OAKEY STATE HIGH SCHOOL

Whole School Curriculum Plan
2025

(V9.0 Australian Curriculum)

Years 7-10

CONTENTS

SCHOOL INFORMATION AND DATA

Total enrolments	455
Year levels	7 - 12
Student information	ICSEA: 938 Students with a disability: 14.29% Indigenous students: 13.42% EALD students: 4.47% Male students: 45.28% Female students: 54.72%
Staff information	Number of teaching staff: Number of non-teaching staff:
Systemic priorities	**Equity and Excellence** – Realising the potential of every student https://education.qld.gov.au/initiativesstrategies/equityexcellence/Documents/equity-excellence-booklet.pdf • Educational achievement • Wellbeing and engagement • Culture and inclusion
School based priorities	Effective pedagogy Learner behaviours and attendance Quality curriculum
Sources for gathering information and data	Systemic: • NAPLAN • SORD • School Opinion Surveys • Next Step • One School Reports • Nationally Consistent Collection of Data on School Students with Disability School-based: • Formative and summative assessment • Achievement Data • Diagnostic Testing – PAT testing, PROBE • School devised surveys • TrackEd reports • Attendance

THE CURRICULUM AT OSHS IS STRUCTURED IN THE FOLLOWING WAY:

Year level	Term	English	Extension English ◆	Short Course Literacy ◆	Mathematics	Extension Mathematics ♦	Short Course Numeracy ♦	Science	General Science ✦	Applied Science ✦	History	Geography	Economics and Business	Civics and Citizenship	Health and Physical Education	Digital Technologies	DAT ■	TMT ■	Graphics ■	Drama	Media Arts	Music	Visual Arts	Languages (Japanese)
7	1	✓			✓			✓			ROTATION 2 terms	ROTATION 1 term		ROTATION 1 term	✓	ROTATION 1 term	ROTATION 2 terms	ROTATION 2 terms		ROTATION 1 term		ROTATION 1 term	ROTATION 1 term	✓
	2	✓			✓			✓							✓									✓
	3	✓			✓			✓							✓									✓
	4	✓			✓			✓							✓									✓
8	1	✓			✓			✓			ROTATION 2 terms	ROTATION 1 term		ROTATION 1 term	✓	✓	■	■		ROTATION 2 terms	ROTATION 2 terms	ROTATION 2 terms	ROTATION 2 terms	✓
	2	✓			✓			✓							✓	✓	■	■						✓
	3	✓			✓			✓							✓	✓	■	■						✓
	4	✓			✓			✓							✓	✓	■	■						✓
9	1	✓			✓			✓			✓		✓		✓	✓	■	■	■	✓	✓	✓	✓	
	2	✓			✓			✓			✓		✓		✓	✓	■	■	■	✓	✓	✓	✓	
	3	✓			✓			✓			✓		✓		✓	✓	■	■	■	✓	✓	✓	✓	
	4	✓			✓			✓			✓		✓		✓	✓	■	■	■	✓	✓	✓	✓	
10	1	◆	◆	◆	♦	♦	♦	✦	✦	✦	✓		✓		✓	✓	■	■	■	✓	✓	✓	✓	
	2	◆	◆	◆	♦	♦	♦	✦	✦	✦	✓		✓		✓	✓	■	■	■	✓	✓	✓	✓	
	3	◆	◆	◆	♦	♦	♦	✦	✦	✦			✓		✓	✓	■	■	■	✓	✓	✓	✓	
	4	◆	◆	◆	♦	♦	♦	✦	✦	✦			✓		✓	✓	■	■	■	✓	✓	✓	✓	

Legend:

- (pink) Subjects offered as electives
- (black) No achievement standard or content available at this year or band
- ✓ Implementation (teach, assess & report) of subject

- ◆ Implement (teach, assess and report) against Year 10 English achievement standard
- ♦ Implement (teach, assess and report) against Year 10 Mathematics achievement standard
- ✦ Implement (teach, assess and report) against Year 10 Science achievement standard
- ■ Implement (teach, assess and report) against the relevant Year 7-8 and/or Year 9-10 Design and Technologies subject achievement standard

ENGLISH

SEP	**Black Snake** (10 weeks)	**Fair Suck of the Sav'** (10 weeks)	**Community Access** (10 weeks)	**Keep Me Safe** (10 weeks)
	Assessment	Assessment	Assessment	Assessment

Year 7

Persuade Me (10 weeks)	Film Study – Literature as a social construct (10 weeks)	Entertain Me (10 weeks)	Messages in the Media - Advertising (10 weeks)
Students understand and develop writing skills associated with creating and presenting effective persuasive messages. They identify and explore ideas and viewpoints about events and issues in texts drawn from social and cultural contexts and develop their own skills of persuasion when presenting a viewpoint. They understand and explain how the text structures and language features of texts become more complex in persuasive texts and identify underlying structures such as cause and effect, and extended metaphors. They plan, draft, proofread, and edit their writing.	Through an analysis of the representations of the film, students will prepare a personal response in the form of a podcast. Students will learn how to identify the use of film techniques as a means of constructing representations of groups (Australian youth). Students will demonstrate their textual knowledge to inform the listener of the particular representations present in the film.	Students engage with a variety of texts for enjoyment. They read and interpret a range of written texts, exploring imaginative genre, to develop their understanding of how texts are influenced by context, purpose and audience. Students will explore structural and language features. Students will create an imaginative text, in response to the novel, 'Boy Overboard'. Students will develop skills in using complex sentence structure, including embedded clauses, as well as using editing skills to improve vocabulary, spelling, grammar and punctuation.	Students analyse a range of advertising texts (print, AV, digital, social media / influencer culture). They read and analyse a variety of advertising texts to identify and explain language and visual features that are combined to create meaning and to engage and influence an audience. Students demonstrate their textual knowledge and inform the audience about the language and visual features used by the advertiser to persuade their audience. The student evaluates the success of the advertisement in appealing to the target audience.
Assessment – Short Response (Written)	Assessment – Extended Response (Spoken/signed)	Assessment – Extended Response (Written)	Assessment – Extended Response (Multimedia)

Year 8

Narrative – response to stimulus (10 weeks)	Representing Human Experiences – Indigenous Poetry (10 weeks)	Representations of Teens in News Media (10 weeks)	Novel Student – "Lockie Leonard: Human Torpedo" (10 weeks)
Students engage with a variety of texts for enjoyment. They read, comprehend and interpret a range of written texts, exploring both the literary and non-literary text types, to develop their understanding of how texts are influenced by context, purpose and audience. Students will explore structural and language features of narrative texts. Students will create imaginative responses to texts they have read. Students will develop skills in using complex sentence structure, including embedded clauses, as well as using editing skills to improve vocabulary, spelling, grammar and punctuation.	Students will learn about poetry as a vehicle for authors to express their thoughts and feelings about issues – in particular Indigenous Australian authors, who are writing about their thoughts and feelings about issues and events of significance. Students will produce a personal response to a chosen poem that communicates their understanding of the textual structure and language features used in the poem, and the significance of the Indigenous voice in Australia's history.	Students examine news media texts (written and multimodal – television, online, newspapers etc) to understand how texts are constructed and meaning is created to engage and influence audiences. Students explore representations of individuals, groups and events, explaining how text structures and language features of news media texts affect these representations. They examine techniques used by authors to create representations of groups, to position audiences and to privilege particular viewpoints	The study of a novel helps young people develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society. Students will identify the representations of teens within the novel and examine its purpose and appropriateness for today's young adults. They will then construct a persuasive speech indicating the relevance and appropriateness of the novel in a modern educational setting.
Assessment – Extended Response (Written)	Assessment – Extended Response (Multimodal)	Assessment – Extended Response (Multimodal)	Assessment – Extended Response (Written)

