



# JUNIOR SECONDARY SCHOOL

## Junior Secondary Curriculum Plan

Charters Towers State High School uses c2c units derived from the Australian Curriculum for all core subjects. Below is an outline of the units of study and break down of the assessment instruments used to measure the learning of Junior Secondary students at CTSHS.

## English Year 7

### Achievement Standard Year 7 English

#### Receptive modes (listening, reading and viewing)

By the end of Year 7, students understand how text structures can influence the complexity of a text and are dependent on audience, purpose and context. They demonstrate understanding of how the choice of language features, images and vocabulary affects meaning. Students explain issues and ideas from a variety of sources, analysing supporting evidence and implied meaning. They select specific details from texts to develop their own response, recognising that texts reflect different viewpoints. They listen for and explain different perspectives in texts.

#### Productive modes (speaking, writing and creating)

Students understand how the selection of a variety of language features can influence an audience. They understand how to draw on personal knowledge, textual analysis and other sources to express or challenge a point of view. They create texts showing how language features and images from other texts can be combined for effect. Students create structured and coherent texts for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using language features to engage the audience. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary, accurate spelling and punctuation.

	Unit	Description	Assessment Type	Criteria Assessed			
				K&U Productive	K&U Receptive	Comprehending Texts Receptive	Constructing Texts Productive
Term 1	Analysing persuasion in media texts	Students understand how text structures and language features combine in media texts to influence audiences. Students analyse an advertisement and identify text and language features that persuade. They create a multimodal response to inform their peers about persuasive elements and how these combine to influence emotions and opinions.	Monitoring Task: Persuasive Slide Show	X	✓	✓	✓
	Persuading through motivational speaking	Students will examine how language is used to persuade in motivational speeches from different historical, social and cultural contexts. The text structures and language features, including persuasive devices, will be examined. Students will deliver a recording of a persuasive motivational speech to promote a point of view or enable a new way of seeing.	Persuasive Letter	X	✓	✓	✓
Term 2	Reading and creating life writing: biographies	Students read biographies to identify text structures and language features. They demonstrate their knowledge of the language features of a biography in a reading comprehension. Students gather information to create a written biography about a person who has displayed courage.	Monitoring Task: Biography	✓	X	X	✓
	Reading and creating life writing: literary memoirs	Students continue their study of life writing by reading and analysing autobiographical narratives including pictures books. They identify the narrative structure of texts and the language features used to imaginatively recreate a significant life event. Students create a literary memoir inspired by an abstract noun, adapting stylistic features of literary texts.	Literary Memoir	✓	X	X	✓
Term 3	Reading and interpreting literature about Australia and Australians	Students listen to, read and view literature about Australia and Australians, including the close study of a literary text. Students demonstrate their understanding of the literary text by responding to comprehension questions. They also explore ideas and viewpoints about events, issues and characters represented in the text. Students examine the ways language is used by the author to create characters and to influence the emotions and opinions of readers. They create an imaginative recount to convey a particular point of view, adapting stylistic features such as narrative viewpoint, contrast and juxtaposition	Imaginative Recount	✓	X	X	✓
	Examining representations of Australia and Australians in literature	Students examine the ways events, issues and characters have been represented in texts. They identify and use language choices which influence a reader to form opinions or judgments. Students write and share a point of view and justify it, using evidence from the text, as well as a variety of textual sources. They write an argument to persuade the reader to accept their point of view about a character in the text.	Persuasive Argument	✓	X	✓	✓
Term 4	Exploring perspectives in poetry and songs	Students listen to and read a variety of poems and songs that put forward different perspectives on a variety of issues. They create and present a persuasive response to a song to promote a point of view, and participate in a panel discussion to evaluate the effectiveness of a particular song in making a comment on a social issue.	Panel Discussion	✓	X	✓	✓
	Reimagining poetry	Students read and interpret a variety of poems. They analyse the text structure and language devices used in each poem to create particular effects and meaning. In groups, students select a poem and transform it into a multimodal presentation to promote a new way of seeing the issues and images conveyed through the poem	Monitoring Task: Multimodal Transformation of a poem	X	✓	✓	X

## English Year 8

### Achievement Standard Year 8 English

#### Receptive modes (listening, reading and viewing)

By the end of Year 8, students understand how the selection of text structures is influenced by the selection of language mode and how this varies for different purposes and audiences. Students explain how language features, images and vocabulary are used to represent different ideas and issues in texts. Students interpret texts, questioning the reliability of sources of ideas and information. They select evidence from the text to show how events, situations and people can be represented from different viewpoints. They listen for and identify different emphases in texts, using that understanding to elaborate upon discussions.

#### Productive modes (speaking, writing and creating)

Students understand how the selection of language features can be used for particular purposes and effects. They explain the effectiveness of language choices they use to influence the audience. Through combining ideas, images and language features from other texts, students show how ideas can be expressed in new ways. Students create texts for different purposes, selecting language to influence audience response. They make presentations and contribute actively to class and group discussions, using language patterns for effect. When creating and editing texts to create specific effects, they take into account intended purposes and the needs and interests of audiences. They demonstrate understanding of grammar, select vocabulary for effect and use accurate spelling and punctuation.

	Unit	Description	Assessment Type	Criteria Assessed			
				K&U Productive	K&U Receptive	Comprehending Texts Receptive	Constructing Texts Productive
Term 1	Representations in news media	Students read, view and listen to a variety of news media texts including those taken from digital environments and television. Students explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations	Monitoring Task: Slideshow and Script	✓	✓	✓	✓
	Imaginative response to a novel	Students read excerpts from a novel that focuses on significant teen issues. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints. For assessment, students create a series of imaginative journal entries written from the perspective of a teenage character to explore an issue taken from the novel. Students arrange text structures and language features to highlight the effects of the selected issue on a teenager and to encourage a specific emotional response in their audience.	Imaginative Response: Journal Articles	✓	X	X	✓
Term 2	Representing human experience	Students read, view and listen to a variety of texts that create representations of Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures. They analyse the text structures and language, audio and visual features that create these representations and position the audience in relation to the specific groups represented. Students then choose a text about Aboriginal peoples' and Torres Strait Islander peoples' histories and cultures; analyse the features that create representations and position the audience; and write an analysis to express their opinion about the text.	Multimodal Presentation: Literary Text Analysis	X	✓	✓	✓
	Understanding how texts communicate ideas about values.	Students view a selection of film clips about Aboriginal peoples and Torres Strait Islander peoples to understand how texts communicate ideas about the values of a group in society. They examine the film clips to identify and explain the features that communicate ideas about values. Students then compare and evaluate the effectiveness of two film clips and, using interaction skills, present their opinion in a persuasive oral response to engage and influence an audience of peers.	Persuasive Oral Response	X	✓	✓	✓
Term 3	Understanding how meaning is created in a television drama text	Students examine a television drama series to understand how meaning is created. They read and view a selection of script excerpts and film clips to interpret stated and implied meanings. They identify and explain text structures and language features that convey character, plot and issues. They also analyse the impact of modes and media on an audience, understand how tone is created in texts and examine how speech conventions influence the identities of communities.	Monitoring Task:	X	✓	✓	✓
	Analysing and expressing viewpoints on ethical issues in a drama text	Students continue an analysis of the drama text from the previous unit. They examine characters and their differing viewpoints on ethical issues raised in the text. Through a panel discussion and blogging tools, students use persuasive language choices and supporting evidence to express personal and in-role character viewpoints that engage and influence an audience. The aesthetic qualities of the drama text are explored and evaluated, and students and students appreciate how knowledge of other texts influences their responses.	Discussion Blog	✓	✓	✓	✓
Term 4	Creating short stories	Students read and comprehend a variety of short stories to understand the features that engage an audience. They will identify and explain authors' language and visual choices in illustrated short stories and understand how these choices are combined for particular purposes and effects. Students will also have opportunities to practise short story writing to experiment with visual and language choices that engage an audience. In the assessment task, students will write and illustrate a short story.	Creative Short Story	✓	✓	✓	✓
	Analysing digital texts	Students reflect on ways that digital technology has influenced language use and communication. They read and analyse a variety of homepages as examples of digital texts, to identify and explain features that engage an audience. In the assessment task, students use knowledge and understanding to interpret a homepage. For the remainder of the unit, students examine and create social-media profiles.	Short Response Exam	X	✓	✓	X

## English Year 9

### Achievement Standard Year 9 English

**Receptive modes (listening, reading and viewing)**

By the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work of individual authors. They evaluate and integrate ideas and information from texts to form their own interpretations. They select evidence from the text to analyse and explain how language choices and conventions are used to influence an audience. They listen for ways texts position an audience.

