations to algebraic fractions, manipulate expressions and equations to solve problems involving algebraic fractions, expand and factorise quadratics. • Linear and non-linear relationships — explore connections between algebraic and graphical representations, make generalisations in relation to parallel and perpendicular lines, identify the solution to two intersecting linear equations, apply graphical and substitution methods to find solutions and solve contextualised problems, formulate & solve real life problems involving monic quadratic expressions and equations, adapt graphing techniques to solve problems involving monic quadratics, make connections between functions and their graphical representations, extend application of graphing techniques from linear functions to parabolas, circles & exponential functions. *10A students may also be taught to:* *Patterns and algebra — choose appropriate methods to factorise monic and non-monic quadratic expressions.* *Linear and non-linear relationships — apply the elimination method to find solutions and solve contextualised problems, formulate and solve real life problems involving monic and non-monic quadratic equations, transform relations and functions & simplify expressions involving irrational numbers.*	Students develop understandings of: • Using units of measurement — recall formulas to calculate area and volume, calculate the surface area and volume of prisms and cylinders, solve problems involving calculating surface area and volume of composite solids • Geometric reasoning — recall angle relationships for straight lines, triangles and quadrilaterals, prove angle relationships using formal proofs, develop proofs for congruency and similarity rules and apply understanding of plane shapes to prove geometric properties. • Data representation and interpretation — develop an understanding of statistical measures of centre and spread to describe data sets, analyse data displays (box plots, histograms and scatter plots) to make generalisations, calculate statistical measures of data sets, graphically represent relationships, draw a line of best fit, apply known strategies to compare data, manipulate reports and data displays to identify trends, use statistical measures to analyse data and reports. *10A students may also be taught to:* *Using units of measurement — solve problems involving the calculation of volume and surface area of pyramids, cones and spheres.* *Geometric reasoning — develop generalisations about angle relationships in a circle, apply knowledge of proof to circle-geometry theorem relationships, use the properties of circles to determine and justify unknown quantities relating to circle geometry.* *Data representation and interpretation — find and use an equation for the line of best fit to describe the relationship between two variables, calculate and use standard deviation to describe the spread of a data set, compare data sets using the mean and standard deviation.*	Students develop understandings of: • Money and financial mathematics — recall simple and compound interest formulas, calculate simple and compound interest , connect simple and compound interest, substitute into a formula, connect graphical and algebraic representations of functions, solve financial problems involving compound interest and loans. • Linear and non-linear relationships — represent and solve problems involving simple linear equations, represent and solve problems involving simple linear inequalities and solve simultaneous equations graphically. *10A students may also be taught to:* • *Real numbers — define a logarithm, make connections between exponential and logarithmic expressions, establish and apply the laws of logarithms, simplify expressions using logarithmic laws and solve financial problems involving the use of logarithms.* • *Linear and non-linear relationships — identify the features of a polynomial, connect a written division algorithm and the factor and remainder theorems and sketch polynomials.*
Assessment	**Exam:** Trigonometry **Assignment:** Probability	**Exam:** Patterns & algebra Linear & non-linear relationships	**Statistics supervised assessment** **Exam:** Measurement & Geometry	**Exam:** Finance & algebra

Year 7 Science	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Unit Overview	**Water - Waste not, want not.** Students will: consider the importance of water and the water cycle. distinguish between mixtures, including solutions, and pure substances compare a range of separation techniques and assess which techniques can be used for specific purposes. consider everyday applications of the separation techniques including those used by different cultures and relate use of different techniques in a variety of occupations. plan and conduct investigations into the separation of mixtures then use their data to evaluate the effectiveness of different techniques draw conclusions. This unit needs to precede Unit 2: *Water - Waste not, want not, continued.*	**Water - Waste not, want not – continued.** The unit follows on from Unit 1. Students will: consider the importance of sustainable, clean water in the community. explore Aboriginal peoples' and Torres Strait Islander peoples' values about water. investigate the application of separation techniques in water treatment and recycling processes. compare and contrast artificial treatment processes with the water cycle to understand how humans have impacted on and mimic natural processes. consider ways in which science understanding contributes to the development of water management processes to produce sustainable, clean water supplies, both locally and in developing countries conduct a water audit for the home and school and suggest ways to manage water use. calculate their own water footprint.	**Moving right along- exploring motion.** Students will: develop understandings of balanced and unbalanced forces and apply these to predict and justify conclusions about changes in motion. explore the effects of gravitational force on motion and consider the difference between mass and weight. analyse forces involved in simple machines to understand mechanical advantage. consider how people use understandings of force and motion in their occupations, and how science and technology have contributed to solving problems in the community through the development of simple machines. identify questions or problems, and plan and conduct investigations related to forces and motion, selecting appropriate equipment, ensuring fair testing and following safety guidelines. summarise and use data to identify relationships and draw conclusions. evaluate the quality of the data, and reflect on experimental methods to identify improvements. communicate using scientific terminology and representations including force diagrams. This unit needs to precede Unit 4: *Moving right along - Applications in real systems*.	**Moving right along - applications in real systems.** Students will: build on understandings of force and motion developed in Unit 3 Moving right along - exploring motion and apply these to situations and problems in everyday life. apply their understanding of fair testing to construct, test, and modify a balloon-powered vehicle and analyse the forces acting on the vehicle. build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces within more complex systems. investigate the application of scientific understanding of force and motion in transport systems and consider how scientific and technological developments have improved vehicular safety.	**Heavenly bodies.** Students will: understand the relative positions of Earth, the moon and the sun in space. describe the rotations and orbits of Earth and the moon relative to the sun. understand that science knowledge changes with new evidence and they will identify how the positions of Earth, the moon and the sun cause different predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. explore and compare cultural beliefs related to phases of the moon, eclipses and solar phenomena. examine how science and technology have contributed to understanding solar storms and reducing their effects on Earth. Further predictable phenomena will be studied in Unit 6: *Sensational seasons.* This unit needs to precede Unit 6: *Sensational seasons.*	**Sensational seasons.** This unit builds on the concepts covered in Science Year 7 Unit 5: *Heavenly bodies*, which examines the relative positions of Earth, the moon and the sun. Students will: explore the relationship between the tilt of Earth on its axis, its rotation and revolution around the sun, and seasons. understand that different environmental factors define the seasons for different cultures. examine the relationship between the angle of Earth's tilt and the intensity of the sunlight hitting Earth. examine data about weather and climate from different sources. understand that the behaviour and appearance of plants and animals and the activity and practices of humans change in response to seasonal changes. explore how science understanding influences the development of practices within agriculture.	**Organising organisms.** Students will: classify organisms based on their physical characteristics. apply scientific conventions to construct and use dichotomous keys to assist and describe classification. analyse the effectiveness of dichotomous keys and suggest improvements. explore how improvements in microscope technology led to changes in classification systems. consider how and why classification systems are used in a variety of occupations. explore feeding relationships between organisms in an environment using food chains and food webs, and construct representations of these relationships using second-hand data. apply their understandings from this unit in Unit 8: *Affecting organisms*. This unit needs to precede Unit 8: *Affecting organisms*.	**Affecting organisms.** Students will : investigate how a range of environmental changes and human activities can impact food webs in different ecosystems. explore native food webs and consider how these are understood and used by Aboriginal peoples and Torres Strait Islander peoples. examine how a range of human activities can impact on marine environments and explore the work of scientists and other occupations working in Antarctica.

Assessment				
	Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.			
	Units 1 and 2	**Units 3 and 4**	**Units 5 and 6**	**Units 7 and 8**
	Unit 1: **Separating a mixture** *Experimental investigation* Students describe techniques to separate pure substances from a mixture, plan experimental methods, select equipment that improves accuracy, describe how they considered safety, summarise data, refer to their data when suggesting improvements to their methods, and communicate ideas, methods and findings using scientific language and appropriate representations.	**Unit 3:** There is no summative assessment in this unit. The concepts developed in this unit will be assessed in Unit 4: *Moving right along — applications in real systems*. Monitor student learning and progress throughout the unit.	**Unit 5:** **Understanding Earth, moon and sun systems** *Exam* Students explain phenomena experienced on Earth due to the relative positions of the Earth, moon and sun using scientific language and appropriate representations.	**Unit 7:** **Classifying creatures** *Exam* Students classify and organise diverse organisms by using dichotomous keys and use evidence to construct a dichotomous key using scientific conventions.
	Unit 2: **Solving water issues** *Assignment* Students explain the water cycle process and sustainable water management strategies, consider the impact of chosen strategies on Australian communities, and describe how scientific and cultural knowledge has been used to solve real-world water issues.	**Unit 4:** **Experimenting with balloon powered vehicles** *Experimental investigation* Students plan and conduct an investigation into how forces acting on a racer affect its motion, and use evidence to draw conclusions. To suggest improvements to the method by referring to the quality of data and communicate using scientific language and appropriate representations.	**Unit 6:** **Exploring the seasons** *Assignment* Students explain how the seasons on Earth and how understanding seasons has been used to address a real-world problem. They summarise data from different sources, describe trends and use scientific language and appropriate representations.	**Unit 8:** **Predicting the effects of change on organisms** *Exam* Students construct food webs, predict the effects of human and environmental changes on interactions between organisms and describe how scientific knowledge has been used to address issues associated with invasive species.