Year 9

Australian Identity (10 weeks)	Play text: *The Longest Minute* (10 weeks)	Disney in the 21st Century (10 weeks)	Ethical Issues (10 weeks)
Students will be exposed to a variety of Australian texts, including Indigenous poetry, in order to understand the connection between author and reader as well as the way in which cultural and social representations are constructed. Students will then choose a text from which to manipulate such representations in order to create a short story and elicit a response from readers.	An analysis of the play text 'The Longest Minute' by Robert Kronk will allow students to recognise the representations of identities and concepts through the specific dramatic textual structure and language features. An analytical essay will then be constructed under exam conditions.	Students engage with a range of Disney film, examining the representation of heroes within. An analysis of textual structure and language features will allow students to identify representations of identities and concepts over time. Students will then create a personal response in the form of a podcast communicating their response to a given statement.	Students engage with a variety of texts to examine how ethical issues are represented and how differing perspectives on ethical issues are presented. A variety of documentaries will be analysed to consider how ethical issues and perspectives are presented. Students develop a critical understanding of how language and structural features are used to present a particular point of view and provoke a particular reaction from an audience. The unit will explore real-world issues from local to global contexts, and particularly consider the impact these have on the lives of young people. Students create a persuasive speech for online 'live' segment via social media.
Assessment – Extended Response (Spoken/signed)	Assessment – Extended Response (Written)	Assessment – Examination (Written)	Assessment – Examination (Written)

Year 10

Representations of people and issues in the media (9 weeks)	Novel Study: imaginative transformation (9 weeks) *The Book Thief* OR *The Boy in the Striped Pyjamas/After*	Extension: Interpretations of Shakespeare: *Romeo and Juliet* (9 weeks)	Extension: Representations of issues in poetry (9 weeks)
In this time of 'fake news' the public need to scrutinise what is presented to them in the media in order to be assured the facts are being reported. Media texts come in different forms: online, print and on television and can often contain bias in relation to individuals and/or groups represented within news pieces. Students create a podcast presentation that analyses the representation of an individual or group within one news media article. Students explain how language and visual features of a news media text have been used to create this representation. Students persuade their audience that the representation is either justified or not justified.	Students, as members of the wider Australian community need to hear the stories of war as a human experience. This will assist them to develop knowledge, empathy and its impact on our attitudes and values as a people. Students will read a novel associated with a historically significant armed conflict (World War II), studying the narrative structure, characters and style and themes in the text. Students will write an imaginative transformation, where they re-imagine the existing narrative by retelling an event from the novel from the perspective of a different character. Students must echo the original author's writing style.	Students will explore the representation of key concepts in the interpretation of Shakespeare's famous 'Romeo and Juliet'. They will develop critical understanding of language features and text structures relevant to both Shakespeare's original text and Baz Luhrmann's 1996 film adaptation of the play. Students will construct an extended written piece (assessment) evaluating the construction of key concepts in Baz Luhrmann's interpretation of Shakespeare's original play.	In preparation for year 11 General English, students will develop a deep understanding of the social impact of poetry. Students will explore social issues relevant to modern Australian society and the perspectives and voices represented through poetry, and the impact that has on effecting social change. Students will complete their essay under exam conditions.
Assessment – Extended Response (Spoken/signed)	Assessment – Extended Response (Written)	Assessment – Examination (Written)	Assessment – Examination (Written)
		Core: Teen Representations in Documentaries (9 weeks)	**Core: Representations in non-literary texts** (9 weeks)
		Students will learn about visual language features and text structures and analyse how documentaries utilise these skills to raise awareness about topics and issues. Students will analyse the representation of people, groups and scenarios and identify how the manipulation of these techniques can create positive or negative representations. Students will analyse a documentary text about a young individual/group and evaluate the representations (either positive or negative) of the individual/s within the text, considering how directors manipulate visual language features and text structures to engage audiences and enhance representations.	There are always many voices and diverse opinions on any topic of public interest and often these perspectives are expressed through nonliterary (news articles, blog posts, informational reports) texts. It is important that we are able to understand different kinds of texts and how they are constructed to express different ideas and opinions. Students will explore a pertinent societal issue through a number of non-literary texts, analysing the texts to identify perspectives and representations of concepts, identities and groups. Students will also explore how texts invite the audience to take up positions and how different cultural assumptions, values, attitudes and beliefs underpin texts. Finally, they will examine the ways generic patterns, language features, text structures and conventions communicate perspectives and representations.
		Assessment – Extended Response (Multimodal)	Assessment – Examination (Written)
		Short course in literacy (9 weeks)	**Short course in literacy** (9 weeks)

MATHS

SEP	Cookery Maths (10 weeks)	Ag Maths (10 weeks)	Scavenger Hunt (10 weeks)	Are We There Yet? (10 weeks)
	Assessment	**Assessment**	**Assessment**	**Assessment**

Year 7

Number and Finance (10 weeks)	**Statistics and Probability** (10 weeks)	**Measurement** (10 weeks)	**Algebra** (10 weeks)
Number, fractions, decimals, percentage, index and integers	Plan and conduct statistical investigations involving discrete and continuous numerical data, using appropriate displays. Interpret data in terms of the shape of distribution and summary statistics, identifying possible outliers. List sample spaces for single step experiments, assign probabilities to outcomes and predict relative frequencies for related events. Conduct repeated single-step chance experiments and run simulations using digital tools.	Perimeter, Area (tri parallel), volume (triangles, rectangular prism) and nets Angle properties of triangles and polygons	Formulate, solve and represent algebraic expressions and equations transformations on a plane
Assessment – Examination (Written) & Examination (Written)	**Assessment** – Project (Written) & Project (Written)	**Assessment** – Examination (Written)	**Assessment** – Examination (Written)

Year 8

Measurement (10 weeks)	**Number** (10 weeks)	**Algebra** (10 weeks)	**Space, Statistics & Probability** (10 weeks)
Perimeter, area, capacity & volume of composite shapes, right prisms, triangles and circles. Pythagoras' theorem, irrational numbers and terminating or recurring decimals	Operations with integers and positive rational numbers; exponent laws with positive, integer exponents; time; rates and ratios.	Linear expressions – solve, make, graph and analyse	Sampling, distribution of data, probabilities. Congruency and similarity.
Assessment – Examination (Written)	**Assessment** – Examination (Written)	**Assessment** – Project (Written)	**Assessment** – Project (Written)

Year 9

Statistics and Probability (12 weeks)	**Number and Measurement** (8 weeks)	**Algebra** (9 weeks)	**Space and Trigonometry** (10 weeks)
Compare, analyse and interpret multiple numerical data using summary statistics and the shape of distribution. Compare sets of outcomes, design and conduct experiment for compound events	Recognise and use rational and irrational numbers Apply exponential law Calculate surface area and volume of prisms and cylinders.	Expand Binomials and factorise monic quadratic function. Describe the effect of variation in parameters on functions and relations Determine distance and midpoint of a line segment. Use linear and quadratic functions to solve financial mathematics	Solve problems using ratio, scale, direct proportion and similarity in 2 dimensional situations. Use trigonometry to right angle triangles Apply enlargement transformation of shapes and objects.
Assessment – Project (Multimodal) & Project (Multimodal)	**Assessment** – Examination (Written)	**Assessment** – Project (Multimodal)	**Assessment** – Examination (Written)