**Productive modes (speaking, writing and creating)**

Students understand how to use a variety of language features to create different levels of meaning. They understand how interpretations can vary by comparing their responses to texts to the responses of others. In creating texts, students demonstrate how manipulating language features and images can create innovative texts. Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues. They edit for effect, selecting vocabulary and grammar that contribute to the precision and persuasiveness of texts and using accurate spelling and punctuation.

	Unit	Description	Assessment Type	Criteria Assessed			
				K&U Productive	K&U Receptive	Comprehending Texts Receptive	Constructing Texts Productive
Term 1	Examining representations of Australia's peoples, histories and cultures	Students listen to, read and view literary and non-literary texts featuring different perspectives of Australia's peoples, histories and cultures to evaluate how text structures, language and visual features of texts, including literary techniques, myths and symbols, are designed to appeal to audiences and create an Australian identity. Students participate and interact in a panel discussion about language and visual features suitable for inclusion in a promotional brochure that represents Australia's peoples, histories and cultures.	Persuasive Brochure	X	✓	✓	✓
	Exploring different perspectives	Students listen to, read and view literary and non-literary texts, including those from and about Asia, to explore how events, situations and people are represented. Students use a range of comprehension strategies to evaluate how authors convey different perspectives of issues, events, situations, individuals or groups in personal memoirs. Students analyse and evaluate how text structures and language features such as humour and figurative language of personal memoirs are designed to engage an audience and to evoke an emotional response to significant human experiences.	Monitoring Task	X	✓	✓	✓
Term 2	Reading and interpreting information texts	Students listen to, read and view a variety of information texts to produce close readings of these texts. In particular, students will examine how authors of information texts use text structures, language and visual features to present information, opinions and perspectives about issues commonly represented in works of speculative fiction.	Reading and Interpreting Texts	X	✓	✓	X
	Creating speculative fiction	Students listen to, read and view information texts and speculative fiction texts. Students use their knowledge of literary texts to create a speculative fiction short story, using an information text, such as an article from a science magazine, as a stimulus. 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.	Speculative short story	✓	X	✓	✓
Term 3	Exploring ethical issues in a drama 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 analyse a drama text to explore themes of human and cultural significance and interpersonal relationships. Students examine the representations of issues in a drama text and create an interview script that explores an ethical issue.	Imaginative interview script	✓	X	✓	✓
	Manipulating language for effect	Students listen to, read and view a variety of literary and non-literary texts to understand the ways that texts position an audience to accept particular perspectives about ethical and global issues. Students edit texts for greater precision and persuasive effect. Students also compare and evaluate how the manipulation of language features can influence an audience.	Monitoring Task: Comprehending and editing for persuasive effect	X	✓	✓	✓
Term 4	Evaluating characters in a novel	Students read extracts from a novel to understand how representations of characters and issues are constructed. They read, listen to and view texts that build their understanding of the ways text structures and language features construct representations in novels. They create a radio interview transcript to examine characters, their relationships and how they allow the reader to see different perspectives on characters and issues.	Radio Interview Script	✓	X	✓	✓
	Examining perspectives on issues	Students listen to, read and view literary texts 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 create and deliver a persuasive presentation to support or challenge the perspectives conveyed on issues represented in a novel extract. Students also create a multimodal book trailer to engage audiences to read a familiar novel.	Persuasive Speech	✓	X	✓	✓

## History Year 7

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

	Unit	Description	Assessment Type	Criteria Assessed			
				Historical Knowledge & Understanding	Historical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
<b>Semester 1</b>	Investigating the Ancient Past	Students will address the following: <ul style="list-style-type: none"> <li>• How historians and archaeologists investigate history, including excavation and archival research</li> <li>• The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.</li> <li>• The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains</li> <li>• The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources</li> <li>• The range of sources that can be used in an historical investigation, including archaeological and written sources</li> </ul>	<b>Artefact Investigation</b>	✓	✓	✓	✓
	<b>The Mediterranean World: Rome</b>	Students will address the following: <ul style="list-style-type: none"> <li>• Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of the Roman empire and the spread of religious beliefs</li> <li>• Roles of key groups in ancient Roman society (such as patricians, plebeians, women, slaves), including the influence of law and religion.</li> <li>• The physical features of ancient Rome (such as the River Tiber) and how they influenced the civilisation that developed there.</li> <li>• The role of a significant individual in ancient Rome's history such as Julius Caesar or Augustus</li> <li>• The significant beliefs, values and practices of the ancient Romans, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs.</li> </ul>	<b>Collection of Work</b>	✓	X	✓	✓
	<b>The Asian World: China</b>	Students will address the following: <ul style="list-style-type: none"> <li>• Contacts and conflicts within and/or with other societies, resulting in developments such as the expansion of trade, the rise of Imperial China (including its material remains), and the spread of philosophies and beliefs</li> <li>• Roles of key groups in Chinese society in this period (such as kings, emperors, scholars, craftsmen, women), including the influence of law and religion.</li> <li>• The physical features of China (such as the Yellow River) and how they influenced the civilisation that developed there</li> <li>• The role of a significant individual in ancient Chinese history such as Confucius or Qin Shi Huang</li> <li>• The significant beliefs, values and practices of Chinese society, with a particular emphasis on one of the following areas: everyday life, warfare, or death and funerary customs</li> </ul>	<b>Exam</b>	✓	X	✓	✓

## History Year 8

By the end of Year 8, students recognise and explain patterns of change and continuity over time. They explain the causes and effects of events and developments. They identify the motives and actions of people at the time. Students explain the significance of individuals and groups and how they were influenced by the beliefs and values of their society. They describe different interpretations of the past.

Students sequence events and developments within a chronological framework with reference to periods of time. When researching, students develop questions to frame an historical inquiry. They analyse, select and organise information from primary and secondary sources and use it as evidence to answer inquiry questions. Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion. Students develop texts, particularly descriptions and explanations, incorporating analysis. In developing these texts, and organising and presenting their findings, they use historical terms and concepts; evidence identified in sources, and acknowledge their sources of information.

	Unit	Description	Assessment Type	Criteria Assessed			
				Historical Knowledge & Understanding	Historical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
<b>Semester 1</b>	<b>Medieval Europe</b>	Students will address the following: <ul style="list-style-type: none"> <li>Continuity and change in society in ONE of the following areas: crime and punishment; military and defence systems; towns, cities and commerce</li> <li>Significant developments and/or cultural achievements, such as changing relations between Islam and the West (including the Crusades), architecture, medieval manuscripts and music</li> <li>The dominance of the Catholic Church and the role of significant individuals such as Charlemagne</li> <li>The way of life in Medieval Europe (social, cultural, economic and political features) and the roles and relationships of different groups in society</li> </ul>	<b>Short Response Exam</b>	✓	X	✓	✓
	<b>Shogunate Japan</b>	Students will address the following: <ul style="list-style-type: none"> <li>The role of the Tokugawa Shogunate in reimposing a feudal system (based on daimyo and samurai) and the increasing control of the Shogun over foreign trade.</li> <li>The use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate</li> <li>The way of life in shogunate Japan, including social, cultural, economic and political features (including the feudal system and the increasing power of the shogun)</li> <li>Theories about the decline of the Shogunate, including modernisation and westernisation, through the adoption of Western arms and technology</li> </ul>	<b>Research Assignment</b>	✓	✓	✓	✓
	<b>Spanish Conquest in the Americas</b>	Students will address the following: <ul style="list-style-type: none"> <li>Pre-Columbian life in the Americas, including social organisation, city life and beliefs.</li> <li>The impact of the conquest on the Aztecs OR Incas as well as on the wider world, such as the introduction of new diseases, horses and gunpowder in the Americas, and new foods and increased wealth in Europe</li> <li>The longer-term effects of colonisation, including slavery, population changes and lack of control over resources</li> <li>The nature of the interaction between the Spanish and the indigenous populations, with a particular focus on either the Aztecs OR Incas</li> <li>When, how and why the Spanish arrived in the Americas, and where they went, including the various societies and geographical features they encountered</li> </ul>	<b>Response to Stimulus</b>	✓	X	✓	✓