Year 8 Science	**Unit 1**	**Unit 2**	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Unit Overview	**Particles matter.** Students will: be introduced to the particle model of matter and use it to explain properties. investigate the physical and chemical properties of materials and identify signs of chemical change. relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. examine traditional uses of natural material by Aboriginal peoples and Torres Strait Islander peoples. plan and conduct investigations of the properties of materials identifying risk and applying safety guidelines. use data to identify relationships, draw conclusions, evaluate the quality of data collected and suggest improvements to experimental methods. This unit needs to precede Unit 2 - *Chemistry of common substances.*	**The chemistry of common substances.** Students will: extend their application of the particle model of matter to represent and explain differences between elements, compounds and mixtures, and differences between physical and chemical change. be introduced to the periodic table of elements, including symbolic representation of elements. continue to investigate the physical and chemical properties of materials and explain how these relate to material use. plan and conduct fair tests, ensuring safety guidelines are followed. record observations and collect, summarise and analyse data. evaluate the quality of the data collected during fair tests and suggest ways the quality of the data could be improved. use their data to draw evidence-based conclusions about the suitability of a material for a specific use and make recommendations of the most appropriate material for an identified purpose. This unit needs to follow Unit 1 *Particles matter*.	**Rocks never die.** Students will: explore different types of rocks and the minerals of which they are composed. compare the different processes and timescales involved in the formation and breakdown of igneous, sedimentary and metamorphic rocks as part of the rock cycle. investigate the properties of minerals and analyse data to identify patterns and relationships between mineral composition, location and the type of rock formed. identify rock specimens and model processes of rock formation. use a variety of representations, including geologic cross-sections, to analyse relationships between and draw conclusions about rock types, rock cycle processes and the geological history of an area. This unit needs to precede Unit 4: *Rock my world*.	**Rock my world.** Students will: apply their understanding of rocks and minerals to describe the properties of soil formed from the weathering of rocks, and the impact of soil degradation on the environment and agriculture. research an issue that has led to soil degradation and consider how collaboration across different fields of science and technological advancements are helping to address this issue. learn how mineral-based resources are sourced, extracted, processed and used, including how Aboriginal peoples and Torres Strait Islander peoples quarry and use rocks and minerals. summarise information from secondary sources to draw conclusions about how knowledge from different fields of science is used in locating, extracting and processing a particular mineral-based resource how science and technology contribute to the development and advancement of sustainable mining processes. use representations and scientific understanding to analyse relationships and draw conclusions about rock and mineral-based resources. This unit needs to follow Unit 3: Rocks never die.	**Energy in my life.** Students will: classify energy forms. investigate different forms of potential energy, making predictions, conducting fair tests and ensuring safety guidelines are followed. process and analyse experimental data and evaluate experimental methods used in investigations. use models and representations to examine kinetic energy and its relationship with potential energy and heat energy. communicate how energy is transferred and transformed through systems and use diagrams to represent energy flow. recognise that energy can be transformed into usable and unusable forms, and consider how this can affect the efficiency of a system. discuss the use and influence of science on the use of energy resources and consider how the efficiency of the production of energy could influence the use of these resources by society. This unit needs to precede Unit 6: *What's up?* The content taught will be assessed in Unit 6: *What's up?*	**What's Up?** Students will: identify the different forms of energy that they observe in order to explain and represent how energy transfers and transformations cause change in simple systems. plan and conduct investigations into factors affecting energy transfers and transformations. identify variables, and construct representations of patterns and trends in their data in order to draw conclusions. evaluate the effectiveness of their investigations. also examine Australia's use of renewable and non-renewable energy resources. consider the impact of photovoltaic technology becoming available to Australia's First Peoples living in remote Australian communities. evaluate the impacts of transitioning to renewable resources compared with the continued use of fossil fuels examine how science and technology are contributing to making the transition socially, economically and environmentally sustainable. This unit should follow on from Unit 5: *Energy in my life*.	**Building Blocks of Life.** Students will: identify cells as the basic units of living things. use microscopes and images to distinguish between multicellular and unicellular organisms and identify specialised cellular structures. understand how to prepare wet mount slides and correctly construct biological drawings from microscopic observations. compare similarities and differences between plant and animal cell structure. examine the relationship between the structure and function of specialised plant and animal cells, including reproductive cells understand the advantages of cell specialisation. analyse the development of cell theory as a result of historical scientific work and use the findings to validate the tenets of the theory. identify and construct scientifically investigable questions and problems related to the relationship between cell structure and function.	**Survival** Students will: analyse the relationships between structure and function of organs in the major systems of the human body, including the reproductive system. examine and compare organs and systems in other animals and plants. research the structure of a system and its component organs and describe how the structure supports the functions of the system within the body. examine different reproductive strategies and discuss how these contribute to the survival of multi-cellular organisms, and analyse data and trends in reproductive cycles. investigate the relationship between structure and function in the systems of vascular plants. explore the concepts of ethical guidelines to consider the impact of animal welfare frameworks when planning investigations in science education.

Assessment				
	Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.			
	Units 1 and 2	**Units 3 and 4**	**Units 5 and 6**	**Units 7 and 8**
	Unit 1: There is no summative assessment in this unit. The concepts developed in this unit will be assessed in Unit 2: *Chemistry of common substances*. Monitor student learning and progress throughout the unit.	**Unit 3:** There is no summative assessment in this unit. The concepts developed in this unit will be assessed in Unit 4: *Rock my world*. Monitor student learning and progress throughout the unit.	**Unit 5:** There is no summative assessment in this unit. The concepts developed in this unit will be assessed in Unit 6: *What's up?* Monitor student learning and progress throughout the unit.	**Unit 7:** **Understanding the nature of the cell** *Exam* Students analyse the relationship between the structure and function of a cell and identify and construct investigable questions and problems. They identify historical problems and explain how, over time, evidence has led to an improved understanding of cells and the development of cell theory.
	Unit 2: **Investigating the chemistry of common substances** *Experimental investigation* Students plan, conduct, evaluate and report on an experimental investigation of the physical and chemical properties of fabrics in order to reach conclusions about their suitability for use in a poolside chair. Students explain observed changes using the particle model of matter.	**Unit 4:** **Understanding rock cycle processes** *Exam* Students compare and account for differences in rock types and processes of rock formation, including the timescales involved. They construct and use representations to analyse patterns and draw conclusions about rock types, rock forming processes and the geological history of landscapes. Students describe a situation in which scientists collaborated with other occupations to generate a solution to a contemporary problem, and identify risk and suggest risk management strategies associated with geological fieldwork. They use appropriate language and representations to communicate science ideas.	**Unit 6:** **Exploring energy transfers and transformations** *Experimental investigation* Students design, conduct and evaluate an experimental investigation of energy changes using a gravity buggy. They analyse energy flow and explain how the system functions in terms of energy transfers and transformations. Students present evidence-based findings using appropriate scientific language and representations.	**Unit 8:** **Understanding reproductive structure and function** *Exam* Students analyse the relationships between structure and function of organs within different reproductive systems. They consider ethics when planning investigations and reflect on the implications of solutions for different groups. Students analyse trends occurring in reproduction cycles.

Year 9 Science	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Unit Overview	**Energy on the move.** Students will: examine, inquire and explain ways in which energy can be transferred through different mediums including using the particle model. have opportunities to design investigation questions and collect quantitative and qualitative data and information on the flow of heat and electrical energy. use these findings, scientific knowledge and prior understanding to form conclusions. evaluate explanations and claims using scientific knowledge. assess energy efficiencies in house design and use of electrical appliances for heating and cooling to make informed decisions about the influence of science and technology on energy use. This unit needs to precede Unit 2 *Making waves.* The assessment of some concepts in this unit is in Unit 2 *Making waves.*	**Making waves.** Students will: build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. investigate wave motion and how different mediums affect sound and light transfer. explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. analyse experimental and second-hand data and identify relationships within the data. explore the structure and use of musical instruments by Australia's First Peoples. This unit needs to follow Unit 1: *Energy on the move*.	**It's elementary.** Students will: explore the development of scientific ideas about atoms and their subatomic particles, protons, neutrons and electrons. investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. research the use of radioisotopes in a range of areas of society and consider the impacts of these uses on society, including the technology and occupations resulting from these uses. critically evaluate the sources of their researched information.	**Changing Earth.** Students will: explore the historical development of the theory of plate tectonics. model and investigate geological processes involved in Earth movement. compare different types of tectonic plate boundaries and the tectonic events that occur at these boundaries. explore technological developments that have aided scientists in the study of tectonic plate movement and consider how these assist societies living in tectonic-event areas. research the impact of tectonic events such as earthquakes, tsunamis and volcanoes on humans and describe where science and technology are contributing to the development of safer buildings.	**My life in balance.** Students will: identify human body systems and the ways in which they work together in balance to support life. outline how the functions of the systems are coordinated to provide the essential requirements for life. analyse and predict the effects of the environment on body systems, and discuss how the body responds to changes in the environment and to diseases. research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. evaluate from a scientific perspective and use appropriate language and representations when communicating their ideas and findings.	**Responding to change.** Students will: explore the concepts of change within an ecosystem. understand that all life is connected through ecosystems. analyse how biological systems function and maintain balance. explore how different ecosystems respond to external changes and examine the impacts on populations, the interrelationships occurring within and the flow of matter and energy through an ecosystem. formulate questions and conduct research to investigate how an ecosystem responded to an extreme event.	**Chemical Patterns.** Students will: engage in the exploration of chemical reactions and the application of these in living and non-living systems. understand that chemical change involves the rearranging of atoms to form new substances. examine energy transfer in reactions, the nature and reactions of acids, as well as the conservation of mass in chemical reactions. continue to develop their scientific inquiry skills by engaging in a range of investigations including measuring the pH of soils, replicating ocean acidification and examining the chemical reactions used in instant cold packs. apply their understanding to evaluate claims related to environmental issues and consider how the application of chemistry affects people's lives.	**Heat and Eat.** Students will: explore a range of chemical reactions and their application in everyday life. examine a series of chemical reactions used in food production including fermentation, detoxification, gelation and denaturation. explore the reliability of acid/base indicators made from natural plant pigments. design and conduct investigations that demonstrate how chemical reactions involving energy transfer can be applied in food preparation. assess risk, control variables, gather and analyse primary data, identify anomalies, evaluate methods and make recommendations to improve the quality of evidence.