Year 10

Statistics and Probability (10 weeks)	**Measurement and Space** (10 weeks)	**Extension: Number and Algebra** (10 weeks)	**Extension: Number and Algebra** (8 weeks)
Focusing on bivariate data, students will plan and conduct statistical investigations using tables and scatter plots. Students will compare the distribution of continuous numerical data using various displays and discuss distributions in terms of centre, spread, shape and outliers. They will analyse inferences and conclusions in the media, noting potential sources of bias. They will apply condition probability to solve problems involving compound events and use digital tools to design and conduct simulations involving conditional probability.	Students will solve measurement problems involving surface area and volume of composite objects. Students apply Pythagoras' theorem and trigonometry to solve practical problems involving right-angled triangles. They identify the impact of measurement errors on the accuracy of results. Students use mathematical modelling to solve practical problems involving proportion and scaling, evaluating and modifying models, and reporting assumptions, methods and findings. They use deductive reasoning, theorems and algorithms to solve spatial problems. Students interpret networks used to represent practical situations.	Students will recognise the effect of approximations of real numbers in repeated calculations. They use mathematical modelling to solve problems involving growth and decay in financial situations, applying linear and exponential functions as appropriate and solve related equations numerically and graphically.	Students interpret and use logarithmic scales representing small or large quantities in applied contexts. They use mathematical modelling to solve problems involving growth and decay in applied situations, applying linear, quadratic and exponential functions as appropriate, and solve related equations numerically and graphically. Students make and test conjectures involving functions and relations using digital tools. They solve problems involving simultaneous linear equations and linear inequalities in 2 variables graphically and justify solutions.
Assessment – Project (Multimodal)	**Assessment** – Project (Written) & Examination (Written)	**Assessment** – Project (Written)	**Assessment** – Examination (Written)
		General: Number and Algebra (10 weeks)	**General: Number and Algebra** (8 weeks)
		Students will recognise the effect of approximations of real numbers in repeated calculations. They use mathematical modelling to solve problems involving growth and decay in financial situations, applying linear and exponential functions as appropriate and solve related equations numerically and graphically.	Students will recognise the effect of approximations of real numbers in repeated calculations. They use mathematical modelling to solve problems involving growth and decay in financial situations, applying linear and exponential functions as appropriate and solve related equations numerically and graphically.
		Assessment –Project (Written)	**Assessment** – Examination (Written)
		Short Course in Numeracy (10 weeks)	**Short Course in Numeracy** (8 weeks)
		Numeracy is considered integral to a person's ability to function effectively in society. To be numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate, they are able to manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning will take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive with a course of study that caters for the prior learning and specific numeracy needs of the students.	Numeracy is considered integral to a person's ability to function effectively in society. To be numerate requires more than being able to operate with numbers: it requires mathematical knowledge and understanding, mathematical problem-solving skills, literacy skills and positive beliefs and attitudes. When students become numerate, they are able to manage situations or solve problems in real contexts such as everyday life, work and further learning. Students are able to identify or locate, act upon, interpret and communicate mathematical ideas and information. They learn to represent these ideas and information in a number of ways. This learning will take place in contexts that are relevant, cooperative, supportive, enjoyable and non-competitive with a course of study that caters for the prior learning and specific numeracy needs of the students.
		Assessment – Project (Multimodal)	**Assessment** – Examination (Written)

Science

SEP	**Science in the Kitchen (Chemistry)** (10 weeks)	**The Environment We Live In (Biology)** (10 weeks)	**Heavenly Bodies (Earth & Space)** (10 weeks)	**Let's Play (Physics)** (10 weeks)
	Assessment	*Assessment*	*Assessment*	*Assessment*
Year 7	**Cycles in Nature (Earth Science)** (7 weeks)	**Classification and Ecosystems (Biology)** (13 weeks)	**Forces and Motion (Physics)** (9 weeks)	**Particle Theory (Chemistry)** (11 weeks)
	Model cyclic changes in the relative positions of Earth, sun, and moon and explain how these cycles cause eclipses and influence predictable phenomena on Earth, including seasons and tides.	Investigate the role of classification in ordering and organising the diversity of life on Earth and use and develop classification tools including dichotomous keys. Use models, including food webs, to represent matter and energy flow in ecosystems and predict the impact of changing the abiotic and biotic factors on populations.	Investigate and represent balanced and unbalanced forces, including gravitational force, acting on objects and relate changes in an object's motion to its mass and the magnitude and direction of forces acting on it.	Use particle theory to describe the arrangement of particles in a substance, including the motion of and attraction between particles, and relate this to the properties of a substance. Use a particle model to describe differences between pure substances and mixtures and apply understanding or properties of substances to separate mixtures.
	Assessment – Investigation (Written)	*Assessment* – Examination (Written)	*Assessment* – Experimental Investigation (Written)	*Assessment* – Examination (Written)
Year 8	**Chemistry** (8 weeks)	**The Rock Cycle and Tectonic Plates (Earth Science)** (10 weeks)	**Cells and Body Systems (Biology)** (10 weeks)	**Energy (Physics)** (10 weeks)
	In this unit, students classify matter as elements, compounds or mixtures and compare different representations of these. These representations include 2-dimensional and 3-dimensional models, symbols for elements and formulas for molecules and compounds. Students compare physical and chemical changes and identify indicators of energy change in chemical reactions.	In this unit students will describe the key processes of the rock cycle and examine how the properties of sedimentary, igneous and metamorphic rocks reflect their formation and influence their use. They will investigate the formation of geological features at divergent, convergent and transform plate boundaries and describe the scientific evidence for the theory of plate tectonics.	In this unit, students will recognise cells as the basic unit of living things, compare plant and animal cells and describe the functions of specialised cell structures and organelles. They will analyse the relationship between structure and function at cell, organ and body system levels.	In this unit, students compare different forms of energy and represent energy transfers and transformations in simple systems. They explore the different types of heat transfer and investigate energy transfers and transformations that power a solar oven.
	Assessment – Examination (Written)	*Assessment* – Investigation (Written)	*Assessment* – Examination (Written)	*Assessment* – Experimental Investigation (Written)
Year 9	**Body Systems and Reproductive Cells (Biology)** (12 weeks)	**Carbon Cycle (Earth and Space Science)** (8weeks)	**Atomic Structure and Radioactive Decay (Chemical Science)** (10 weeks)	**Energy Transfers and Transformations (Physical Science)** (10 weeks)
	Compare the role of body systems in regulating and coordinating the body's response to a stimulus, and describe the operation of a negative feedback mechanism. Describe the form and function of reproductive cells and organs in animals and plants, and analyse how the processes of sexual and asexual reproduction enable survival of the species.	Represent the carbon cycle and examine how key processes including combustion, photosynthesis and respiration rely on interactions between Earth's spheres (the geosphere, biosphere, hydrosphere and atmosphere).	Explain how the model of the atom changed following the discovery of electrons, protons and neutrons and describe how natural radioactive decay results in stable atoms. Model the rearrangement of atoms in chemical reactions using a range of representations, including word and simple balanced chemical equations, and use these to demonstrate the law of conservation of mass.	Use wave and particle models to describe energy transfer through different mediums and examine the usefulness of each model for explaining phenomena. Apply the law of conservation of energy to analyse system efficiency in terms of energy inputs, outputs, transfers and transformations.
	Assessment – Examination (Written) & Examination (Written)	*Assessment* – Investigation (Written)	*Assessment* – Examination (Written) & Examination (Written)	*Assessment* – Experimental Investigation (Written)
Year 10	**General: Forces in Racing Cars (Physics)** (10 weeks)	**General: Genetics and Evolution (Biology)** (10 weeks)	**General: Periodic Trends and Chemical Reactions (Chemistry)** (10 weeks)	**General: Astronomy and Climate Changes (Earth Science)** (10 weeks)
	Students will apply the Laws of motion and Force to increase the aerodynamics and speed of a 1 in 10 remote control car. They will build a spoiler or attachment to go on the body (or use different car bodies) via 3D software, Tinkercad, to scientifically prove how that attachment has increased the speed and acceleration of the remote control car. Students will collect data by filming their car in motion and produce mathematical models via the software Loggerpro.	In this unit students will explore the transmission of heritable characteristics form one generation to the next involves DNA and genes. They will determine the difference between Mitosis and Meiosis. Students will explore the theory of evolution through the processes of natural selection (including artificial selection) and how this determines the diversity of living things. They will use the fossil record as evidence of evolution, chemical and anatomical similarities and geographical distribution of species.	Students in Year 10 chemistry will build on their knowledge of atomic structure by examining how the spectroscope has led to further development and refinement of the structure of the atoms and they will apply this to construct Bohr models of different atoms. They will analyse chemical and physical data to identify and explain why elements are placed in their position on the periodic table. Students will then use their knowledge of periodic trends and relate to valence electrons and formation of ionic, covalent and metallic bonds. Their knowledge of bonding and valence electrons will then be used to identify patterns in synthesis and displacement reactions and investigate the factors that affect reaction rates.	In this Unit students will investigate the interactions and classification of different stars and galaxies, leading to a comparison of three different theories on how the Earth came into existence. They will then use models of energy flow between the geosphere, biosphere, hydrosphere and atmosphere to explain patterns of global climate change.
	Assessment – Experimental Investigation (Written)	*Assessment* – Examination (Written)	*Assessment* - Examination (Written)	*Assessment* - Investigation (Written)
	Applied: Heredity and Natural Selection (Biology) (10 weeks)	**Applied: Climate Change and Sustainability (Earth Science)** (10 weeks)	**Applied:** (10 weeks)	**Applied:** (10 weeks)
	Practical Project: Fact Sheet on the Genetics and Natural Selection of an animal or plant in the Agricultural sector. Students choose an Australian Agricultural animal or plant to: *Describe ideas and phenomena in relation to genetics and natural selection to produce the current animal / plant so it survives and produces offspring with better characteristics *Select a procedure to follow to present the information as a fact sheet. *Analyze information in relation to genetics and natural selection to decide which characteristics were they breed for in the past * Interpret information in relation to genetics and natural selection * Evaluate the effectiveness of the animal / plant for maximum yield in the Australian climate. *Make recommendations for future breeding of the animal / plant to improve it's survival rate or maximum yield.	Students will analyse two sets of data to identify patterns that are occurring due to climate change and predict what could be causing the trend in the data. They then use the design process to produce an item that can be reused, recycled or repurposed		
	Assessment – Practical Project (Written)	*Assessment* – Collection of work (Multimodal)	*Assessment* –	*Assessment* –