## History Year 9

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

	Unit	Description	Assessment Type	Criteria Assessed			
				Historical Knowledge & Understanding	Historical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	<b>The Industrial Revolution</b>	Students will address the following: <ul style="list-style-type: none"> <li>The experiences of men, women and children during the Industrial Revolution, and their changing way of life</li> <li>The population movements and changing settlement patterns during this period</li> <li>The short and long-term impacts of the Industrial Revolution, including global changes in landscapes, transport and communication</li> <li>The technological innovations that led to the Industrial Revolution, and other conditions that influenced the industrialisation of Britain (the agricultural revolution, access to raw materials, wealthy middle class, cheap labour, transport system, and expanding empire) and of Australia</li> </ul>	<b>Response to Stimulus Exam</b>	✓	X	✓	✓
	<b>Making a Nation</b>	Students will address the following: <ul style="list-style-type: none"> <li>Key events and ideas in the development of Australian self-government and democracy, including women's voting rights</li> <li>Legislation 1901-1914, including the Harvester Judgment, pensions, and the Immigration Restriction Act</li> <li>Living and working conditions in Australia around the turn of the twentieth century (that is 1900)</li> <li>The experiences of non-Europeans in Australia prior to the 1900s (such as the Japanese, Chinese, South Sea Islanders, Afghans)</li> <li>The extension of settlement, including the effects of contact (intended and unintended) between European settlers in Australia and Aboriginal and Torres Strait Islander peoples</li> </ul>	<b>Research Assignment</b>	✓	✓	✓	✓
	<b>WWI</b>	Students will address the following: <ul style="list-style-type: none"> <li>An overview of the causes of World War I and the reasons why men enlisted to fight in the war</li> <li>The commemoration of World War I, including debates about the nature and significance of the Anzac legend</li> <li>The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate)</li> <li>The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign</li> </ul>	<b>Extended Response Exam</b>	✓	X	✓	✓

## Geography Year 7

By the end of Year 7, students describe geographical processes that influence the characteristics of places and how places are perceived and valued differently. They explain interconnections between people, places and environments and describe how they change places and environments. They propose simple explanations for spatial distributions and patterns among phenomena. They describe alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions to frame an inquiry. They locate relevant information from primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of graphic forms, including large-scale and small-scale maps that conform to cartographic conventions. They analyse geographical data and other information to propose simple explanations for spatial patterns, trends and relationships and draw conclusions. Students present findings and arguments using relevant geographical terminology and graphic representations in a range of communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and describe the expected effects of their proposal.

	Unit	Description	Assessment Type	Criteria Assessed			
				Geographical Knowledge & Understanding	Geographical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 2	<i>Water in the world</i>	<i>Water in the world</i> focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. <i>Water in the world</i> develops students' understanding of the concept of environment, including the ideas that the environment is the product of a variety of processes, that it supports and enriches human and other life, that people value the environment in different ways and that the environment has its specific hazards. Water is investigated using studies drawn from Australia, countries of the Asia region, and countries from West Asia and/or North Africa.	Short Response and Response to Stimulus Exam	✓	X	✓	✓
	<i>Place and liveability</i>	<i>Place and liveability</i> focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students' ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.	Collection of Work	✓	✓	✓	✓

## Geography Year 8

By the end of Year 8, students explain geographical processes that influence the characteristics of places and explain how places are perceived and valued differently. They explain interconnections within environments and between people and places and explain how they change places and environments. They propose explanations for spatial distributions and patterns among phenomena and identify associations between distribution patterns. They compare alternative strategies to a geographical challenge and propose a response, taking into account environmental, economic and social factors.

Students identify geographically significant questions from observations to frame an inquiry. They locate relevant information from a range of primary and secondary sources to answer inquiry questions. They represent data and the location and distribution of geographical phenomena in a range of appropriate graphic forms, including maps at different scales that conform to cartographic conventions. They analyse geographical data and other information to propose explanations for spatial patterns, trends and relationships and draw reasoned conclusions. Students present findings, arguments and ideas using relevant geographical terminology and graphic representations in a range of appropriate communication forms. They propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes of their proposal.

	Unit	Description	Assessment Type	Criteria Assessed			
				Geographical Knowledge & Understanding	Geographical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	Landforms and landscapes	Landforms and landscapes focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. Landforms and landscapes develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.	Short Response Exam	✓	X	✓	✓
	Changing nations	Changing nations investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.	Multimodal Research Assignments	✓	✓	✓	✓

## Geography Year 9

By the end of Year 9, students explain how geographical processes change the characteristics of places. They predict changes in the characteristics of places over time and identify the possible implications of change for the future. They analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. Students propose explanations for distributions and patterns over time and across space and describe associations between distribution patterns. They analyse alternative strategies to a geographical challenge using environmental, social and economic criteria and propose and justify a response.

Students use initial research to identify geographically significant questions to frame an inquiry. They collect and evaluate a range of primary and secondary sources and select relevant geographical data and information to answer inquiry questions. They represent multi-variable data in a range of appropriate graphic forms, including special purpose maps that comply with cartographic conventions. They analyse data to propose explanations for patterns, trends, relationships and anomalies and to predict outcomes. Students synthesise data and information to draw reasoned conclusions. They present findings and explanations using relevant geographical terminology and graphic representations in a range of appropriate communication forms. Students propose action in response to a geographical challenge taking account of environmental, economic and social considerations and predict the outcomes and consequences of their proposal.

	Unit	Description	Assessment Type	Criteria Assessed			
				Geographical Knowledge & Understanding	Geographical Skills		
				Knowledge & Understanding	Questioning and researching	Analysing and interpreting	Communicating
Semester 1	Biomes and Food Security	Biomes and food security focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.	Written Research Task	✓	✓	✓	✓
	Geographies of interconnections	Geographies of interconnections focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.	Multimodal Research Task	✓	✓	✓	✓

## Mathematics Year 7

### Achievement Standard Year 7 Mathematics

By the end of Year 7, students solve problems involving the comparison, addition and subtraction of integers. They make the connections between whole numbers and index notation and the relationship between perfect squares and square roots. They solve problems involving percentages and all four operations with fractions and decimals. They compare the cost of items to make financial decisions. Students represent numbers using variables. They connect the laws and properties for numbers to algebra. They interpret simple linear representations and model authentic information. Students describe different views of three-dimensional objects. They represent transformations in the Cartesian plane. They solve simple numerical problems involving angles formed by a transversal crossing two parallel lines. Students identify issues involving the collection of continuous data. They describe the relationship between the median and mean in data displays. Students use fractions, decimals and percentages, and their equivalences. They express one quantity as a fraction or percentage of another. Students solve simple linear equations and evaluate algebraic expressions after numerical substitution. They assign ordered pairs to given points on the Cartesian plane. Students use formulas for the area and perimeter of rectangles and calculate volumes of rectangular prisms. Students classify triangles and quadrilaterals. They name the types of angles formed by a transversal crossing parallel line. Students determine the sample space for simple experiments with equally likely outcomes and assign probabilities to those outcomes. They calculate mean, mode, median and range for data sets. They construct stem-and-leaf plots and dot-plots.