Assessment

Students should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the student has met the achievement standard.

Units 1 and 2	Units 3 and 4	Units 5 and 6	Units 7 and 8
Unit 1: **Investigating thermal insulation** *Experimental investigation* Students design and conduct an investigation about energy transfer in home insulation and analyse data to draw conclusions about a factor that impacts on the effectiveness of an insulation material.	**Unit 3:** **Exploring radioisotopes** *Assignment* Students research a radioisotope, describe and explain its structure, radioactivity and a practical use of this radioisotope, and evaluate how its applications affect people's lives.	**Unit 5:** **Understanding the effect of external factors on the body** *Exam* Students communicate understanding of the body's response to external changes and describe social factors and future developments of vaccination considering scientific perspectives.	**Unit 7:** There is no summative assessment of student learning in this unit.
Unit 2: **Explaining the transfer of light and sound** *Exam* Students explain the transfer of energy using different models, design an investigation method, including control and measurement of variables, collect data and identify relationships between variables.	**Unit 4:** **Explaining plate tectonics** *Exam* Students explain how geological processes result in tectonic events and changes to the Earth's surface, identify patterns and trends in secondary data and evaluate secondary sources to critique validity of claims. They also describe factors that have impacted on the development of the theory of plate tectonics.	**Unit 6:** **Analysing ecosystem changes** *Assignment* Students investigate how an ecosystem functions and maintains balance within normal tolerance limits. They formulate research questions to examine how an ecosystem responds following a human impact or climatic event.	**Unit 8:** **Exploring energy in chemical reactions** *Experimental investigation* Students research chemical reactions and energy transfers and then design and conduct an investigation to determine the types and quantities of reactants best suited to reheating portable pre-cooked meals.

Year 10 Science	**Unit 1**	**Unit 2**	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Unit Overview	**Life Blueprints.** Students will explore genetics and heredity. examine the relationship between DNA, genes, alleles and the heritable traits of an organism. describe and compare the two main forms of cell division in eukaryotes and explain how genetic material is transferred from parent to offspring during cell division. examine how meiosis and mutation contribute to genetic variety between organisms. analyse different patterns of inheritance for autosomal and sex-linked crosses and use Punnett squares to predict genotypes and phenotypes of offspring from different genetic crosses. consider how genetic diseases are inherited and analyse a multi-generational pedigree to describe patterns of inheritance. explore how genetic research is applied to areas such as genetic modification and genetic testing and consider the impacts of these on society and individuals, including ethical considerations. This unit needs to precede Unit 2 *Life evolves.*	**Life Evolves.** Students will: build on their knowledge of genetics and inheritance gained in Unit 1 *Life blueprints*. develop an understanding of how the diversification of life from a single ancestral species is explained by Darwin's theory of evolution by natural selection. research the development of the theory of evolution and how ideas have been refined over time by a range of scientists as new evidence becomes available. consider how technological advancements have contributed to the advancement of evolutionary theory model and understand the mechanisms that explain the ways in which evolution can occur. critically analyse the validity of evolutionary evidence found in secondary sources and communicate their understanding of the theories and processes of evolution using scientific language, conventions and representations.	**Chemistry isn't magic** Students will: collect and analyse data to identify patterns in atomic structure and the properties of elements and how these relate to the organisation of the periodic table. use scientific knowledge of an atom's electron arrangement to predict the formation of ions. make predictions and draw conclusions from experimental data about the products of chemical reactions, and represent reactions in balanced chemical equations. examine how scientific understanding of the atomic model has been refined over time. Understanding developed in this unit will be applied and assessed in this unit and in Unit 4: *Chemical reactions matter*.	**Chemical reactions matter.** Students will: explore the factors that affect reaction rates through observation and experimentation. plan, conduct, evaluate and report on an investigation into reaction rate of a chemical process. examine different types of reactions and consider the usefulness of the products. consider how the development of useful products and chemical processes, particularly polymers and pharmaceuticals, have been driven by societal needs, and the impact this has had on society and the environment. explore how traditional knowledge has led to the development of new pharmaceuticals and issues related to intellectual ownership of the knowledge of these products.	**Moving Along.** Students will : explore and apply Newton's three laws of motion to predict, describe and calculate the effect of forces on the motion of objects. develop questions and hypotheses, assess risks, and consider accuracy when using a range of methods, including the use of digital technologies, to collect reliable data. analyse data and draw conclusions using their knowledge of Newton's laws of motion. explain sources of uncertainty and describe ways to improve experimental methods to improve data quality. This unit needs to precede Science Year 10 Unit 6: *Energy of motion.*	**Energy of motion.** Students will: investigate the impact of forces and energy on the motion of objects. use the laws of motion and the Law of Conservation of Energy to predict, describe and explain the consequences of the rapid changes in the forces and energy acting during collisions. evaluate vehicle safety features using their knowledge of force and motion. use their understandings to design an energy-absorbing feature and explain the changes in motion using physics concepts and experimental results. This unit should follow Science Year 10 Unit 5: *Moving along*, as it consolidates and extends the concepts taught in that unit.	**Global systems** Students will: explore how Earth is composed of four interacting and dynamic 'spheres', within which the global systems and cycles operate. These are the lithosphere, hydrosphere, atmosphere and biosphere. consider how matter cycles within and between these spheres, such as in the carbon cycle and the water cycle, and use scientific knowledge to evaluate how humans have influenced flow between these systems. design and conduct reliable and fair fieldwork investigations to collect, analyse and evaluate data related to carbon emissions produced by human activity and consider the role of the biosphere in carbon storage. explore approaches used to minimise carbon emissions and methods of sequestering carbon. consider how ethical decision making in relation to global systems could improve the state of the planet.	**The universe.** Students will : understand that the universe is made up of a variety of features, including galaxies, stars and solar systems, and that the Big Bang theory can be used to explain the origin of the universe. outline the Big Bang theory and review evidence supporting the theory. identify the limitations of the Big Bang theory and recognise that theories are revised and scientific ideas change over time, as new evidence is gathered. examine different types of star life cycles and investigate the contributions that technology has made to increase knowledge of stars over time. understand that light from stars provides information about composition and relative motions of galaxies. examine information related to theories about the origin and fate of the universe. summarise how understandings of the universe have changed through new discoveries due to improved technologies. develop an understanding of Aboriginal peoples' and Torres Strait Islander peoples' use of astronomical knowledge and link selected spinoffs from space research to everyday applications. examine recent developments in astronomy and identify new career opportunities.

Assessment

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.

Semester 1		Semester 2	
Unit 1: Understanding life's blueprints *Exam* Students communicate an understanding of the components and processes that influence heredity, and evaluate claims relating to these processes using current scientific views.	**Unit 3: Understanding chemistry organisation** *Exam* Students communicate an understanding of the periodic table as an organiser of elements, and predict processes and products of chemical reactions.	**Unit 5:** There is no summative assessment in this unit. Concepts are assessed in Unit 6.	**Unit 7: Understanding global systems** *Exam* Students analyse information about the hydrological and carbon cycles, describing significant stores, flows and human impact through and between spheres. They explain how reliability, fairness and ethical actions have been considered in methodology and enhance the quality of data.
Unit 2: Researching evolution *Research* Students analyse how evolutionary theory has developed over time, evaluating evidence and discussing factors that have prompted its review. They explain processes that underpin evolution and evaluate the validity and reliability of claims made in secondary sources with reference to currently held scientific views.	**Unit 4: Investigating reaction rates** *Experimental investigation* Students design and conduct an investigation into a factor that affects the rate of a chemical reaction. To develop a conclusion consistent with identified relationships and experimental data, and evaluate the effectiveness of the method, suggesting improvements.	**Unit 6: Investigating changes in motion and energy** *Experimental investigation* Students use physical sciences concepts to predict and describe changes in motion and energy related to an impact protection feature. They analyse collected data, identify sources of uncertainty, and explain improvements to the investigation considering fairness, reliability and use of digital technologies. They develop conclusions and communicate findings in a report.	**Unit 8: Understanding the universe** *Exam* Students demonstrate scientific understanding of the universe, including theories of the origin of the universe and how new evidence and methodologies support the acceptance of particular explanations and lead to changes in scientific understanding.