HPE

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Band	Year	Unit 1	Unit 2	Unit 3	Unit 4
Band 7-8	**Year 7**	**Adolescence** (10 weeks) In this unit, students 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 explore the development of self-values and beliefs, and address increase in adult expectations as they transition towards independence. Students examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They investigate, evaluate and recommend strategies and resources to manage a variety of changes during adolescence. **Assessment** – Examination (Written)	**Drug Awareness** (10 weeks) In this unit, students 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 explore the development of self-values and beliefs, and address increase in adult expectations as they transition towards independence. Students examine the benefits of diversity and the impact of social inclusion on wellbeing during the adolescence transition. They investigate, evaluate and recommend strategies and resources to manage a variety of changes during adolescence. **Assessment** – Investigation (Multimodal)	**Skill Acquisition** (10 weeks) In this unit, students explore concepts related to motor learning and skill acquisition. They will apply these concepts to their physical performance in an aerobic activity. Students will need to understand the requirements of performing skills in their chosen activity and how they can improve through self-analysis and feedback. **Assessment** – Project (Multimodal)	**Nutrition** (10 weeks) In this unit, students will investigate nutrition information strategies that enhance their own and others' health and wellbeing. 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 and promote the health and wellbeing of individuals and others. **Assessment** – Examination (Multimodal)
	Year 8	**Get your Motor Running** (10 weeks) In this unit students will explore the concept of fitness as it relates to lifelong physical activities as an indication of general health and wellbeing. The concepts of specific and sport related fitness will be explored and applied to a variety of physical activities. The need to understand fitness components and training principles and their importance to improve fitness outcomes through training sessions. **Assessment** – Investigation (Written)	**Decision Making** (10 weeks) 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 propose and implement an action to communicate information about the drugs and alcohol to enhance their own, others and community health safety and wellbeing. **Assessment** – Examination (Written)	**Adolescent Relationships** (10 weeks) In this unit, students explore respectful relationships with peers and how to conduct these relationships in life and online. They explore bullying, its effect on adolescents and seeking help. **Assessment** – Examination (Written)	**The Skilled Performer** (10 weeks) In this unit, students explore the concepts related to motor learning and skill acquisition. They will apply the concepts to a physical performance in swimming or aerobics. They need to understand the types of skills involved, the stages of learning they are at and suggest how they can improve through types of practice. **Assessment** – Project (Multimodal)
Band 9-10	**Year 9**	**Safety in sport and society** (10 weeks) In this unit, students investigate and refine their understanding of sun safety, water safety and first aid to contribute to and promote individual and community health and wellbeing. Students devise and justify health strategies to enhance their own health and wellbeing. Students have opportunities to participate in a range of physical activities to refine specialised movement sequences from different and challenging environments. They have the opportunity to analyse and evaluate movement strategies to enhance movement outcomes from authentic environments. **Assessment** – Examination (Written)	**Sexual health, drug awareness and ethical behaviour** (10 weeks) In this unit, students investigate and refine their understanding of sexual health, drug health and ethical behaviour including consent to contribute to and promote individual and community health and wellbeing. Students devise and justify health strategies to enhance their own health and wellbeing. Students have opportunities to participate in a range of physical activities to refine specialised movement sequences from different and challenging environments. They have the opportunity to analyse and evaluate movement strategies to enhance movement outcomes from authentic environments. **Assessment** – Examination (Written)	**Online/Offline Wellbeing** (10 weeks) In this unit, students investigate and refine their understanding of gender role stereotypes and ethical behaviour. Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students have opportunities to participate in a range of physical activities to refine specialised movement sequences from different and challenging situations. They have the opportunity to adapt and transfer movement strategies to unfamiliar situations and apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. **Assessment** – Investigation (Multimodal)	**Indigenous Games** (10 weeks) In this unit, students investigate and refine their understanding of Indigenous Culture and Indigenous Games. Students evaluate how attitudes, beliefs and respect around Indigenous Culture. Students have opportunities to participate in a range of physical activities to refine specialised movement sequences from different and challenging situations. They have the opportunity to adapt and transfer movement strategies to unfamiliar situations and apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. **Assessment** – Project (Multimodal)
	Year 10	**Energy, fitness and training** (10 weeks) In this unit, students investigate and refine their understanding of energy systems, fitness components, training methods and principles, and how these are used to guide training program development in order to contribute to and promote individual and community wellbeing. Students analyse and synthesise data to design training sessions that improve the health, fitness and wellbeing of themselves and apply knowledge of fitness components, training methods and principles and energy systems. Students have opportunities to participate in a range of physical activities to refine specialised movement sequences and strategies from different and challenging environments. They have the opportunity to analyse, evaluate and justify training and movement strategies to enhance movement outcomes. **Assessment** – Project (Written)	**Gender role stereotypes and ethical behaviour** (10 weeks) In this unit, students investigate and refine their understanding of gender role stereotypes and ethical behaviour. Students evaluate how attitudes and beliefs about equality, respect, diversity and inclusion influence the nature and quality of relationships. Students have opportunities to participate in a range of physical activities to refine specialised movement sequences from different and challenging situations. They have the opportunity to adapt and transfer movement strategies to unfamiliar situations and apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. **Assessment** - Examination (Written)	**Sport Psychology** (10 weeks) In this unit, students evaluate and refine their performance in Touch Football based on sport psychology principles. Students have opportunities to learn and acquire a range of Touch Football specific movement strategies in different and challenging situations. They have the opportunity to adapt and transfer movement strategies to unfamiliar situations and apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. **Assessment** - Project (Multimodal)	**Biomechanics** (10 weeks) In this unit, students evaluate and refine their performance in Badminton based on biomechanical principles. Students have opportunities to learn and acquire a range of badminton movement strategies to apply in different and challenging situations. They have the opportunity to adapt and transfer movement strategies to unfamiliar situations and apply and evaluate leadership approaches, collaboration strategies and ethical behaviours across a range of movement contexts. **Assessment** - Project (Multimodal)