	Unit	Description	Assessment Type	Criteria Assessed	
				Understanding & Fluency	Problem Solving & Reasoning
Term 1	Index notation, fractions and integers	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.	Short Answer Exam	Compares and operates with fractions, identifies and uses index notation and locates integers on a number line.	Interprets and models problems and explains and justifies answers.
	Design a vegetable garden	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 Shape — construct 3D objects, draw 3D objects from different viewpoints 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.	Assignment	Classifies triangles and rectangles by their properties.  Calculates perimeters, areas and volumes of rectangular shapes.	Draws different views of shapes. Develops a detailed and logical design model and evaluates and justifies decisions.
Term 2	Solving Linear equations	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.	Monitoring Task	Collect information about students' understanding of representing numbers using variables and solving simple linear equations and evaluate algebraic expressions after numerical substitution	Collect information about students' understanding of representing numbers using variables and solving simple linear equations and evaluate algebraic expressions after numerical substitution
	Algebra and Chance	Real numbers — revise place value and rounding whole numbers and make connections to rounding decimals and multiply fractions Chance — construct sample spaces, assign probabilities to events and determine probabilities of events	Short Answer Exam	Manipulates algebraic expressions in a range of representations. Calculates probability.	Interprets and solves problem situations. Justifies and explains thinking and solutions.
Term 3	Financial Decision Making	Money and financial mathematics — calculate and compare unit prices, investigate and calculate best buys with and without digital technology.  Real numbers — Round, multiply and divide decimals in a money context, multiply and divide fractions, adding and subtract mixed numbers with unrelated denominators, solve problems involving decimals, fractions and the four operations and solve problems involving ratios	Assignment	Calculates unit price to investigate best buys. Performs operations with decimal values. Compares the cost of items. Represent Numbers in spreadsheets, using variables.	Makes logical and reasonable financial decisions which are justified with evidence.
	Integers and real numbers	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 — multiply decimals using written strategies, convert between fractions, decimals and percentage and express one quantity as a fraction or percentage of another.  Patterns and algebra — create and evaluate formulas to model relationships between two variables	Short Answer Exam	Solves problems involving addition and subtraction of integers and applying index notation. Solves fraction, decimal and percentage problems.	Explains thinking and choices and makes and justifies decisions. Deduces a series of strategies to solve a problem.
Term 4	Representations of Data	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 investigate issues involving numerical data collected from primary and secondary sources.	Monitoring	What is the best character for a game of Zarkan? Students collect data, construct displays, calculate and compare measures of centre.	What is the best character for a game of Zarkan? Students collect data, construct displays, calculate and compare measures of centre.
	Basketball scores and Geometry	Geometric reasoning — develop geometry conventions and angle relationships, explore transversals and angles associated with parallel lines and find unknown angles using angle relationships. Location and transformation — describe and create translations, reflections and rotations on the Cartesian plane, use appropriate conventions for naming transformed shapes, identifying a combination of transformations on the Cartesian plane, and identify line and rotational symmetry	Short Answer Exam	Calculates mean, median, mode and range. Constructs displays. Identifies and applies angle relationships. Represents transformations.	Makes choices about strategies to solve a problem. Makes deductions with angles and transformations. Effectively communicates reasoning.

## Mathematics Year 8

### Achievement Standard Year 8 Mathematics

By the end of Year 8, students solve everyday problems involving rates, ratios and percentages. They recognise index laws and apply them to whole numbers. They describe rational and irrational numbers. Students solve problems involving profit and loss. They make connections between expanding and factorising algebraic expressions. Students solve problems relating to the volume of prisms. They make sense of time duration in real applications. They identify conditions for the congruence of triangles and deduce the properties of quadrilaterals. Students model authentic situations with two-way tables and Venn diagrams. They choose appropriate language to describe events and experiments. They explain issues related to the collection of data and the effect of outliers on means and medians in that data. Students use efficient mental and written strategies to carry out the four operations with integers. They simplify a variety of algebraic expressions. They solve linear equations and graph linear relationships on the Cartesian plane. Students convert between units of measurement for area and volume. They perform calculations to determine perimeter and area of parallelograms, rhombuses and kites. They name the features of circles and calculate the areas and circumferences of circles. Students determine complementary events and calculate the sum of probabilities.

Year 8	Unit	Content Descriptors	Assessment Type	Criteria Assessed	
				Understanding & Fluency	Problem Solving & Reasoning
Term 1	Financial Maths	<p><b>Number and place value</b> — represent, compare and order integers, and solve problems involving the four operations and rational numbers</p> <p><b>Financial mathematics</b> — make connections between percentages, fractions and decimals and apply this to percentage increase or decrease situations, and problem solve in a range of contexts including financial situations</p>	Short Answer Exam	Calculates percentage to solve financial problems.	Analyses and solves financial problems and explains reasoning.
	Probability	<p><b>Real numbers</b> — identify terminating and recurring decimals, link fractions to terminating and recurring decimals and explore irrational numbers in relation to Pi</p> <p><b>Chance</b> — 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.</p>	Assignment	<p>Reads and interprets data.</p> <p>Calculates probabilities including for complementary events.</p>	Makes and justifies informed conclusions.
Term 2	Linear and Non Linear Equations & Algebra	<p><b>Number and place value</b> — express numbers in index notation, establish the index laws with whole number bases and positive integral indices</p> <p><b>Patterns and algebra</b> - expand and factorise algebraic expressions</p>	Monitoring Task		
	Algebra and Measurement	<p><b>Using units of measurement</b> — 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.</p>	Short Answer Exam	<p>Choose and communicate appropriate procedures to apply index laws, expand and factorise expressions, and calculate perimeter and area</p>	<p>Apply known rules and procedures to unfamiliar situations.</p> <p>Communicate reasons to explain relationships and support calculations.</p>
Term 3	Representations of Data	<p><b>Data representation and interpretation</b> — 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 centrality, identify outliers and their effect on measures of centrality, identify sources of bias and apply this knowledge to make hypotheses and support conclusions. Note: Wherever possible, this unit will focus on comparative statistics. The emphasis is on integrating skills and procedures into a single process to reach evidence-based conclusions. Students will begin to appreciate possible sources of error in reaching their conclusion.</p>	Assignment	<p>Constructs and uses data displays. Calculates and uses summary statistics of sample data.</p> <p>Uses percentages and proportions for equivalence of letter distribution.</p>	<p>Analyses and justifies supporting evidence to answer the question.</p> <p>Communicates reasons to support calculations and explain relationships between different game variables.</p>
	Ratios, Linear Relationships and Time	<p><b>Using units of measurement</b> — solve problems involving time duration, for 12 and 24 time formats, within a single time zone</p> <p><b>Linear and non-linear relationships</b> — 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.</p>	Short Answer Exam	<p>Chooses and uses appropriate procedures to apply linear relationships, time and proportional thinking, and calculate time durations.</p>	Interprets and models meaningful problems and explains and justifies answers.
Term 4	Algebra, Geometry and Measurement	<p><b>Linear and non-linear relationships</b> — apply number laws to algebraic expressions &amp; equations, expand &amp; factorise algebraic expressions, solve simple linear equations algebraically &amp; graphically, connect patterns, linear functions, tables of values, graphs &amp; worded statements, plot coordinates on the Cartesian plane &amp; solve realistic problems</p> <p><b>Geometric reasoning</b> — revise angle properties (co-interior, corresponding, alternate &amp; vertically opposite), explore congruence, establish &amp; apply the congruence tests (SAS, AAS, SSS, RHS), extend congruence of triangles to identify the properties of quadrilaterals &amp; solve problems using the properties of congruent figures, reasoning &amp; generalisations.</p>	Monitoring		
	Algebra, geometry and measurement	<p><b>Using units of measurement</b> — develop formulas for volume and capacity of rectangular and triangular prisms, solve volume problems involving rectangular and triangular prisms and convert units of measurement</p> <p><b>Geometric reasoning</b> — apply understanding and reasoning of area, congruence and plane shapes to develop properties of quadrilaterals</p>	Short Answer Exam	<p>Recalls volume formulas and congruency rules.</p> <p>Carries out appropriate procedures for converting and calculating volumes.</p> <p>Chooses algebra methods to simplify and solve equations.</p>	Deduces and justifies conclusions. Models and explains results.