Year 7	Civics and Citizenship	Economics and Business	History Unit 1	History Unit 2	Geography Unit 1	Geography Unit 2
Social Science	Through the Civics and Citizenship curriculum in Year 7 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**: • How is Australia's system of democratic government shaped by the Constitution? • What principles of justice help to protect the individual's rights to justice in Australia's system of law? • How is Australia a diverse society and what factors contribute to a cohesive society?	In Year 7 students develop an understanding of the way the market system operates in Australia, the interdependence of consumers and producers in the market, and why governments may influence the market's operation. Students consider factors that influence individual, business and financial success. Key questions A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions: • Why is there a relationship between consumers and producers in the market? • Why is personal, organisational and financial planning for the future important for both consumers and businesses? • How does entrepreneurial behaviour contribute to a successful business? • Why types of work exist and in what other ways can people derive an income?	**Investigating the Ancient Past** In this depth study, students investigate Australia's prehistoric past by relying on archaeologists' interpretations of evidence. Sometimes archaeologists interpret evidence differently and this leads to historical controversies. One of the greatest controversies involves the plight of Australia's megafauna. Some archaeologists argue that the newly arrived *Homo sapiens* hunted megafauna to extinction (Overkill Hypothesis). Other archaeologists claim that it was Australia's changing environment that caused the megafauna extinction (Environmental Hypothesis). **Focus Questions** How do archaeologists and historians help us understand our shared past? What sources do historians and archaeologists use and why can this be problematic? What are megafauna and when did they become extinct? What two competing theories explain Australia's Megafauna extinction? What does archaeological evidence tell us about the Kanomi-Woppaburra occupation of the Keppel Islands? What resources did the Kanomi-Woppaburra people use? Is it important to preserve the remains of the Kanomi-Woppaburra people's past? **Assessment** Portfolio of tasks focusing on cause and effect, as well as the significance of world heritage sites	**Ancient Egypt** In this depth study of Ancient Egypt, students analyse evidence to determine how the world's first great civilisation changed over time. The Old, Middle, and New Kingdoms of Egypt spanned some 3000 years. We have explored the roles that peasants and nobles played in Egyptian society. We have looked specifically at the unique rights that Egyptian women held in relation to other ancient civilisations. We have also discovered how Egyptians' views of the afterlife influenced every aspect of their day-to-day existence. **Focus Questions** How did Egypt's physical features influence their civilisation? What role did peasants play in Egyptian society? What role did nobles play in Egyptian society? What role did women, including Hatshepsut, play in Egyptian society? What beliefs and values did Egyptians hold about death? How did Egyptians roles change and stay the same across the old, middle and new kingdom? What contact did Egypt have with other societies? How should we remember Ancient Egypt? **Assessment** Knowledge and Short Response to Stimulus Exam	**Place and Livability** In this depth study students examine Livability; the sum of the factors that add up to a community's quality of life—including the built and natural environments, economic prosperity, social stability and equity, educational opportunity, and cultural, entertainment and recreation possibilities. Students analyses how these factors influence people in making decisions about where they might want to live. **Focus Questions** What is *geography* and how is it relevant to modern society? What is meant by the concept, "liveability"? Does access to facilities and transport influence people's decisions about where to live? How significant is the natural environment to liveability? (Focus Questions) How can people feel connected in their local communities? (Research) How can we characterise the community identity in Rockhampton? How can humans enhance the liveability of places, particularly, for young people? Can liveability and environmental sustainability be enhanced simultaneously? **Assessment** Multimodal Presentations of Field Study findings	**Water and the World** Throughout this depth study of water in the world, students examine the various states of water in the world and how they may fit in the water cycle, as well as examining geographical processes that influence the characteristics of places. Students will also analyse geographical challenges to understand how people perceive and value these differently. Students will work with geographical data to inform their understanding of these geographical processes to enable them to describe alternative strategies to geographical challenges and propose responses, taking into account environmental, economic and social factors. **Focus Questions** What are the different types of environmental resources, including water, in the world? How does water move across the Earth? How is water valued in society including culturally and economically? How does the quantity and variability of Australia's water compare to other continents? How significant an issue is *water scarcity* and how can we best manage it? What are the causes and effects (economic, environmental and social) of hydrological hazards on communities and places? How can communities and governments best respond to hydrological hazards? **Assessment** Knowledge and Short Response to Stimulus Exam

Year 8	Civics and Citizenship	Economics and	History Unit 1	History Unit 2	Geography Unit 1	Geography Unit 2

		Business				
Social Science	Through the Civics and Citizenship curriculum in Years 8 students develop knowledge and understanding of Australia's political system, with particular emphasis on freedoms, representative democracy and the role of the constitution. They develop an understanding of the key features of Australia's legal system and the different sources of law used in Australia. A framework for developing students' civics and citizenship knowledge, understanding and skills at this year level is provided by the following **key questions**: • What are the freedoms and responsibilities of citizens in Australia's democracy? • How are laws made and applied in Australia? • What different perspectives are there about national identity?	The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. Key questions A framework for developing students' economics and business knowledge, understanding and skills at this year level is provided by the following key questions: • Why are markets needed, and why are governments involved? • Why do consumers and businesses have both rights and responsibilities? • What may affect the ways people work now and in the future? • How do different businesses respond to opportunities in the market?	**The Western and Islamic World —Medieval Europe** In this depth study of medieval Europe, students analyse evidence to identify the type of society that people lived in and how living in this society influenced people's decision-making. Students will also learn about the different roles people played in society, the impact of the Catholic Church, the legal system and how people lived day to day. **Focus Questions** How did the Catholic Church grow to be so important in Medieval Europe? What various roles did people play in Medieval Europe? What was the way of life in Medieval Europe? What was the Medieval attitude towards crime and punishment? What were the significant developments and cultural achievements of the Medieval age? **Assessment** Explanatory Essay	**The Asia-Pacific World — Japan under the Shoguns (c.794-1867)** In this depth study of the Tokugawa Shogunate, students analyse evidence to determine the significance of Japan's decision to isolate itself from the rest of the world in the 17th century. They will also explore the reasons for Japan's resentment towards the Western 'barbarians' and tested the hypothesis that Japan's feudal society 'stood still' for over 250 years as a result of their isolation policy. **Focus Questions** What roles did people play in Shogunate Japan? How did the way of life in the Tokugawa Shogunate reinforce social structure? What were the social and political developments between 1543 and 1603 in Shogunate Japan? How did the social and political developments in Shogunate Japan impact the use of forests? How did the Tokugawa Shogunate respond to the arrival of Westerners in Japan? How did Western ideas and modern technology contribute to the fall of the Tokugawa Shogunate? How should we remember Shogunate Japan? **Assessment** Knowledge and Short Response to Stimulus Exam	**Landforms and Landscapes** Throughout this study of Landforms and Landscapes, students examine the geomorphological processes which naturally cause distinctive landscapes. They will also further investigate the various connections humans have with the land and how human influence on the earth has changed the environment. This depth study will culminate in a study of a geomorphological hazard and how humans can best minimise hazards and respond when hazards becomes natural disasters. **Focus Questions** What are the different types of landscapes in the world? How can landscapes be significant to humans? How do geomorphic processes produce distinctive landforms? How do humans cause landscape degradation and what are the effects? What are the differing perspectives on protecting significant landscapes? What are the natural and human-made causes of geomorphological hazards? What are the social, cultural and economic effects of hazards and how can human's best prepare? Upon reflection, what is our personal responsibility to protecting the environment? **Assessment** Portfolio: Collection of Works	**Changing Nations** Throughout this study of Changing Nations, students will discover that world is rapidly becoming urban. More than half the world's 7-plus billion people live in urban areas (urban cores, suburbs and small towns). Nearly one quarter of the population live in "cities" of a million or more. Eight percent reside in megacities — urban areas of at least 10 million, that percentage rises with each new megacity. This will allows students to complete an in-depth study of a megacity and analyse the steps governments and individuals can take to manage this rapid urbanisation. **Focus Questions** What are the causes and consequences of *Urbanisation*? How does urbanisation differ between Australia and the Unites States of America? What are the reasons for, and effects of, internal migration in both Australia and China? What are the reasons for, and effects of, international migration in Australia? Is there evidence to suggest Australia's cultural identity is being influenced by international migration? How can we best manage and plan for a successful urban future in Australia? What proposals can we make about how to best manage urbanisation? **Assessment** Multimodal Presentation of Research Findings

Year 9	History Unit 1	History Unit 2

Social Science	**Making a better world —The Industrial Revolution (1750-1914)** In this depth study of the Industrial Revolution, students analyse evidence to determine the causes and effects of what has been called "probably the most important event in world history" (Hobsbawm, 1962). Students explore the unique situation in Britain, which led to momentous technological innovations that brought about the Industrial Revolution, as well as how these innovations positively and negatively affected the working men, women and children who lived through such momentous change. **Focus Questions** How did conditions in Britain lead to the Industrial Revolution? What technological innovations led to the Industrial Revolution? How did the Industrial Revolution influence where people chose to live? How did workers experience the Industrial Revolution? How did women and children experience the Industrial Revolution? How did the Industrial Revolution change communication, transport, and the environment? How should we remember the Industrial Revolution? **Assessment** Knowledge and Short Response to Stimulus Exam	**World War One (1914-1918)** In this depth study of World War I, students analyse evidence to identify the causes of the Great War. The deaths of young Australian men and women in famous conflicts such as at Fromelles, on the Somme, and of course at Gallipoli revealed to Australians at home the horrors of an increasingly drawn out, and some would say, senseless war, leading to heated debate over the conscription question back home. **Focus Questions** What were the causes of World War One? Why did Australians choose to serve in World War One? What impact did World War One have on Australia? What do battles on the Western Front reveal about the nature of warfare in World War One? What does the Gallipoli Campaign reveal about the nature of warfare in World War One? Is the Anzac legend an appropriate symbol to commemorate World War One? How should we remember WWI? **Assessment** Multimodal Presentation of Analytical Response to Inquiry