Humanities

SEP	**My Place (History)** (10 weeks)	**The Gods of Rome (History)** (10 weeks)	**Beautiful Biomes** (Geography) (10 weeks)	**Caught & Court** (Civics & Citizenship) (10 weeks)
	Assessment	Assessment	Assessment	Assessment
Futures Program	**My Place (History)** (10 weeks)	**The Gods of Rome (History)** (10 weeks)		
	Assessment	Assessment	Assessment	Assessment

Year 7	**Australia's Constitution** (Civics & Citizenship) (8 weeks) In Year 7, students study the key features of democracy and Australia's federal system of government and explore how values shape our democracy. Students learn about the key features and principles of Australia's legal system. They look at how the rights of individuals are protected through the legal system, which aims to provide justice. Students also explore how Australia's secular system of government supports a diverse society with shared values that promote community cohesion. Assessment – Examination (Written)	**Water in the World** (Geography) (7 weeks) This unit focuses on the many uses of water, the ways it is perceived and valued, and the hazards associated with environmental processes. Students examine the distribution of its different forms as a resource, its varying availability in time and across space, and its scarcity. They also explore the ways water connects and changes places as it moves through the environment, and the impact of water-related hazards on human-environment relationships. It is suggested that the study of this topic draws on studies from Australia and countries in Asia. Assessment – Examination (Written)	**Place & Liveability** (Geography) (7 weeks) This unit focuses on the factors that influence liveability, how it is perceived, and the idea that places provide us with the services and facilities needed to support and enhance our lives. Students examine the distribution of these spaces, and how they are planned and managed by people. They also consider the ways that the liveability of a place is enhanced and how sustainability is managed. It is suggested that study of this topic draws on studies from Australia and countries in Europe Assessment – Project (Written)	 Assessment –

Year 8	**Australian Politics** (Civics & Citizenship) (8 weeks) In Year 8, students understand how citizens can actively participate in Australia's political system, the role and impact of elections, and the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity, and how this contributes to active citizenship. Inquiry questions provide a framework for developing students' knowledge, understanding and skills. The following inquiry questions are examples only and may be used or adapted to suit local contexts: • What is the role and impact of elections and political parties in Australian democracy? • How can citizens shape and influence Australia's political system? • How are laws made and applied in Australia? • What different perspectives are there about national identity? Assessment – Project (Multimodal)	**Landforms & Landscapes** (Geography) (7 weeks) '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. Assessment – Examination (Written)	**Changing Nations** (Geography) (7 weeks) '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. Assessment – Investigation (Multimodal)	 Assessment -

Year 9	 Assessment –	 Assessment -	 Assessment –	 Assessment –

Year 10	**World War II (History)** (10 weeks) Students investigate the significance of wartime experiences through a study of World War II in depth. This includes a study of the causes, events, outcome and broader impact of the conflict as an episode in world history, and the nature of Australia's involvement. Assessment – Project (Written)	**Building Modern Australia (post-1945) (History)** (10 weeks) Students investigate developments post World War II, including Cold War international relations. Students also develop an understanding of related historical themes of the post-World War II world and how they relate to Australia, such as the major rights and freedom movements globally, and the achievement of independence by former colonies, both of which contributed to Australia's migrant experience. Assessment – Investigation (Written)		.

THE ARTS - Drama

Band 7-8	**Year 7**	**The Elements of Drama** (10 weeks) Students will be introduction to and explore the Elements of Drama through practical drama games and activities as well as though theoretical learning and note taking before demonstrating said knowledge in two different formats. Students will demonstrate their level of understanding through the presentation of a prewritten monologue or duologue performance to a live audience of their peers. Students will also demonstrate their knowledge and understanding of the Elements of Drama through written paragraph responses evaluating professional and no-professional drama performances. **Assessment** – Performance (Practical) & Short Response (Written)			
	Year 8	**Improvisation** (8 weeks) Students will explore the dramatic conventions associated with Improvisation, while developing performance and self-reflective skills. Students will view, reflect and evaluate improvised theatre in a range of different forms. **Assessment** – Performance (Practical) & Short Response (Written)	**Melodrama** (12 weeks) Students will explore the dramatic conventions of Melodrama to respond to professional and make their own dramatic pieces. Learn about and identify Melodrama conventions within written and live-recorded drama performances. Identify the and analyse the effectiveness of how the Elements of Drama as well as Melodrama conventions have been manipulated within a dramatic piece to engage chosen demographic. Read, review and dissect a pre-written script and join in classroom discussions how an America Melodrama Comedy script could be adapted for an Australia audience. Learn and rehears a pre-written Melodrama script in small ensembles to preform before a live audience of their peers. **Assessment** – Performance (Practical) & Short Response (Written)		
Band 9-10	**Cycle B**	**'Archetypes and Slapping Fights'** – Commedia del Arte, Comedy and Improvisation (8 weeks) Improvisation as a dramatic skill will be combined with an exploration of Commedia dell'arte in this unit. Students will commence the unit working on ensemble skills and establishing working and cooperative relationships with other students. Students will explore Commedia as a theatrical style, discovering its historical context and conventions. Analysis and evaluation of Commedia performance by others will be supplemented by analysis and evaluation of their own performance work with a focus on the applications of the elements of drama to create dramatic action and meaning. Students commencing the study of Drama in Year 9 will be introduced to the dramatic languages: the elements of drama, skills of drama and conventions of styles and forms while Year 10 students will continue to consolidate their knowledges, and skills. **Assessment** - Performance (Practical) & Extended Response (Written)	**'The Stories of Us'** – Australian Theatre and Drama (15 weeks) Australian theatre and drama is the focus of this unit. Students will explore the history of theatre arts in Australia, the place it occupies in contemporary society and how Australian life and identities have been expressed through drama. This unit includes a focus on Indigenous theatrical traditions and contemporary practices. Students will watch an Australian theatre performance and respond applying analysis and evaluation skills. As a class students will study an Australian play and in small groups, choose Students will also choose an extract from the studied play to direct in a workshop, applying the skills of directing. **Assessment** – Project (Practical) & Extended Response (Written)	**'Exploring Issues Through Drama'** – Realism and Verbatim Theatre (15 weeks) Realism as one of the most prevalent dramatic styles and this unit explores the philosophical and theoretical foundations and its place in the theatrical cannon. Students will focus exploration on Stansilavski's method and theories of acting as the foundational method for realistic acting. Furtherto realism, students will work with Verbatim theatre and explore it's stylistic links to realism and its philosophical links to community and political theatre. Students will undertake a two-part project wherein they will firstly study and then perform an extract from a Realism play, and secondly develop a verbatim theatre script on a topic or idea inspired by their performance. **Assessment** – Performance (Practical) & Project (Practical or Multimodal)	