## Mathematics Year 9

### Achievement Standard Year 9 Mathematics

By the end of Year 9, students solve problems involving simple interest. They interpret ratio and scale factors in similar figures. Students explain similarity of triangles. They recognise the connections between similarity and the trigonometric ratios. Students compare techniques for collecting data in primary and secondary sources. They make sense of the position of the mean and median in skewed, symmetric and bi-modal displays to describe and interpret data. Students apply the index laws to numbers and express numbers in scientific notation. They expand binomial expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment. They sketch linear and non-linear relations. Students calculate areas of shapes and the volume and surface area of right prisms and cylinders. They use Pythagoras' Theorem and trigonometry to find unknown sides of right-angled triangles. Students calculate relative frequencies to estimate probabilities, list outcomes for two-step experiments and assign probabilities for those outcomes. They construct histograms and back-to-back stem-and-leaf plots.

Year 9	Unit	Content Descriptors	Assessment Type	Criteria Assessed	
				Understanding & Fluency	Problem Solving & Reasoning
Term 1	Cartesian Plane	<b>Real numbers</b> — solve rates problems, simplify rates, identify additive and multiplicative patterns in direct proportion, represent rates graphically and algebraically <b>Linear and non-linear relationships</b> — calculate gradient, calculate the distance between two points on a Cartesian plane using Pythagoras' theorem, calculate the midpoint of a line segment.	Short Answer Exam	Describes relationships between graphs and equations. Performs calculations on the Cartesian plane. Sketches linear relations.	Makes and justifies choices
	Probability	<b>Using units of measurement</b> — 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.	Assignment	Reads and interprets data. Calculates probabilities including for complementary events.	Makes and justifies informed conclusions.
Term 2	Linear and Non Linear Equations & Algebra	<b>Patterns and algebra</b> — expand and factorise algebraic expressions, expand binomial expressions, sketch non-linear relations and find x- and y- intercepts of parabolic functions <b>Geometric reasoning</b> — describe the conditions of similarity, draw scaled enlargements, determine scale factors, interpret scale drawings, assess the similarity of triangles using tests and investigate scale and area.	Monitoring Task		
	Algebra and Measurement	<b>Pythagoras and trigonometry</b> — apply Pythagoras' Theorem to check if a triangle is acute, right 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, and calculate unknown angles in right-angled triangles.	Short Answer Exam	Choose and communicate appropriate procedures to apply index laws, expand and factorise expressions, and calculate perimeter and area	Apply known rules and procedures to unfamiliar situations. Communicate reasons to explain relationships and support calculations.
Term 3	Representations of Data	<b>Data representation and interpretation</b> — 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 histograms and back-to-back stem-and-leaf plots and use statistical knowledge to draw conclusions	Assignment	Constructs and uses data displays. Calculates and uses summary statistics of sample data. Uses percentages and proportions for equivalence of letter distribution.	Analyses and justifies supporting evidence to answer the question. Communicates reasons to support calculations and explain relationships between different game variables.
	Ratios, Linear Relationships and Time	<b>Real numbers</b> — use index notation, convert index notation to expanded notation, investigate the index laws, simplify expressions using the index laws, convert numbers from scientific notation to standard decimal form, use index laws to solve problems involving scientific notation <b>Patterns and algebra</b> — expand and simplify binomial expressions, apply the index laws to expansion and investigate special cases of binomial expansion Money and financial mathematics — use the simple interest formula, and solve problems using simple interest.	Short Answer Exam	Chooses and uses appropriate procedures to apply linear relationships, time and proportional thinking, and calculate time durations.	Interprets and models meaningful problems and explains and justifies answers.
Term 4	Algebra, Geometry and Measurement	<b>Chance</b> — 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).	Monitoring		
	Algebra, geometry and measurement	<b>Real numbers</b> — express numbers using scientific notation and perform operations using the index laws <b>Using units of measurement</b> — investigate very large and very small time scales, express time scales using metric prefixes and scientific notation, convert units of time using the index laws <b>Linear and non-linear relationships</b> — model relationships between variables and link algebraic, graphical and tabular representations of those relationships.	Short Answer Exam	Recalls volume formulas and congruency rules. Carries out appropriate procedures for converting and calculating volumes. Chooses algebra methods to simplify and solve equations.	Deduces and justifies conclusions. Models and explains results.

## Science Year 7

### Achievement Standard Year 7 Science

By the end of Year 7, students describe techniques to separate pure substances from mixtures. They represent and predict the effects of unbalanced forces, including Earth's gravity, on motion. They explain how the relative positions of the Earth, sun and moon affect phenomena on Earth. They analyse how the sustainable use of resources depends on the way they are formed and cycle through Earth systems. They predict the effect of environmental changes on feeding relationships and classify and organise diverse organisms based on observable differences. Students describe situations where scientific knowledge from different science disciplines has been used to solve a real world problem. They explain how the solution was viewed by, and impacted on, different groups in society.

Students identify questions that can be investigated scientifically. They plan fair experimental methods, identifying variables to be changed and measured. They select equipment that improves fairness and accuracy and describe how they considered safety. Students draw on evidence to support their conclusions. They summarise data from different sources, describe trends and refer to the quality of their data when suggesting improvements to their methods. They communicate their ideas, methods and findings using scientific language and appropriate representations.

	Unit	Description	Assessment Type	Criteria Assessed	
				Science Understanding	Science Inquiry
Term 1	<b>Water – Waste not, want not.</b>	Students will consider the importance of water and the water cycle. They investigate mixtures, including solutions, pure substances and a range of separation techniques. Students consider everyday applications of the separation techniques and relate their use in a variety of occupations. Students will plan and conduct investigations into the separation of mixtures and they use their data to draw conclusions. These understandings will be applied in unit 2 through other applications to their community.	<b>Assignment/Project (Separating a mixture)</b>	Identifies and describes the techniques to separate substances from mixtures	Plans and conducts an investigation to separate mixtures and makes predictions. Examines results and investigation method and suggests improvements to method. Communicates using scientific terminology.
	<b>Water – Waste not, want not (continued)</b>	Students build on the concepts in Unit 1 & consider the application of these in the community. Students will investigate the application of filtration systems in water treatment & recycling processes. They compare & contrast artificial treatment process & the water cycle to understand how humans have impacted on & mimic natural processes. Students explore Australian Indigenous peoples' values about water. They conduct a water audit for the home & school and suggest ways to manage water use. They also calculate their own water footprint.	<b>Assignment/Project (Water Issue)</b>	Describes the processes of the water cycle and the treatment process and compares these Identifies where science has been used to solve a real-world problem. Describes how the technique impacts on and is viewed by society	Communicates using scientific terminology
Term 2	<b>Moving right along – exploring motion</b>	Students will build on their knowledge of forces from year 4. They will develop an understanding of how forces affect the motion of a vehicle. Students will apply their understanding of balanced and unbalanced forces to justify conclusions and design modifications to objects. They will explore the effects of gravity and consider the difference between mass and weight. Students will investigate the impact of friction on moving objects and the forces that are involved in simple machines. They will develop and conduct a testing process to answer identified questions, taking into account fair testing. Students will critically process and accurately analyse experimental data to draw evidence based conclusions and communicate using scientific terminology and representations. They will consider how understanding of forces and simple machines has contributed to solving problems in the community and how people use forces and simple machines in their occupations	<b>Monitoring Task</b>		
	<b>Moving right along – applications in real systems</b>	Students apply knowledge to construct and test a balloon powered vehicle and investigate forces acting on the vehicle. Students build on their understanding of simple machines to examine how changes to levers and pulley systems affect forces, within more complex systems. Students investigate applications of forces in transport systems and consider how scientific and technological developments have improved vehicular safety.	<b>Assignment/Project (Scientific Report)</b>	Describes how forces affect the motion of a vehicle	Identifies a question, plans fair testing identifying variables to be changed and measured considering safety Uses evidence to support conclusions and inform change Communicates using scientific terminology and representations
Term 3	<b>Heavenly Bodies</b>	Students learn about the interrelationships between the sun, Earth and moon system. They explore predictable phenomena such as eclipses, tides, phases of the moon and solar phenomena. Students examine how science and technology have contributed addressing to the issue of solar storms and reducing their effects on Earth. They explore and compare cultural beliefs related to phases of the moon and eclipses.	<b>Exam</b>	Describes the circumstances in the Earth, moon and sun system required to affect the Earth. Describes the importance of scientific contribution when addressing real-world problems.	Communicates using scientific terminology and representations.
	<b>Sensational Seasons</b>	Students examine the seasons, different cultural understandings of the seasons and explore how science understandings influence the development of practices within agriculture and marine and terrestrial resource management. Students examine data about weather and climate from different sources and examine the impact of seasons on animals, plants and human endeavours such as farming and fishing.	<b>Poster/Multi-modal Presentation</b>	Explains how the Earth and sun interact to cause seasons. Describes how understanding of seasons has addressed a real world problem.	Identifies trends in data from different sources about seasons and climate. Communicates, using scientific terminology and representations.
Term 4	<b>Organising Organisms</b>	Students will classify organisms based on their physical characteristics. They apply scientific conventions to construct and use dichotomous keys to assist and describe classification. Students analyse the effectiveness of dichotomous keys and suggest improvements. They explore how improvements in microscope technology led to changes in classification systems. Students consider how and why classification systems are used in a variety of occupations. They explore feeding relationships between organisms in an environment using food chains and food webs and construct representations of these relationships using second-hand data.	<b>Exam</b>	Classifies organisms based on observable differences.	Draws on evidence to construct a key using scientific conventions. Communicates using scientific language.
	<b>Affecting Organisms</b>	Students will review their understanding of food webs, to identify how human activity can impact food webs in the marine environment. They will summarise and analyse data and consider how science and technology contribute to finding solutions to issues related to marine-resource management. Students will propose practices which could be put into place to address resource-management and sustainability issues. They will examine how people use their science understanding and skills in occupations, and the work of scientists in Antarctica. Students will explore native food webs and how these are understood and used by Indigenous Australians.	<b>Exam</b>	Constructs food webs and describes the effect of change.  Proposes solutions to problems caused by human activity.	Uses scientific conventions, language and representations.