	YEAR 7 – DRAMA (Term Unit of Study)	YEAR 8 – MUSIC (Term Unit of Study)
Social Science	**World War II (1939-1945)** In this depth study of World War II, students analyse evidence to determine the causes and effects of the deadliest conflict in human history. Students will investigated how society has changed as a result of the war, as well as how Australia's soldiers, prisoners of war and everyday civilians experienced the war to decide how a struggle, which claimed the lives of over 40,000 Australians, and approximately 50 million people worldwide, shaped the modern world. **Focus Questions** What caused World War Two? What were the significant events of World War Two? How did Australian soldiers experience World War Two? What impact did World War Two have on Australians at home? How did World War Two change Australia's international relations? How should we remember World War Two? **Assessment** Knowledge and Short Response to Stimulus Exam	**Rights and Freedoms (1945-present)** In this depth study of Rights and Freedoms, students analyse evidence to determine the significance of events in the 20th century that brought improved rights of Australia's indigenous people. Students will explored how the concept of human and civil rights led to successive challenges of Australian governments to improve the lives of Aboriginal and Torres Strait Islander peoples. In undertaking such study, student may find their personal values challenged to assess the current state of the white / aboriginal relationship. **Focus Questions** What were the origins, and what is the significance, of the Universal Declaration of Human Rights? How did Aboriginal and Torres Strait Islander people struggle for better rights prior to 1965? What influence did the US civil rights movement have on Australia? What was the Freedom Ride and what role did Charles Perkins play in it? What were the significant events in Australia's rights movement and why were they significant? Will the Declaration on the Rights of Indigenous People (2007) improve indigenous rights? **Assessment** Multimodal Presentation of Analytical Response to Inquiry

TERM	1 and 2	3 and 4	1 and 2	3 and 4
Unit overviews Year 7 Drama and Year 8 Music	**UNIT: In the Beginning** In this unit, students will **make**, **perform** and **respond** to drama by exploring ***Australian realism and Indigenous theatre*** texts through a range of dramatic conventions, elements and performance spaces.		**UNIT 1: Popular Music** In this unit, students will **make**, **perform** and **respond** to music as they learn to value and appreciate the power of music to transform the heart, soul, mind and spirit of the individual. In this way, students develop an aesthetic appreciation and enjoyment of music.	
	ACARA Descriptors: In year 7 drama students; • build on their understanding of role, character and relationships • use voice and movement to sustain character and situation • use focus, tension, space and time to enhance drama • consider social, cultural and historical influences of drama • shape drama for audiences using narrative and non-narrative dramatic forms and production elements • draw on drama from a range of cultures, times and locations as they experience drama		**ACARA Descriptors:** In year 8 music students; • build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing • recognise rhythmic, melodic and harmonic patterns and beat groupings • understand their role within an ensemble and control tone and volume • draw on music from a range of cultures, times and locations as they experience music • explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music • consider social, cultural and historical contexts of music • evaluate the expressive techniques used in music they listen to and experience in performance	
Assessment Year 7 Drama and Year 8 Music	**UNIT: In the Beginning** **Task 1 – Making Group Performance** In small groups, students will **select and present** two scenes from a selected text which demonstrates the Australian Indigenous way of life	**UNIT: In the Beginning** **Task 2 – Making Scriptwriting** Using one of the **Dreamtime stories** studied in class, students are to turn this story into a **workable script** to submit to the NAIDOC committee for consideration of it being presented at the annual NAIDOC celebration concert.	**UNIT 1: Popular Music** **Task 1 – Making Group Performance** Students are to **perform** one of the works studied in class in one of the following modes; *small ensemble, solo, duet, accompaniment or improvisation.*	**UNIT 1: Popular Music** **Task 2 - Making Multimodal Presentation** Students are to **present** a multi-modal presentation demonstrating their knowledge and understanding of the learnt **music elements** as well as showcasing an appreciation of one of the studied **popular music genres.**

	YEAR 9 – DRAMA		
Unit	**UNIT 1: Aussie Drama**	**UNIT 2: Making Drama Real**	**UNIT 3: The Dark Side of Drama!**

	In this unit, students will make, perform and respond to drama by exploring *Australian realism and Indigenous theatre* texts through a range of dramatic conventions, elements and performance spaces.	In this unit, students will have the opportunity to engage with a variety of dramatic styles such as Shakespeare, Greek, Comedy and Physical Theatre. They will *create, respond to and present* their selected works at a community event.	In this unit students will develop the skills and knowledge to use drama as a tool to educate and engage as they study the dramatic styles of gothic and documentary drama. Students will create, present and respond various works culminating in a whole class performance.	
	ACARA Descriptors: In year 9 drama students; ○ refine and extend their understanding and use of role, character, relationships and situation ○ extend the use of voice and movement to sustain belief in character ○ maintain focus and manipulate space and time, language, ideas and dramatic action ○ experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences ○ draw on drama from a range of cultures, times and locations as they experience drama		**ACARA Descriptors:** In year 9 drama students; ○ refine and extend their understanding and use of role, character, relationships and situation ○ extend the use of voice and movement to sustain belief in character ○ maintain focus and manipulate space and time, language, ideas and dramatic action ○ experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences ○ draw on drama from a range of cultures, times and locations as they experience drama	
Assessment Year 9 Drama	**UNIT 1: Aussie Drama** **Task 1 – Making Group Performance** In small groups, students are to select two to three scenes from the text *Snagged* which demonstrate one of the various themes prevalent within the play and **perform** them in front of a young teen audience. **Task 2 – Responding Folio** Over the course of the unit students' will **create** a folio of work which documents their knowledge and understanding of the selected dramatic elements and realism style of theatre.	**UNIT 2: Making Drama Real** **Task 1 – Making Scriptwriting** Students will prepare a script modelled off Zen Zen Zo's productions for the upcoming *Shake n Stir* festival to educate and engage young teens about a selected Shakespearean text. **Task 2 – Making Performance Student Devised** Students will present a student devised physical theatre Bard inspired piece as part of the *Shake n Stir* Festival.	**UNIT 3: The Dark Side of Drama!** **Task 1 – Making Performance Scripted** In **small groups**, students are to select three to four scenes from the studied text which highlights a notable theme/s. These scenes will then be linked in the style of documentary theatre with the sole purpose to educate the intended audience.	**UNIT 3: The Dark Side of Drama!** **Task 2 – Responding Extended Written Response EXAM** In exam conditions, students will analyse various text excerpts and make comment on how drama can be used a tool for engagement and education within the 21st century.

	YEAR 10 – DRAMA		
DVD	**UNIT 1: The Traditional Storytellers**	**UNIT 2: What a Tragedy!**	**UNIT 3: The Scene Project**

	In this unit, students will **make**, **perform** and **respond** to drama by exploring ***Australian realism physical and Indigenous theatre*** texts through a range of dramatic conventions, elements and performance spaces. They will use their experiences of drama practices from different cultures, places and times to **evaluate** drama from different viewpoints	In this unit, students will **make**, **perform** and **respond** to drama by exploring various dramatic styles such a Greek, Shakespearean and Physical Theatre. They will use their experiences of drama practices from different cultures, places and times to **evaluate** drama from different viewpoints.	In this unit, students make and respond to drama as part of Queensland Theatres' Scene Project by using a fusion of different performance styles/forms including epic/ political, physical theatre and magical realism	
	ACARA Descriptors: In year 10 drama students; ○ build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances ○ explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama ○ evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform ○ refine and extend their understanding and use of role, character, relationships and situation ○ extend the use of voice and movement to sustain belief in character maintain focus and manipulate space and time, language, ideas and dramatic action ○ experiment with mood and atmosphere, use devices such as contrast, juxtaposition an dramatic symbol and modify production elements to suit different audiences		**ACARA Descriptors:** In year 10 drama students; ○ build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances ○ explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama ○ evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform ○ refine and extend their understanding and use of role, character, relationships and situation ○ extend the use of voice and movement to sustain belief in character maintain focus and manipulate space and time, language, ideas and dramatic action ○ experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences	
Assessment Year 10 Drama	**UNIT 1:** The Traditional Storytellers **Task 1 – Making Group Performance** Using the studied text, students are to select two scenes which demonstrates both the studied **physical theatre** elements and a suitable **Indigenous** theme such as *loss, hardship, family or storytelling* and **present** them in a polished performance. .	**UNIT 2:** What a Tragedy! **Task 1 – Making Directing Workshop** Students are to direct a scene from one of the Greek plays studied in class which demonstrates a pivotal moment within the text. **Task 2 – Making Scriptwriting** Students are to prepare a script modelled off Zen Zen Zo's productions for the upcoming *Shake n Stir* festival to educate and engage young teens about a selected Shakespearean text.	**UNIT 3: The Scene Project** **Task 1 – Making Scriptwriting** Students are to write a scene that covers one of the plays chosen themes, which may expand on an already developed scene by exploring an unseen moment or add additional scenes to the performance that have already been developed. **Task 2 – Making Performance Student Devised** Working as a whole class ensemble, students are to **prepare** and **present** a student devised piece of theatre loosely based around the themes and ideas from the selected pretext used with the Scene Project.	**UNIT 3: The Scene Project** **Task 3 – Responding Extended Written Response EXAM** Students will discuss, evaluate and analyse how Queensland Theatre and Rockhampton State High Schools performances have manipulated the same text yet created vastly different interpretations of theatre appropriate for a contemporary teen audience.