THE ARTS – Media Arts

Band 7-8	**Year 7**	Assessment	Assessment	Assessment	Assessment
	Year 8	**Identity & Community** Students will explore the concept of 'Identity & Community' through an analysis of media arts representations that communicate information to an individual. They will develop their knowledge of digital art conventions, concepts and how they are being positioned through multiple communication technologies. Students will do this in purposeful and creative ways that manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. **Assessment** – Short response (Written) & Project (Practical)	**Identity & Business Branding** (10 weeks) Students will explore the concept of 'Identity & Community' through an analysis of media arts representations that communicate information to a group of people through a business worldview. They will develop their knowledge of digital art conventions, concepts and how they are being positioned through multiple communication technologies. Students will do this in purposeful and creative ways that manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. **Assessment** – Project (Multimodal) & Project Multimodal)		

Band 9-10	**Cycle B**	**Australian Film and Television** (10 weeks) Students will examine and analyse concepts that are directly linked to Australia. Including stereotypes, identity and unique conventions of Australian film and television. Students will use these concepts to create a multimodal presentation that investigates the relationships created through Australian identity. Students will use segments of Australian television to help identify representations of Australia. **Assessment** – Extended response (Multimodal)	**Australian Film and Television** (10 weeks) Students will design and structure Australian film and television content that communicates idea and perspectives of Australia In order to achieve this, students should apply production processes and use media arts concepts to construct representations of Australia through mediums they have previously observed. Students should include all elements of miseen-scene, camera work, sound to present these perspectives and ideas. **Assessment** – Project (Multimodal)	**Australian Marketing** (10 weeks) Students will be able to examine how the technical and symbolic elements in Australian advertising evoke a personal response in target audiences. They will evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations of targeted audiences and engage them in content and product consumption. **Assessment** – Extended response (Written)	**Australian Marketing** (10 weeks) Students will use camera work, editing, sound and other learned media technologies to produce tourism media content linked to Australiana. Students should use media arts processes that develop representations of Australian identity which intends to lure international tourists to Australia. **Assessment** – Project (Multimodal)

THE ARTS – Music

Band	Year				
Band 7-8	Year 7	**Beats from the Box** (10 weeks) In this unit, students will explore music as an art form through listening, composing and performing. As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Students undertaking this unit of study will be focusing on the basic foundational requirements in music, with a focus on rhythm and notation reading and writing. Students will also develop aural skills, focusing on the differences in rhythm and pitch. **Assessment** – Project (Written) & Performance (Practical)	**Assessment**	**Assessment**	**Assessment**
	Year 8	**Rock'n'Rhythm** (20 weeks) In this unit, students investigate the elements of music and how they are manipulated by composers to achieve a desired effect. Students make and respond to music independently. They explore music as an art form through listening, composing and performing. As they make and respond to music, students explore meaning and interpretation formed through elements of music including rhythm, pitch, dynamics and tempo, texture, instrumentation and structure. Students undertaking this unit of study will be focusing on the basic foundational requirements in music, with a focus on rhythm and notation reading and writing. Students will also develop aural skills, focusing on the differences in rhythm and pitch. **Assessment** – Examination (Written), Project (Written) & Performance (Practical)	**Assessment** –	**Assessment**	**Assessment**

Band	Year				
Band 9-10	Year 9	**Assessment**	**Assessment**	**Assessment**	**Assessment**
	Year 10	**Assessment**	**Assessment**	**Assessment**	**Assessment**

THE ARTS – Visual Art

Band 7-8	**Year 7**	**Morphed Creatures** (10 weeks) Art and nature have been connected since the beginning of human existence and the history of art. Art takes inspiration from nature and evolves with nature, providing an opportunity for artist and audiences to examine and develop a greater appreciation of their environment. In this unit, students develop an awareness of fauna in their environment as they capture significant information to represent meaning, communicate a perspective and express ideas through their artwork. We share the world with millions of animals, some are familiar and seen every day, and some are unfamiliar or rare. Students explore how artist capture observations of animals. Through investigation and analysis, students learn how a range of Australian artist, including First Nations Australian artist from Asian, use visual language to observe the details of animals and to communicate their own perspectives and ideas. Students develop a mini folio of 2D artworks to represent their interpretation of a hybrid/morphed creature using visual language to observe and capture the natural world and communicate their experimentation through drawing while creating a 3D model of their morphed creature. **Assessment** – Project (Practical) & Short response (Written)	**Assessment**	**Assessment**	**Assessment**
	Year 8	**My Face, My Place** (20 weeks) In this unit, students explore how visual artists communicate ideas about identity and culture across times, places, and contexts. Through analysis of diverse artworks, including those by First Nations Australian artists, students examine how visual conventions, processes, and materials are manipulated to convey meaning and perspectives. Students develop their own visual arts practice by generating and documenting ideas that reflect their personal and cultural identities. They experiment with a range of 2D techniques and processes, such as drawing, painting, and mixed media, to create resolved artworks. Emphasis is placed on respectful engagement with diverse cultural practices and protocols when responding to or drawing inspiration from artworks. By reflecting on their work and that of others, students refine their skills and deepen their understanding of art as a tool for storytelling and self-expression. The unit concludes with students curating and presenting their artworks, showcasing how identity and culture can be expressed visually to engage audiences. **Assessment** – Short response (Written), Project (Other), Project (Practical)			

Band 9-10	**Cycle A**	**Personal Australian Identity: Who am I?** (20 weeks) Students will explore the concept of 'My Australian identity' through an investigation of a range of Australian artists that focus on traditional and contemporary Australian representations. They will develop their knowledge of compositions, layering, elements and principles of design, visual arts processes and a range of 2D materials; including drawing, photography, photomontage, multimedia, collage and painting. Students will do this in purposeful and creative ways that are informed by their engagement with the work of traditional and contemporary visual artists and visual arts practices. **Assessment** – Extended response (Written), Project (Practical) & Project (Multimodal)	**World's Time Capsule: Who are we?** (20 weeks) Students will explore the concept of 'Who are we?' through an investigation of a range of artists and art movements that focus on the macro understanding of human identity and cultural representations. They will develop their knowledge of compositions, elements and principles of design, visual arts processes and a range of 2D and 3D materials; including drawing, time-based mediums, photography, sculpture, multimedia, collage and printmaking. Students will do this in purposeful and creative ways that are informed by their engagement with the work of traditional and contemporary visual artists, visual arts practices and arts spaces global contexts. **Assessment** – Extended response (Written), Project (Practical) & Project (Multimodal)	**Assessment**	**Assessment**

Technology – Design Technologies (DAT)

Band 7-8	**Year 7**	**Cookie Crumbles** (8 weeks) This unit will focus on introducing the student to the kitchen environment and how to act using safe and hygienic practices. Students get the opportunity to develop and practices a variety of food preparation techniques. The unit also introduces students to healthy eating frameworks, the design process and explores the essential nutrients to allow the students to make informed nutrition decisions. Students will apply their nutritional knowledge in practical learning experiences, making connections to the theory taught in class to creating nutritious meals and experimentations. **Assessment** – Project (Practical)	**Sew Unique** (8 weeks) The essential question for the unit - How do we design and produce a textile product using available resources? In this unit students will be given the opportunity to explore the world of the "Ugly Doll" - a world where weirdness is celebrated, strangeness is special, and beauty is embraced as more than meets the eye. Individually, students will develop the confidence to make decisions about the process and solutions of making their own Ugly Doll. Students will develop knowledge and understanding about the characteristics and properties of a variety different types of fabrics and textile materials. They will then use this learning to determine the materials, components and production processes they will use to produce their own ugly doll. Students will independently document a project management plan to ensure that they will produce their own Ugly Doll safely. **Assessment** – Project (Multimodal)	**Assessment** –	**Assessment** –