## Science Year 8

### Achievement Standard Year 8 Science

By the end of Year 8, students compare physical and chemical changes and use the particle model to explain and predict the properties and behaviours of substances. They identify different forms of energy and describe how energy transfers and transformations cause change in simple systems. They compare processes of rock formation, including the time scales involved. They analyse the relationship between structure and function at cell, organ and body system levels. Students examine the different science knowledge used in occupations. They explain how evidence has led to an improved understanding of a scientific idea and describe situations in which scientists collaborated to generate solutions to contemporary problems. Students identify and construct questions and problems that they can investigate scientifically. They consider safety and ethics when planning investigations, including designing field or experimental methods. They identify variables to be changed, measured and controlled. Students construct representations of their data to reveal and analyse patterns and trends, and use these when justifying their conclusions. They explain how modifications to methods could improve the quality of their data and apply their own scientific knowledge and investigation findings to evaluate claims made by others. They use appropriate language and representations to communicate science ideas, methods and findings in a range of text types.

	Unit	Description	Assessment Type	Criteria Assessed	
				Science Understanding	Science Inquiry
Term 1	Particles matter	Students investigate the physical and chemical properties of materials and the relationship between these properties in the use of materials. They identify signs of chemical change. Students are introduced to the particle model of matter and use it to explain properties. They relate the properties of materials to their use in everyday applications and evaluate the effectiveness of the material for its identified purpose. Students plan and conduct investigations of these materials identifying risk, and applying safety guidelines. They use data to identify relationships, draw conclusions and evaluate the quality of data used.	Monitoring		
	Chemistry of common substances	Students will investigate the physical and chemical properties of materials and the relationship between these and the use of materials. They will plan and conduct fair tests, record observations and collect, represent and analyse qualitative and quantitative data. Students will reflect on the methods used to test properties and evaluate the quality of the data collected. They will use their data to draw evidence based conclusions. Students will be introduced to elements including their symbolic representation and the basic structure and development of periodic table of elements. They will identify, represent and explain chemical change using the particle model of matter.	Assignment/Project	Describes physical and chemical properties. Identifies and explains physical and chemical changes using the particle model	Plans and conducts a fair investigation considering safety. Analyses data and discusses reliability in terms of fair tests Draws conclusions about fabric suitability based on data. Communicates using scientific language and representations.
Term 2	Rock never die	Students will explore different types of rocks and the minerals of which they are composed. They compare the different processes and timescales involved in their formation as part of the rock cycle. Students construct and interpret models and representations to aid in the analyses of patterns and relationships in data. They will investigate properties of rocks and analyse data to identify patterns and relationships. Students will identify rock specimens and model processes of rock formation.	Exam	Describes and compares rock samples and processes of rock formation, including the timescales involved.	Constructs a key and analyses patterns in data. Communicates ideas and information using appropriate language and representations
	Rock my world	Students learn how useful materials are sourced from minerals and rocks found in the Earth's crust. They consider the science knowledge and occupations involved in locating, extracting and processing mined minerals as well the rehabilitation of mining sites. Students consider the how people connect understanding from across the disciplines of science in their occupations and collaborate with other scientists to improve the mining process. Students summarise information from secondary sources to draw conclusions about the mining process of a particular mineral..	Assignment/Project	Identifies the science used in scientist/engineer occupations. Examines how scientists work together to reduce the impact of mining and use.	Uses scientific and everyday language and representations.
Term 3	Energy in my life	Students will classify energy forms. They will investigate different forms of potential energy, make predictions and conduct fair and safe experimental tasks. Students will process and analyse experimental data and information and evaluate the experimental method used. They will use models and representations to examine kinetic energy and its relationship with potential energy and heat. Students will communicate how energy is transferred and transformed through systems. They will recognise that energy can be transformed into usable and unusable forms and consider how this can impact on the efficiency of a system. Students will discuss the use and influence of science on the utilisation of energy sources and consider how the efficiency of these sources in the production of energy could influence their use by society.	Monitoring		
	What's up	Students will identify different forms of energy and investigate how it can be transferred and transformed and cause change within systems. They will plan and conduct an investigation into the operating sequence and energy transfers and transformations of a Rube Goldberg machine. Students will reflect on the initial design of the machine and identify improvements to the method considering safety. Students will also examine Australia's energy production and use of renewable and non-renewable energy resources. They will examine the impact of solar technology in Australian indigenous communities and consider how scientific knowledge can help make decisions into renewable resource use across the country.	Assignment/Project	Describes how energy transfers and transformations relate to changes in the machine's operating sequence.	Designs a method which incorporates modifications to the original design and completes risk assessment. Assesses the effectiveness of the modifications. Uses scientific language and representations.
Term 4	Building blocks of life	In this unit cells are identified as the basic units of living things and are recognised as having specialised structures. Microscopes and digital images are used for the identification of plant and animal cells. The functions of the main structures are represented and identified. The concept of cell division is examined, and its repair and reproduction purpose identified.	Exam	Analyses the relationship between structure and function of a cell. Explains how evidence has led to an improved understanding of cell theory.	Identifies questions and problems that can be investigated scientifically and constructs a scientific question. Using scientific and everyday language and representations and conventions.
	Survival	In this unit students deal with sexual reproduction and immunity, with a focus on organ systems that allow multi-cellular plant or animal organisms to reproduce and survive. The structure of reproductive organs is identified, and the function of each organ in relation to the overall function of the organ system is also identified. The impact of reproductive technologies is discussed. The functions of the immune system are explored and consideration given to ways in which diseases can be prevented.	Exam	Analyses the relationship between structure and function of organs in different reproductive systems. Compares different reproductive systems.	Analyses relationships between hormone levels and physical changes to draw a conclusion. Uses scientific knowledge, data and ethics to describe the use of ART. Comments on the claim. Uses scientific and everyday language to communicate ideas and findings.

## Science Year 9

### Achievement Standard Year 9 Science

By the end of Year 9, students explain chemical processes and natural radioactivity in terms of atoms and energy transfers and describe examples of important chemical reactions. They describe models of energy transfer and apply these to explain phenomena. They explain global features and events in terms of geological processes and timescales. They analyse how biological systems function and respond to external changes with reference to interdependencies, energy transfers and flows of matter. They describe social and technological factors that have influenced scientific developments and predict how future applications of science and technology may affect people's lives.