	YEAR 9 – MUSIC

Unit overviews Year 9 Music	UNIT 1: Australian Voices	UNIT 2: Devil's Music	UNIT 3: Another Opening, Another Show.
	Through this unit 'Australian Voices', students will take an in depth look at the great musicians and composers who have greatly influenced and helped to shape the development of **Australian Music**. They will use their understanding of music making in different cultures, times and places to inform and shape their **interpretations, performances and compositions.**	Through this unit 'The Devil's Music' students will take an in depth look at the beginning of Jazz and how it developed into a popular style that is still performed today. They will use their learnt skills and compositional devices to learn about Jazz music specifically Blues music.	Through this unit 'Another Opening, Another Show', students will *create* and *present* musical works in a variety of Jazz styles. The unit will culminate in students *reflecting* and *responding* to traditional and contemporary styles of musical theatre through performing and musicology tasks.
	ACARA Descriptors: In year 9 music students; • continue to develop their aural skills as they build on their understanding and use of the elements of music • extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms • draw on music from a range of cultures, times and locations as they experience music • reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music • explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform		**ACARA Descriptors:** In year 9 music students; • continue to develop their aural skills as they build on their understanding and use of the elements of music • extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms • draw on music from a range of cultures, times and locations as they experience music • reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music • explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music • evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform
Assessment Year 9 Music	**UNIT 1:** Australian Voices **Task 1 – Making Group Performance** Students are to **perform** one of the works studied in class in one of the following modes; *small ensemble, solo, duet, accompaniment or improvisation.* **Task 2 – Responding Comparative Essay** Students are to write a **comparative analytical essay** comparing Jimmy Barnes *Working Class Man* and Geoffery Yunu,*Wiyathu* by using their accumulative knowledge of a variety of musical styles and genres, and the specific treatment of the musical elements that characterise these styles.	**UNIT 2:** Devil's Music **Task 1 – Making Integrated Project *(Composition, Performance and Responding)*** Students will compose a 12 bar blues composition for a small jazz quintet or ensemble. They will then present this composition, and be assessed on how effectively they manipulate the musical elements such as rhythm, melody and harmony. Students will then need to construct a 200-word justification on how they have effectively manipulated the musical elements and compositional devices within this integrated project.	**UNIT 3: Another Opening, Another Show.** **Task 1 – Making Group Performance** Students are to **perform** one of the works studied in class in one of the following modes; *small ensemble, solo, duet, accompaniment or improvisation.* **Task 2 – Making Composition** Students are to **compose** a piece of music that demonstrates a jazz style by demonstrating their knowledge of musical elements and concepts studied throughout this unit.	**UNIT 3: Another Opening, Another Show.** **Task 3 – Responding Essay** Given the accumulative knowledge of a variety of musical theatre styles and genres, and the specific treatment of the musical elements that characterise these styles, students are to write an analytical essay discussing Lloyd Webber's musical adaptation of T.S Elliot's *Old Possum's Book of Practical Cats.*

	YEAR 10 – MUSIC			
TERM	1	2	3	4

Unit overviews Year 10 Music

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ACARA Descriptors:
In year 10 music students;

- extend their use of and identification of timbre to discriminate between different instruments and different voice types
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms
- draw on music from a range of cultures, times and locations as they experience music
- reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform

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Assessment Year 10 Music

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Visual Art	**Year 7 One Term Elective**
Media	**"Good News Week"** This is a compulsory unit of study that will be run in conjunction with drama over a semester. Students will have the opportunity to create a 30 second news, entertainment or sports report featuring events which are occurring within Rocky High. This edited clip will then be featured at the school's annual MADD event at the Pilbeam Theatre later on in the year. Students should use this subject to further their knowledge in the offered key learning areas of drama, music and visual art for later subject selection.
	Year 8 One Term Elective

Art	Through this unit, **'The Visual Elements'** students will study the seven elements of art: line, colour, texture, shape, form, space and tone, as well as some principles of art. Students will also study various interesting artists and art styles/periods. Students will investigate various art materials and learn new techniques gaining application skills through making tasks. In addition students will acquire the ability to describe, analyse, interpret and judge artworks. Students should use this subject to ascertain their interest and skill level to continue studying this KLA through junior.
Visual Art	**Year 9**
Art	**Semester 1"Aussie, Aussie, Aussie, Oi! Oi! Oi!"** Students will engage in the study of a variety of historic and/or contemporary Australian art. Artists will be chosen to expose students to a variety of media areas and students will reproduce the styles and techniques of these artists in their Making work. Students will complete two Appraising tasks **Semester 2"Global Art"** Students will develop cultural awareness of a variety of countries, such as Egypt, North America, Africa, Mexico etc, as well as study art and traditions specific to these locations. Pottery, papier mache, drawing and painting are just a few of the mediums utilised to produce artwork to reflect the above cultures. Students will complete Making and Appraising assessment.
Visual Art	**Year 10**
Art	**Semester 1: "Get a Lifestyle"** In this unit, students will be exposed to a variety of contemporary lifestyles from different cultures and how contemporary art and design reflects and expresses these Lifestyles. Students will develop a range of skills from selected fine art and design processes including Drawing, Painting, Graffiti Art, Illustration, Collage, Product Design, Architectural Drawing, Graffiti Art, Model Construction and Photoshop or Paintshop Pro computer programs to complete assessment tasks. Students will complete two Appraising Tasks over the course of this unit. **Semester 2 "A Hitchhikers Guide to Radical Art** Students will investigate and explore the modern art movements and styles from the 20th Century. Surrealism, Pop Art, Expressionism or Dada may be a focus as well as the famous artists who emerged during these movements. A variety of art mediums will be experimented with over the semester. Students will complete Making and Appraising assessment.

Technology Year 7 & 8	**Year 7 One Term Elective**	Year 8 One Term Elective
Man Arts		A basic introduction to woodwork, plastics and graphics introducing the ideas of design, planning, construction and evaluation. Students will design and produce a maze game that incorporates elements of their work across the term. This subject is based on the Technology syllabus of the National Curriculum
Agriculture	A general study of the environment including climate, soil formation & development, and plants & animals used in agricultural production. During this course of study students engage in elements of the Technology and Science National Curriculum. Students design a sustainable garden using the fundamental principals in permaculture. They also	

	study the beef industry focusing on sustainability, farming and processing practices.	
Home Economics		During this ten week unit students gain experience in food technology; food and personal hygiene, food safety, nutritional requirements based on the 'Australian Guide to Healthy Eating' and basic cooking skills. Students cook/prepare a variety of food each week including: Fruit Salad, Fruit Crumble, Macaroni Bake, Pizza, Tex Mex Casserole, Muesli Slice, Chocolate Slice and Banana Chocolate Muffins.
Computer Education		During this ten week course, students undertake essential computing activities to learn about the school's network & internet policy, file management, email and social media issues. It is important that students develop good keyboarding and design skills for assignments, personal tasks and simple, but common, business documents. This will help them to improve their English skills as well as their computing skills Students will participate in activities using the Microsoft Suite (Word, Excel, PowerPoint, Access, Outlook), Flash, Scratch and other programs to a lesser extent. This course includes an introduction to all the key areas addressed in the National Computer Skills.

Technology Year 9	**Full Year**
Man Arts	Students produce a range of jobs focusing on home entertaining eg Sandwich Tray (WW) Barbie-mate (MW) Salad Tongs (PL) Students design and produce a CO_2 powered racing car with carry box. Other jobs include Cake Slice (PL)
Agriculture	Ecosystems, Soils, Farm Chemicals & Pastures, Farm Machinery Term 1: A study of ecosystems, flows & cycles, food chains/webs, mineral & nutrient cycles, soil degradation & conservation practices, global warming, pest & disease control and use of chemicals. Term 2: A study of pasture production, fodder conservation and machinery safety & care. Market Garden, Field, Orchard & Hydroponic Crop Production Systems; Animal Husbandry Term 1: A practical study in the production of Market Garden, Hydroponics, Field and Orchard crops, including studies of growth & development, reproduction & propagation, market requirements, quality assurance, costs & returns. Term 2: A practical study of the anatomy, physiology, and husbandry practices used in animal production from feeding, breeding, disease prevention & control, and animal welfare.
Home Economics	**Semester 1:** We eat every day and in Australia, we have a wide range of food available to us, due to changes in the family unit and the stresses of limited time available, many families rely on fast foods. In