	Year 8	**Food for Health** (8 weeks) In this unit students will develop an understanding of factors influencing design of products. Students will engage with AGHE and produce quality, safe and nutritious food items, using a range of food preparation tools, equipment and techniques. **Assessment** – Examination (Written)	**Oz Harvest Feast** (12 weeks) Students will learn about the benefits of healthy eating, food waste prevention, and the vital role we can play in protecting our planet and creating a sustainable future. Students will learn how to prepare and cook nutritious food, using the Australian Dietary Guidelines to highlight the health benefits of consuming different types of food per week for their age group and others and how to use food hygiene and safety practices when cooking food. They will design and create recipes that focus on healthy eating, avoiding food waste and describe how the characteristics and properties of food determine preparation techniques and presentation when designing solutions as evidence of their learning. The unit includes 10 x one-hour theoretical lessons and 9 x one-hour supporting practical lessons. **Assessment** – Project (Written & Practical)	**Designer Textiles – Techniques & Embellishments** (10 weeks) In this textile's unit, students will: • investigate how fabrics are made and become aware of the many occupations that are involved in the textile industry • investigate the different characteristics of fabrics and how this influences their end use • have the opportunity to expand their practical sewing skills with practical sewing every week **Assessment** - Examination (Written)	**Pyjamas with Pizazz** (10 weeks) In this textiles unit students will: • investigate improvements in technology that have led to the development of smart fabrics and their uses. • expand their skills with the practical use of textiles when making the elastic waist shorts. • consider sustainability with the use of "left over" fabric from making their shorts. **Assessment** – Project (Written & Practical)

Band 9-10	**Year 9**	**Designer Hoodie** (12 weeks) Produce a hoodie using the overlocker and design a logo using digital technology to attach and create a unique product **Assessment** – Project (Written & Practical)	**The Art and Science of Baking** (8 weeks) Using the design process and skill develop to produce a variety of novelty cakes **Assessment** – Project (Written & Practical)	**Good Foods, Great Health** (18 weeks) Students will gain knowledge of overview of nutrition in relation preventative health measures. They will increase skills development in the kitchen. Use knowledge and understanding of nutrition and sustainability to produce a nutritious food item suitable for sale at a school event. **Assessment** – Examination (Written) & Project (Written & Practical)

	Year 10	**Food Trends** (18 weeks) The human need for social connection is one reason why grazing tables are trending. Grazing tables encourage social interaction since they are often the focus of a gathering, a shared place where guests can chat, connect and interact. What sets grazing tables apart from a typical platter, is their aesthetic appeal. It is what makes them so frequently shared on social media and explains why the tag 'grazing table' has over 924,000 posts on Instagram alone. The colours, tastes and variety of ingredients on a grazing table convey a welcoming sense of generosity helping guests to feel valued and appreciated. Grazing tables help reflect the theme, decor and styling of an event and their visual appeal makes them the perfect muse for food photography. Through this lens, student investigate ingredients, equipment, techniques and processes used to design, prepare and present a grazing platter for a client. Through research of food properties and existing solutions, and by exploring how social media can be used as a platform to source and share recipes within an online community, student safely experiment with food preparation techniques and processes. Students use their developed knowledge and understanding of food properties to independently and collaboratively design, manage, safely produce and serve a grazing platter to a client. In designing the food service, they respond to design criteria that include a target audience and dietary requirement. **Assessment** – Project (Written or Multimodal)	**Upcycled Design** (16 weeks) The 'throw away culture has created an avalanche of cheap clothing being discarded at an alarming rate. To create a more sustainable way of living consumers need to reduce, reuse and recycle valuable textile resources. You have identified a market need to provide quality products made from pre-loved clothing. The products you create must be suitable to be sold at a local Marker's Market and appeal to teenagers. As a new business you will also be required to develop a brand logo that reflects your sustainability concerns and desire to upcycle pre-loved clothing. You are then required to construct a product by deconstructing an article of pre-loved clothing and following a commercial pattern and instruction sheet. You will have 14 weeks to complete your brand logo and product. Your product must be at least 80% recycled materials and cost less than $20 to produce. You must ensure the choice of item matches your skill level, interests and allows you to demonstrate your best work. Some items you might consider making are: bucket hats, duffle bags, cushion covers, rug/mat, journal cover, pencil holders. You will need to negotiate and obtain approval from your teacher for your final chosen item before you commence production. **Assessment** – Project (Written or Multimodal)	

Technology – Design Technologies (Graphics)

Band 7-8	**Year 7**						
		Assessment –		Assessment –		Assessment –	Assessment –
	Year 8						
		Assessment –		Assessment –		Assessment	Assessment

		Space Savers (10 weeks)	Puzzle play (10 weeks)	Zombie time (10 weeks)	Bug out (8/10 weeks)
Band 9-10	**Cycle A**	Students are introduced / extended in Inventor software. Students will explore, research and design storage ideas to send selected equipment to the international space station. Using inventor software to present ideas.	Students will investigate the properties of plastic involving 3D printing. Students explore the incredible world of 3D puzzles, design a puzzle, building the puzzle using Inventor software and the 3D printer.	Students explore basic human needs for survival. Students design a Zombie Bunker, to set constraints for the survival for a selected number of people for a set length of time. Students use the "Revit" software to present their individual design.	Students explore electrical circuits to control a motorised device. Students design the bug body using the Inventor software. Students transfer data from different software platforms to laser cut components. They assemble, test, analyse results making improvements for a preferred future. Battle of the Bugs
		Assessment – Investigation (Multimodal)	**Assessment** – Project (Multimodal)	**Assessment** – Investigation (Multimodal)	**Assessment** – Project (Multimodal)

Technology – Design Technologies (TMT)

Band 7-8	**Year 7**	**Pencil Pocket** (13 weeks) Students will investigate the properties of construct of timber while building pencil case with a sliding plastic lid. They will develop woodworking skills crafting joints, using workshop tools and adapting plastic for a purpose. Student will develop an understanding of digital software *(Inventor) to create a workshop drawing to build their case from and an engraved image for their case base (plywood). **Assessment** – Project (Practical)		**Making Cuts** (7 weeks) Students will investigate the properties of metal and sheet metal to construct a standard cookie cutter and design an individual cutter. They will develop the folding, bending and shaping skills during the construction process, while designing element of the final project. **Assessment** – Project (Multimodal)		**Assessment** –	**Assessment** –
	Year 8	**Stack-Up** (10 weeks) Students will construct a letter holder frame from a plan. They will use CAD to design the letter holder body and laser cut the materials to complete the project. **Assessment** – Project (Multimodal)		**Flip and slide** (10 weeks) Students will investigate the properties of metal and sheet metal to construct a spatula and dust pan. They will develop the folding, bending and shaping skills during the construction process, while designing elements of the final project. **Assessment** – Investigation (Multimodal)		**Assessment**	**Assessment**