Students design questions that can be investigated using a range of inquiry skills. They design methods that include the control and accurate measurement of variables and systematic collection of data and describe how they considered ethics and safety. They analyse trends in data, identify relationships between variables and reveal inconsistencies in results. They analyse their methods and the quality of their data, and explain specific actions to improve the quality of their evidence. They evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas to specific audiences.

	Unit	Description	Assessment Type	Criteria Assessed	
				Science Understanding	Science Inquiry
Term 1	Energy on the move	Students examine, inquire and explain ways in which energy can be transferred through different mediums using the particle model. Students will have opportunities to form hypotheses and investigate quantitative and qualitative data and information on the flow of electrical energy and heat energy. They use these findings, scientific knowledge, and prior understanding order to form conclusions. Students will make informed decisions about the influence of science and technology on agricultural practices	Exam	Uses data and information to evaluate crop choice.	Develops conclusions related to analysed data. Communicates using scientific language and representations.
	Making waves	Students build on their knowledge of energy transfer to include the wave-based models of energy transfer related to sound and light. Students investigate wave motion and how different mediums affect sound and light transfer. They explore ways in which humans have used and controlled sound and light energy transfer for practical purposes. Students design and conduct investigations to transmit a form of energy through a medium using available equipment and materials. They analyse experimental and second-hand data and identify relationships within the data.	Exam	Uses models of energy transfer to describe movement through medium	Designs methods which allow for the collection of data Identifies relationships between data Presents information using scientific language and representations
Term 2	It's Elementary	Students will explore the development of scientific ideas about atoms and their subatomic particles protons, neutrons and electrons. They will investigate the structure and uses of isotopes and consider the processes and products of radioactive decay including radiation and half-life. Students will understand that scientific knowledge and ideas about the structure of atoms and isotopes has changed as new evidence has become available. They will 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. Students will critically evaluate the sources of their researched information.	Assignment/Project	Explains radioactivity in terms of atoms. Describes the use and impacts of natural radioactive decay processes.	Communicates information using scientific language, conventions and representations.
	Changing Earth	Students explore the historical development of the theory of plate tectonics. They model and investigate geological processes involved in Earth movement. Students compare different types of tectonic plate boundaries and the tectonic events which occur at these boundaries. They 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. Students 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.	Exam	Explains tectonic events and changes to the Earth's surface over time in terms of geological processes. Describes the factors that have impacted on the development of the theory of plate tectonics.	Identifies patterns and trends in data and evaluates secondary sources of data to critique validity. Communicates ideas and information using appropriate language and representations.
Term 3	My life in balance	Students 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. They research the positive and negative aspects of vaccination and use evidence to justify decisions related to vaccination. Students consider current and future developments in vaccine technology and reflect on how the needs of society influence the focus of scientific research. Students evaluate others' methods and explanations from a scientific perspective and use appropriate language and representations when communicating their findings and ideas.	Exam	Describes the body's response to imposed changes in the environment. Provides reasons from a scientific perspective to describe social and technological factors and future applications that influence the development of a vaccine.	Uses scientific language and representations to communicate ideas.
	Responding to change	Students will engage in the exploration of concepts of change and sustainability within an ecosystem. It focuses on engaging students in the understanding that all life is connected through ecosystems and changes to its balance can have an effect on the populations and interrelationships that exist. It allows students to analyse data and develop related recommendations including ethical considerations. It provides students with an opportunity to investigate and reflect upon the state of Australian environments, locally and nationally, and their individual and collective responsibility for the sustainability of ecosystems.	Assignment/Project	Describes interrelationships within an ecosystem and the impact of change.	Poses questions that can be investigated by research. Analyses data and develops related recommendations, including ethical considerations. Uses scientific language and representations to communicate ideas.
Term 4	Chemical patterns	Students engage in the exploration of chemical reactions and the application of these in living and non-living systems. They develop understanding that chemical change involves the rearranging of atoms to form new substances. Students examine energy transfer in reactions, the nature and reactions of acids as well as the conservation of mass in chemical reactions. Students engage in investigations that examine photosynthesis and respiration, ocean acidification and instant cold packs that continue to develop their scientific inquiry skills.	Monitoring		
	Heat and eat	Students engage in the exploration of chemical reactions and their application in everyday life. They investigate the application of the chemical concepts to methods used by Australian Indigenous peoples to detoxify food, food production and the use of acid/base indicators. Students design and conduct investigations, assess risk and gather first-hand data. They analyse data, identifying inconsistencies and describe specific ways to improve the quality of data obtained in their investigations.	Assignment/Project	Explains energy transfers and describes important chemical reactions.	Designs a safe investigation including control and accurate measurement of variables. Analyses and evaluates method and data. Suggests improvements and makes a recommendation. Uses appropriate language and representations.

## Health and Physical Education Year 7

### Achievement Standard Year 7&8 Health and Physical Education

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. 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.

Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

	Unit	Description	Assessment Type	Criteria Assessed	
				Investigating	Performance and Practical Application
Term 1	<b>Approaching Adolescences (Health)</b>	In this unit, students will focus on the individual as they grow from childhood to adolescence. They investigate a range of physical, emotional, social and intellectual changes occurring during adolescence and consider how they impact on identity. 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.	<b>Assignment/Project</b>	Analyses factors that influence emotional responses. Investigates strategies and resources to manage changes and transitions and their impact on identities.	
	<b>Thrown together (Physical Movement)</b>	In this unit, students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity in games and sports. They will apply and refine movement concepts and strategies in response to a range of modifications made to Newcombe games.	<b>Practical</b>		Apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. Apply and refine movement concepts and strategies to suit different movement situations.
Term 2	<b>I can make good decisions (Health)</b>	In this unit, students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals and others.	<b>Research Task</b>	Analyses factors that influence emotional responses. Demonstrates skills to make informed decisions, and proposes and implements actions that promote their own and others' health, safety and wellbeing.	
	<b>In the Running (Physical Movement)</b>	In this unit students will participate in a variety of activities to demonstrate control and accuracy when performing specialized jumping and throwing movement skills.	<b>Practical</b>		Demonstrates control and accuracy when performing specialised movement skills.
Term 3	<b>Super Snacks (Health)</b>	In this unit, students engage in a variety of learning experiences about health information and its interpretation. Students investigate the Australian guide to healthy eating and analyse food products to promote the health and wellbeing of individuals and others.	<b>Research Task</b>	Investigates strategies and practices that enhance their own and others' health and wellbeing. Demonstrates skills to make informed decisions. Proposes and implements actions that promote their own and others' health and wellbeing.	
	<b>Masters of Control (Physical Movement)</b>	In this unit students will investigate and apply yoga related movement concepts and strategies to achieve movement and fitness outcomes in the context of Taekwondo. They will apply elements of movement to compose and perform Taekwondo movement sequences.	<b>Collection of Work</b>	Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes	Apply the elements of movement to compose and perform movement sequences
Term 4	<b>Generations (Health)</b>	In this unit, students identify what defines a family and how they are structured. They examine how different generations vary in their social and cultural values and experiences. They explore how to build and promote respectful relationships within family. Students explore mental illness and identify ways that respectful relationships with family can contribute to improving adolescent mental wellness. They investigate the role of physical activity in mental wellness and how this has changed between generations.	<b>Collection of Work</b>	Examines the cultural and historical significance of physical activities and examines how connecting to the environment can enhance health and wellbeing. Establishes and maintains respectful relationships and promotes inclusivity.	
	<b>Shoots and Scores! (Physical Movement)</b>	In this unit students will apply and refine movement concepts and street hockey skills in a variety of games and activities. They will apply and refine offensive and defensive strategies to suit different movement situations in street hockey.	<b>Practical</b>		Applies and refines movement concepts and strategies to suit different movement situations.