	this unit students explore the relationship between their food choices and the impact it has on their health. Students apply food and personal hygiene, food safety, nutritional requirements based on the 'Australian Guide to Healthy Eating' and basic cooking skills. Meals prepared this term include: Microwave meals and healthy quick snacks. **Semester 2:** Students learn and apply knowledge about diet related illnesses/diseases including diabetes, heart disease, cancer, bulimia/anorexia, obesity. Students apply food and personal hygiene, food safety, nutritional requirements based on the 'Australian Guide to Healthy Eating' and basic cooking skills. Meals prepared this term include: Low fat, low salt Stir-Fry Beef and Vegetables, High Calcium: Lemon Cheesecake, Low Gluten: Chicken Risotto, Gluten Free: Chocolate Chip Biscuits, Low sugar: Banana Cake, Low fat: Sweet and Sour Chicken
Computer Education	Students create **animations** of objects and cartoons to be used in a movie, an advertisement, a webpage or in a presentation. Photo editing is included. **Publishing** Newspaper and magazine articles, brochures, multi-page documents, newsletters, mail merge, business cards, reports and interactive media (webpages, presentations, surveys). Goal: 30 wam at 98% accuracy – Aust'n Standard guidelines (5 mins, difficulty of copy material) Great typists produce better quality assignments. Extra features of powerpoint presentations, word processing, spreadsheets, databases, webpages and the use of the Internet will be integrated throughout. **Movie Making:** Learn skills for producing quality video footage and still photos; import; edit with cut, crop, transitions, special effects, audio; and export movie for DVD & computer viewing from file or in a webpage created by the student. Explore extra features of **spreadsheets** and other financial packages to present data for analysis & evaluation by individuals, businesses and organisations. Core material to cover a range of technology outcomes including word **processing, databases, powerpoints, webpages and the internet**. Commonly accepted business standards applied to all facets of computing in this semester
Business Studies	A general study about buying and selling, earning an income, banking, budgeting, personal transactions (eg mobile phones), common documents, finance & wealth creation, consumer rights and responsibilities. Investigate and evaluate real-life success stories of teenagers who have succeeded in business or finance whilst a teenager. Analyse case studies and investigate strategies for different situations. An excellent start to the development of money management techniques. Learn about small business organisations including clubs, types of records kept and an introduction to electronic book-keeping, the methods of business communication and a study of the workplace environment. Every business requires record-keeping and good decision-making to be successful. Students will analyse and evaluate a variety of scenarios. Includes a study of the impact of social media in business practices eg Facebook, Twitter, YouTube.
Graphics	A basic Introduction to Graphics and AutoCAD. Students work primarily in the Production Graphics context. Students undertake basic 2D drawings, 3D Modelling and High-quality 3D rendering of real-life products. Review and analyse existing products, design products and produce folios of drawings related to these Students work primarily in Production Graphics and Business Graphics contexts. Using AutoCAD, students produce 2D drawings, 3D Models, 3D Renders and animations related to Production Graphics. Students review and analyse logos, corporate imagery and packaging, and produce folios of drawings related to these.

Technology Year 10	**Full year**
Man Arts	**Semester 1** Students will produce a range of jobs focusing on items such as spice racks, CD/DVD racks, aluminium tool box **Semester 2** Students will produce a job focusing on furnishing items such as spice racks, CD/DVD racks, coffee tables, small cupboard, serving trolley or a laminated salad bowl (Lathe) **STUDENTS WILL ALSO REQUIRE STEEL CAP BOOTS & EARMUFFS OR PLUGS**
Agriculture	Term 1: Basic anatomy and physiology of animals including a detailed study of the skeletal, muscular, circulatory, respiratory, nervous, lymphatic, endocrine, urinary, digestive and reproductive systems of animals. Term 2: Basic anatomy and physiology of plants plus the reproduction of plants (sexual and asexual). A study of basic genetics and factors affecting plant production is also included. Term 3A: A practical study of beef cattle and husbandry practices involved in the beef industry. Term 3B: A basic study of cotton and wheat crops, including soil preparation, seeding & transplanting, fertiliser, pest and diseases, irrigation and management study. Term 4: A basic study of Gross Margin Ratios, paddock records, financial statements, inventories, cheques and cash flow summaries
Home Economics	**Semester 1** This unit looks at the history of Australian food trends – eating habits and patterns and the factors affecting food choices. Students will examine historical and current food trends and explore factors that influence their appeal and acceptability. Multiculturalism influences many people's food habits and patterns in today's society, this unit looks at a variety of cultures and the food and food preparation techniques that are now used in our society. Students will plan, prepare and present safe, appealing food that reflects contemporary food trends. **Semester 2** Students' develop awareness of the diversity of food from around the globe. They learn about the characteristics and properties of foods within studied cultures and can explain how resources, culture and geography limit food choices. The second unit, 'Food Futures' aims to better equip students to think critically about the appropriateness of their own decisions and actions and to value a sense of responsibility, care and compassion for self and others, respect for others and integrity of decision making. Students explore the environmental costs and benefits of a range of practices related to food production, packaging, distribution and preparation. Students will plan and prepare safe food, demonstrating appropriate food handling and presentation skills.
Computer Education	**Semester 1 & 2** Great computing & IT skills are an advantage in most careers nowadays. Computing is for everyone. **Microsoft IT Academy is funded by Education Qld so students can gain international accreditation for the completion of modules within the Microsoft Certificate course. Students will undertake at least one of these modules.** More advanced features integrating**:** Movie Making: Produce quality short movies, advertisements, documentaries, TV news stories and storyboarding. **Digital Communications** For everyone! eg TypeQuick, Microsoft Word, Excel, PowerPoint, Databases. Business documents to **Australian Standards**. Use **spreadsheets** & **MYOB** basics to present data for analysis and evaluation by individuals and businesses. Animations: Explore the fun & excitement of creating moving characters & short movies as well as TV advertisements, creating games & quizzes. Professional Keyboarding: **to** Australian Standards. Touch type like a pro. Goal: 40 WAM @ 98% accuracy. Save time on assignments (and money at work)! This subject is an excellent introduction to Senior **BCT, VBN (Cert II in Business), ICT** and to a lesser extent, **Accounting.**

Computer Programming	**Semester 1 & 2** Concepts covered will include constants, variables, loops, controls, sorting, printing, file input and output, multimedia and graphics. "Design, make & appraise" is part of the process in learning how to create a successful program. Programming content; games programming; an introduction to Senior IPT (Information Processing and Technology). Investigate the wide variety of careers and complementary specialty areas eg Systems Analyst (programming and accounting, or programming and engineering).
Business Studies	**Semester 1 & 2** **Small businesses** and the digital **computer environment**, raising capital & starting out, petty cash, bank reconciliation, book-keeping, spreadsheets, filing systems, computer packages, profit calculation. **Computer Accounting**: Source documents; recording cash transactions using Cashflow Manager software; an introduction to "double-entry" book-keeping and accounting using the MYOB package and financial spreadsheets. This subject not only gives students useful business and computing knowledge and skills but is also an excellent introduction to Senior **Accounting** and to a lesser extent **BCT** and **VBN (Cert II in Business)**. In 2013, students participated in a **Trade Expo/Display** where they showcased their business skills by undertaking a feasibility study, PMI, marketing strategies, purchasing and selling products, evaluation of their project. Imbedded in this subject are a number of skills that will help in getting a job in almost any field.
Legal Studies	**Semester 1 & 2** Explore our legal system including various types of law, how our law courts work, careers in the legal system and how disputes are resolved when conflict arises between citizens. Analyse case studies and recent news events to understand how the law applies to everyday scenarios. Guest speakers and an excursion to the Court House. This subject not only gives students useful legal knowledge and skills but is an excellent introduction to Senior **Legal Studies**.
Graphics	**Semester 1 & 2** Students work in 3 all contextual units: Production Graphics, Business Graphics and Built Environment. Continue AutoCAD work in Production Graphics. Introduction to REVIT software used in production of architectural drawings. Production of folio of drawings related to Built Environment. Continuation of studies in Business Graphics unit.

Languages Year 7	Semester 1			
Japanese	**Unit 1 — Memorable places**		**Unit 2 — Oral Traditions**	
	Students use language to explore memorable places around the Japanese-speaking world. They will: • engage with a range of spoken and written informative texts providing background information about what, where, when and how • identify the iconic locations and features of memorable places • journalise and recount the significance of memorable places • participate in intercultural experience to notice, compare and reflect on language and culture. **Assessment** Speaking and Writing Assignment		Students use language to communicate ideas relating to traditional stories. They will: • engage with a range of spoken and written imaginative texts analysing ideas, values and cultural elements • process, analyse and compare storytelling practices used to engage and entertain audiences • recreate aesthetic or emotional effects in ways that reflect cultural influences • participate in intercultural experience to notice, compare and reflect on language and culture. **Assessment** Reading and Writing Assignment	
Languages Year 8	Semester 1			
Japanese	**Unit 2 — Time Capsule**		**Unit 3 — Mealtimes**	
	Students use language to communicate ideas relating to museum exhibits. They will: • engage with a range of spoken and written texts to explore the way museum exhibits represent artefacts from the past • access, summarise and analyse information from different sources about the artefact's significance • compose an oral presentation to describe artefacts • participate in intercultural experiences to notice, compare and reflect on language and culture. **Assessment** Writing and Speaking Assignment		Students use language to construct a procedural text for a movement routine. They will: • engage with a range of spoken and written texts exploring how procedural texts express and connect ideas, invite interaction and create cohesion • identify goals, materials needed to achieve goals and sequences of steps to be followed • introduce and lead a movement routine • participate in intercultural experiences to notice, compare and reflect on language and culture. **Assessment** Writing and Speaking Assignment	
Language Year 9	**Semester 1**		Semester 2	
Japanese	**Unit 1 — What are life stories?**	**Unit 2 — What are social issues?**	**Unit 3 — How big is the generation gap?**	**Unit 4 — What are our global connections?**
	Students use language to communicate ideas relating to immigration. They will: • engage with a range of spoken and written informative texts relating to migrant experiences • process and compare information and stories on immigration • comprehend meaning from spoken and written texts • participate in intercultural experiences to notice, compare and reflect on language and culture. **Assessment** Listening Exam	Students explore the ways in which people communicate about youth-related social issues in Japan and Australia. They will: • encounter authentic language in a range of spoken and written texts about youth-related social issues • use a range of language to discuss their own perspectives on youth and technology use • analyse different perspectives on youth-related social issues • reflect on intercultural experiences and their own language and cultural values associated with youth-related social issues. **Assessment** Writing and Speaking assignment	Students explore the concept of generation and generational difference in Japan and Australia. They will: • interact with others to discuss ideas relating to roles and responsibilities over generations • encounter authentic language to notice and focus on linguistic and cultural concepts relating to generational change • engage with a range of texts to analyse perspectives and convey information relating to generations, roles and responsibilities • reflect on intercultural experiences and their own language and cultural values associated with generations and generational differences. **Assessment** Speaking assignment	Students explore their connections with the wider global community including links with Japanese culture. They will: • interact with others to discuss experiences and connections with other countries and cultures • explore links between Australia and Japan • engage with a range of texts to analyse perspectives and convey information relating to global connections • reflect on how global interactions shape the way we view ourselves and our place in the world. **Assessment** Speaking Assignment