## Health and Physical Education Year 8

### Achievement Standard Year 7&8 Health and Physical Education

By the end of Year 8, students investigate strategies and resources to manage changes and transitions and their impact on identities. 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. Students apply personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. They demonstrate skills to make informed decisions, and propose and implement actions that promote their own and others' health, safety and wellbeing. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

	Unit	Description	Assessment Type	Criteria Assessed	
				Investigating	Performance and Practical Application
Term 1	<b>Food for Life (Health)</b>	In this unit, students explore dietary options for adolescents and the social and cultural influences on this. They will identify health concerns and explore the information used by them to facilitate choice. An evaluation of these materials will be completed by students and they will select strategies for planning and maintaining a healthy diet.	<b>Research Task</b>	Investigate strategies and practices that enhance their own health and wellbeing. Demonstrate skills to make informed decisions, and propose and implement actions that promote their own health and wellbeing.	
	<b>Swimphony Of Strokes (Physical Movement)</b>	In this context, students will develop their skills in swimming strokes, survival skills and strategies in order to apply these in a variety of situations.	<b>Practical</b>		Students demonstrate control and accuracy when performing specialised movement skills (freestyle, breaststroke, backstroke, sidestroke, survival backstroke, sculling treading water). Students apply and refine movement concepts and strategies to suit different movement situations (water polo).
Term 2	<b>My Decisions my Life (Health)</b>	In this unit, students examine the reasons why young people use alcohol and drugs, peer pressure and how to make good decisions using assertive behaviour. They will identify the family's role in decision making and how to communicate and support peers in situations using alcohol and drugs as well as the steps to follow in an emergency situation.	<b>Research Task</b>	Investigates strategies and resources to manage changes and transitions and their impact on identities. Demonstrates skills to make informed decisions, and proposes and implements actions that promote their own and others' health, safety and wellbeing.	
	<b>Get your motor running (Physical Movement)</b>	In this unit students will investigate, develop and apply a personal fitness plan to improve fitness and movement skills within the context of touch football. They will apply elements of space, time, effort and relationships to compose and perform touch football skill sequences.	<b>Collection of Work</b>	Investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. Parts A and B.	Apply the elements of movement to compose an perform movement sequences. Part C.
Term 3	<b>My Adolescent Relationship (Health)</b>	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. They explore a range of strategies and practices to prevent cyberbullying and to ensure their safety when engaging in online social networking situations.	<b>Research Task</b>	Analyses factors that influence emotional responses. Investigates strategies and practices that enhance their own and others' health and wellbeing. Applies personal and social skills to establish and maintain respectful relationships.	
	<b>Hardcore Handball (Physical Movement)</b>	In this unit students will apply personal and social skills to establish and maintain respectful relationships that promote fair play and inclusivity. They will participate in a variety of handball games. They will apply and refine movement concepts and strategies to suit different movement situations in handball.	<b>Practical</b>		Applies personal and social skills to establish and maintain respectful relationships and promote fair play and inclusivity. Applies and refines movement concepts and strategies to suit different movement situations.
Term 4	<b>Cultural Understandings (Health)</b>	In this unit, students explore family and kinship groups in own and other cultures and the values and beliefs in various cultures. They explore the historical significance of physical activities in various cultures and their health practices. They identify behaviours and resources to enhance health and wellbeing of communities.	<b>Assignment</b>	Examines the cultural and historical significance of physical activities and examines how connecting to the environment can enhance health and wellbeing. Evaluates the impact on wellbeing of relationships and respecting diversity.	
	<b>Dance, Divas and Dudes (Physical Movement)</b>	In this unit students will develop movement skills related to dance from a variety of cultures. They will investigate the stomp and hip hop genres and modify elements to form a sequence.	<b>Practical</b>		Applies the elements of movement to compose and perform movement sequences.

## Health and Physical Education Year 9

### Achievement Standard Year 9&10 Health and Physical Education

By the end of Year 10, students critically analyse contextual factors that influence their identities, relationships, decisions and behaviours. They analyse the impact attitudes and beliefs about diversity have on community connection and wellbeing. They evaluate the outcomes of emotional responses to different situations. Students access, synthesise and apply health information from credible sources to propose and justify responses to health situations. Students propose and evaluate interventions to improve fitness and physical activity levels in their communities. They examine the role physical activity has played historically in defining cultures and cultural identities. Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts. They apply decision-making and problem-solving skills when taking action to enhance their own and others' health, safety and wellbeing. They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgments about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges.

	Unit	Description	Assessment Type	Criteria Assessed	
				Investigating	Performance and Practical Application
Term 1	<b>Respectful Relationship (Health)</b>	This unit has sexually sensitive material. The topic overview has alternative key ideas which are elaborated in the topic outline. The school will decide the most appropriate pathway taking into consideration available resources and the needs of the students.  In this unit students identify what respectful relationships are and how empathy and ethical decision making contribute. Students examine the changes they are going through as their sexuality and/ OR identity develops, and the impact these have on relationships. Students investigate the consequences of sexual activity and/ OR disrespectful relationships on health and wellbeing. They evaluate situations and propose appropriate responses, as they reflect on possible outcomes and make decisions in relationship contexts.	<b>Assignment (Written)</b>	Describes factors, attitudes or beliefs that influence decision making. Critically analyses contextual features. Analyses the impact attitudes and beliefs have on wellbeing. Applies decision making skills to enhance others' health, safety and wellbeing.	
	<b>Space Invaders (Physical Movement)</b>	In this unit, students develop their teamwork skills and their capacity to apply and transfer concepts and strategies in invasion games.	<b>Practical</b>		Demonstrate leadership and cooperation across a range of invasion-game contexts. Apply and transfer movement concepts and strategies to new and challenging invasion-game situations.
Term 2	<b>Sustainable Health Challenge (Health)</b>	In this unit students identify factors that contribute to sustainable health such as regular physical activity, balanced nutrition, a healthy state of mind and community connection. They examine the external influences that could impact on their ability to make good decisions and plan a response that promotes community health practices and addresses an identified sustainable health concern.	<b>Assignment (Poster)</b>	Access, synthesise and apply health information from credible sources to propose and justify responses to health situations.	
	<b>Strike Out (Physical Movement)</b>	In this unit students will evaluate their own and/ or others' performance of movement skills used in a striking and fielding games. They will make their judgments and provide feedback using criteria based on the elements of movement – effort, space, time, objects and people. They will use the criteria and feedback to refine their performance. The use of ICTs to video performances is encouraged in this unit.	<b>Collection of Work</b>	Part A — Performance evaluation. Apply criteria to make judgments about their own or others' specialised movement skills and movement performances.	Part B — Performance refinement. Refine their own specialised movement skills and movement performances.
Term 3	<b>My Social Responsibility (Health)</b>	In this unit In this unit, students explore public health and advertising campaigns to determine their effectiveness on adolescent choices about using alcohol and other drugs. Students examine norms and stereotypes surrounding adolescent alcohol and drug use. They investigate information about alcohol and other drugs; standard drinks; blood alcohol concentration and alcohol and drug laws. Students also examine scenarios and use the decision making process to be able to make smart choices in regards to alcohol and other drug use.	<b>Research Task</b>	Evaluate the outcomes of emotional responses to different situations. Critically analyse contextual factors that influence their decisions and behaviours. Demonstrate leadership across a range of health contexts.	
	<b>Navigator (Physical Movement)</b>	In this unit, students will work collaboratively with a partner to develop orienteering skills and strategies and to design orienteering challenges. They will apply orienteering skills and strategies to locate obvious and more difficult controls in orienteering challenges.	<b>Practical</b>		Work collaboratively to design movement challenges. Part A. Apply solutions to movement challenges. Part B.
Term 4	<b>Active Aussies? (Health)</b>	In this unit, students examine the role that physical activity, outdoor recreation and sport has played in defining the Australian cultural identity. They critique behaviours and contextual factors that influence participation in physical activity and changing cultural identity.	<b>Assignment</b>	Examines the role physical activity has played historically in defining cultures and cultural identities. Proposes and justifies responses to health situations.	
	<b>Moving More Matters (Physical Movement)</b>	In this unit, students explore Australia's Physical Activity and Sedentary Behaviour Guidelines, cardiovascular endurance, strength and muscle endurance movements that can be done almost anywhere and anytime, and how to monitor and regulate their effort / intensity. They plan and perform a fitness workout that has been designed for a confined space and evaluate it as an intervention to improve fitness and physical activity levels in their community.	<b>Collection of Work</b>	Part B - Evaluates the intervention to improve fitness and physical activity levels in their community.	Part A - Proposes an intervention to improve fitness and physical activity levels in their community.