Languages Year 10	**Semester 1**		Semester 2	
Japanese	**Unit 1 — What is advertising?**	**Unit 2 — What is the best job in the world?**	**Unit 3 — What is environmental conservation?**	**Unit 4 — How do youth subcultures represent themselves?**
	Students use language to communicate within the context of advertising. They will: • engage with a range of spoken and written texts relating to advertising and advertisements • process and compare information about advertisements • make meaning of persuasive texts • participate in intercultural experiences to notice, compare and reflect on language and culture. **Assessment** Reading Exam	Students understand how language and culture influence their hopes, dreams and aspirations in the context of teenage life. They will: • encounter authentic language in a range of spoken and written texts to engage in communicative experiences and activities relating to hopes, dreams and aspirations in the context of teenage life • process and compare information about young people's interests, behaviours and values • apply understandings of language in use to write an informative text using formal and informal registers • interact with peers to share and compare reactions to intercultural experiences • use new knowledge to modify their ways of using language when applying for a job. **Assessment** Writing and Speaking Assignment	Students explore language and cultural values relating to animal conservation in Japan and Australia. They will: • interact with others to share ideas and opinions relating to perspectives on animal conservation • encounter authentic language to notice and focus on linguistic and cultural concepts relating to animal conservation issues • engage with a range of texts to analyse perspectives and convey information relating to perspectives on animal conservation • reflect on intercultural experiences and their own language and cultural values associated with animal conservation. **Assessment** Speaking Assignment	Students explore the concept of representation within the context of youth cultures. They will: • interact with others to share ideas and experiences relating to shared interests and values within a group • encounter authentic language to notice and focus on linguistic and cultural concepts relating to youth identity • engage with a range of texts to obtain and convey information making connections between youth cultures in Japan and their own experience • reflect on intercultural experiences and their own language use and cultural values associated with group belonging and group identity. **Assessment** Speaking Exam

	YEAR 7 – HEALTH AND PHYSICAL EDUCATION		YEAR 8 – HEALTH AND PHYSICAL EDUCATION	
TERM	**1/ 3**	**2/ 4**	**1/ 3**	**2/ 4**
Unit overviews	**UNIT 1: "Approaching adolescence"**	**UNIT 2: "I can make good decisions"**	**UNIT 1: "My adolescent relationships"**	**UNIT 2: "Cultural understandings"**
	In this unit students will focus on the individual as they grow from childhood to adolescence. They will investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity.		In this unit, students recognise that they are becoming independent, and explore risk-taking behaviours and identity experimentation as they grow up. They explore respectful relationships with peers and how to conduct these relationships in real life and online.	
	Students will explore the development of self-values and beliefs and address increases in adult expectations as they transition towards independence. Students will examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They will investigate, evaluate and recommend strategies and resources to help manage a variety of changes occurring during adolescence. Students will also explore the relevance of physical activity in achieving personal growth and well-being. They will have opportunities to refine a range of specialized knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. They develop specialized movement skills and understanding in a range of physical activity settings. They analyze how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities.		Students evaluate the impact on wellbeing of relationships and respecting diversity. They analyse factors that influence emotional responses. They investigate strategies and practices that enhance their own and others health and wellbeing. They investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. They examine the cultural and historical significance of physical activities and examine how connecting to the environment can enhance health and wellbeing. In this unit students explore family and kinship groups in their own and other cultures and health beliefs in different cultural groups. They explore the historical significance of physical activities in various cultures. They identify behaviours and resources to enhance the health and wellbeing of individuals and communities.	
Assessment	**Task 1 – Response to stimulus (letter)** Students will use the stimulus to identify changes and transitions during adolescence and their impact on identity. They analyse factors that influence emotional responses, and investigate and recommend strategies and resources to manage these changes and transitions.	**Task 2 – Response to scenario + poster** Students will gather information about the drug, caffeine, to inform choices regarding a specific scenario. Students will then propose and design a poster to raise awareness of about the dangers of caffeine.	**Task 1 – Interactive Poster** Students will design an interactive poster/brochure aimed at **identifying** and **informing** teenagers on the risks of a negotiated topic. Students will then **justify** how their proposed strategies will positively enhance their relationships online, and the subsequent emotional responses to situations.	**Task 2 – Exam** Students will propose and justify strategies that develop positive health and well being for the individuals in the scenario/s provided. Students will evaluate the impact that their proposed strategies will have on the individuals and relationships identified in the scenarios – in particular, with regards to respecting cultural identity and diversity.

	YEAR 9 – HEALTH AND PHYSICAL EDUCATION		YEAR 10 – HEALTH AND PHYSICAL EDUCATION	
TERM	**3**	**4**	**1**	**2**
Unit overviews	**UNIT 1: "Respectful Relationships"**	**UNIT 2: "My social responsibility"**	**UNIT 1: Risky behaviour & decision making**	**UNIT 2: "I can influence others"**
	This subject is designed to allow students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations.	In this unit, students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs.	This subject is designed to allow students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. It will also allow students to experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.	
	This subject will allow students to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. It will also allow students to explore movement concepts and strategies to evaluate and refine their own and others' movement performances, as well as allowing them to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.		The subject will also allow students to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. It will also allow students to explore movement concepts and strategies to evaluate and refine their own and others' movement performances, as well as allowing them to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.	
Assessment	**Task 1 – In class response** Students will critically analyse contextual features that influence decisions and behaviours surrounding a relationships scenario. They will describe the impact that attitudes and beliefs have on wellbeing. They will apply decision-making skills to enhance others' health, safety and wellbeing.	**Task 2 – Exam** Students will evaluate the outcomes of emotional responses to media representations of adolescents' drinking behaviour. They will also critically analyse contextual factors that influence adolescents' decisions and behaviours in regards to alcohol use and demonstrate leadership across a range of health contexts.	**Task 1 – Multimodal** Students analyse current statistics on adolescent health concerns, evaluate health services available at RSHS, provide a recommendation and justify how the recommendation and campaign will address the identified health concern.	**Task 2 – Research & essay** Students evaluate the outcomes of emotional responses in different situations. Students demonstrate leadership in a health context. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations.

	YEAR 9 CREATIVE SPORTS & YEAR 10 SPECIALIST SPORT PERFORMANCE
Course overviews	Undertaken as a pre-cursor to our Senior Physical Education subject/s, Creative Sports and Specialist Sport Performance subjects streamline student learning in alignment with the senior syllabus dimensions of Acquire, Apply and Evaluate. These subjects act as both junior extension curriculum and senior preparation, providing opportunities for greater depth and understanding in a broader range of topics. The learning experiences are modelled on the three focus areas of the senior syllabus, providing opportunities to delve into topics not covered in the mandated "core" PE units. Students will study human anatomy and physiology, looking at how the human body functions to produce skilled sporting performance, the science of training and improvement and the way the human body uses and replenishes energy. Students also study the mechanics and efficiency of human movement and influencing factors on the learning of motor skills, as well as the role of sport in our society, specifically at barriers and facilitating factors to access and participation in a wide range of societal groups.
Practical components	Students are provided with opportunities to participate a diverse range of sports, as opposed to "game sense" or modified activities in the core curriculum. Students gain valuable experience in the sports that are summatively assessed in the senior work program, with some of the practical units closely mirroring the sports/ physical activities undertaken in Year 11 and 12. Students are assessed in a similar fashion to Senior PE, under the same criteria dimensions; on their ability to acquire skills and knowledge, apply their skills and knowledge to game situations, and reflect on and evaluate their performance in a wide range of authentic, complex, competitive environments.
Assessment	As an important part of the prepatory curriculum, CSP and SSP students are assessed using a number of different modes, reflecting similar conditions and tasks as set in the senior work program. Students undertake extended written examinations, analytical essays, research reports and multimodal assessment tasks, once again aligning with senior requirements. Students are encouraged to submit some tasks on the learning place through SafeAssign, so as to prepare them for following the senior assessment policy processes.