Band 9-10	**Year 9**	**Folding camp stool** (8 weeks) Students create a folding camp stool out of dressed pine. The camp stool is teacher directed following specified plans. **Assessment** – Project (Practical)		**Cutting the bill – electronics** (12 weeks) Students investigate and make judgements on how design can be energy efficient. Students look at sustainable materials, electrical systems and use tools and equipment to design a solution. They will be challenged to explore how material properties can be manipulated and combine technology processes and production skills. **Assessment** – Project (Multimodal)		**Taming the tools** (10 weeks) Students manufacture a carry-all toolbox from provided Galvanised sheet metal and specified plans. Students will versatile the toolbox by designing and manufacturing additional compartments. **Assessment** - Project (Practical)	**Design a solution** (9 weeks) **Assessment** – Project (Practical)
	Year 10	**Tool of the trade** (20 weeks) Students will construct a metal toolbox and complete associated activities – procedure, identification of risks and evaluate the completed project. This project includes designing personalized compartments, trays, and/or dividers for efficient tool organization and/or mobility features. Students gain hands-on experience in optimizing tool storage and mobility, fostering creativity and problem-solving skills while ensuring their toolbox tools are readily accessible and portable. **Assessment** – Project (Multimodal) & Project (Practical)		**Launching into engineering** (8 weeks) This unit offers a multidisciplinary approach, combining physics (force and motion), engineering, history, and teamwork, providing students with a comprehensive educational experience while they create catapults. Students will engage in the engineering design process by brainstorming, prototyping, and refining catapult designs to meet specific objectives, such as range or accuracy. Students will encounter critical thinking and problem-solve design challenges in optimizing their catapults for desired outcomes. **Assessment** – Project (Multimodal)		**Coffee Couture: Coffee table room centrepiece** (12 weeks) Students will construct a timber coffee table and complete associated activities – dimensioned drawing, costing sheet, tools and equipment list, criteria for success and procedural stages. Student's design, analyse, evaluate and produce alterations to their table to suit their needed / chosen items. Evaluation of processes, skill level, interest and final product. **Assessment** – Project (Multimodal)	

Technology – Digital Technologies

Band 7-8	**Year 7**	**Digital Technologies** (10 weeks)			
		This unit is to introduce the students to a deeper understanding and knowledge of digital systems and technologies. They will explore many aspects including process and production skills. **Assessment** – Project (Multimodal) & Project (Multimodal)			
	Year 8	**Game making – Platformer obstacle game** (10 weeks)	**Website design** (10 weeks)	**Our data** (10 weeks)	**Robotics** (10 weeks)
		Throughout this term, you have developed an understanding and skills in computational thinking and creating digital solutions via the modular programming language in the Scratch program. By creating a variety of different game types, you have had the opportunity to: • Define the requirements of a game; • Plan the logical sequence of events in the game (all the time visualising the final product); • Sketch a design of the game (with annotations); • Synthesise acquired or self-created digital resources; • Create games and manipulate the programming; • Test and receive feedback; • Evaluate the results and then make final changes in order to produce the best game possible.	Students use XHTML to design and build a functional website. • generate, modify, communicate and evaluate alternative designs • evaluate existing and student solutions against the design criteria, user stories and possible future impact • select and use a range of digital tools efficiently, including unfamiliar features, to create, locate and communicate content, consistently applying common conventions	• Students acquire, interpret and model data with spreadsheets. • acquire, store and validate data from a range of sources using software, including spreadsheets and databases • analyse and visualise data drawing conclusions and make predictions by identifying trends • model and query the attributes of objects and events using structured data • investigate and manage the digital footprint existing systems and student solutions collect and	Students will use PYGAME to create a short program around Cyber Security
		Assessment – Project (Multimodal)	**Assessment** – Project (Multimodal)	**Assessment**- Project (Multimodal)	**Assessment** - Project (Multimodal)

Band 9-10	**Cycle A**	**Digital Image Design** (10 weeks)	**Game Design** (10 weeks)	**Digital networks and security** (10 weeks)	**Virtual reality** (10 weeks)
		Students learn how to create and manipulate digital images.	Students design a game using algorithms and object-oriented programming.	Students explain how digital systems manage, control and secure access to data; and model cyber security threats and explore a vulnerability.	Students use advanced features of digital tools to create interactive content, and to plan, collaborate on, and manage agile projects.
		Assessment - Project (Multimodal)	**Assessment** - Project (Multimodal)	**Assessment** – Investigation (Multimodal)	**Assessment** - Project (Multimodal)

BALANCE AND COVERAGE OF GENERAL CAPABILITIES AND CROSS-CURRICULUM PRIORITIES ACROSS 7-10

General Capabilities
Critical & Creative Thinking **(C&CT)**   Digital Literacy **(DL)**   Ethical Understanding **(EU)**   Intercultural Understanding **(IU)**   Literacy **(L)**   Numeracy **(N)**   Personal & Social Capability **(P&SC)**
Cross Curriculum Priorities
Aboriginal & Torres Strait Islander Histories Cultures **(A&TS)**   Asia & Australia's engagement with Asia **(A&A)**   Sustainability **(S)**

Year	Subject		UNIT 1 C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S	UNIT 2 C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S	UNIT 3 C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S	UNIT 4 C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S
Year 7	English		✓				✓						✓	✓			✓										✓			✓	✓		✓	✓			✓					
	Mathematics		✓				✓	✓					✓	✓			✓	✓					✓				✓	✓					✓				✓	✓				
	Science						✓	✓		✓	✓					✓	✓	✓				✓					✓	✓				✓					✓	✓				
	HPE				✓		✓	✓	✓					✓			✓	✓	✓					✓			✓	✓								✓	✓	✓		✓		
	Civics & Citizenship				✓	✓	✓		✓	✓																																
	Geography		✓		✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓																				
	History																																									
	The Arts — Drama		✓	✓	✓	✓	✓		✓	✓																																
	The Arts — Music		✓				✓	✓	✓																																	
	The Arts — Visual Art		✓		✓	✓	✓	✓	✓	✓	✓	✓																														
	Design & Technologies — DAT		✓	✓			✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓			✓																				
	Design & Technologies — TMT		✓	✓			✓	✓				✓	✓				✓	✓	✓			✓																				
	Digital Technologies		✓	✓			✓	✓																																		
Year 8	English		✓	✓		✓	✓		✓	✓			✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			✓	✓			✓		
	Mathematics			✓			✓	✓									✓	✓									✓	✓									✓	✓				
	Science		✓				✓	✓					✓	✓			✓	✓		✓			✓		✓	✓	✓	✓	✓				✓				✓	✓				✓
	HPE						✓	✓									✓	✓	✓					✓			✓	✓	✓				✓	✓			✓	✓				
	Civics & Citizenship		✓		✓	✓	✓		✓	✓	✓	✓																														
	Geography		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓																				
	History																																									
	The Arts — Drama		✓	✓	✓	✓	✓		✓	✓			✓	✓	✓	✓	✓		✓		✓	✓																				
	The Arts — Media Arts		✓	✓	✓	✓	✓		✓	✓			✓	✓	✓		✓		✓																							
	The Arts — Music		✓	✓		✓	✓	✓	✓	✓	✓																															
	The Arts — Visual Art		✓		✓	✓	✓	✓	✓	✓		✓																														
	Design & Technologies — DAT				✓	✓				✓		✓	✓	✓	✓				✓	✓	✓	✓		✓					✓			✓	✓	✓	✓		✓	✓	✓			✓
	Design & Technologies — TMT		✓	✓	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓			✓																				
	Digital Technologies		✓	✓			✓	✓	✓					✓			✓							✓			✓	✓					✓	✓			✓	✓	✓			
Year 9	English			✓			✓							✓	✓	✓	✓			✓				✓	✓	✓	✓						✓	✓	✓		✓	✓				
	Mathematics		✓	✓			✓	✓									✓	✓					✓	✓			✓	✓	✓								✓	✓				
	Science		✓		✓		✓						✓	✓	✓	✓	✓			✓		✓	✓				✓						✓				✓	✓	✓			✓
	HPE				✓	✓	✓	✓	✓					✓	✓	✓	✓	✓						✓			✓	✓	✓							✓	✓	✓		✓	✓	
	History																																									
	Technologies — DAT		✓	✓		✓	✓	✓					✓	✓		✓	✓	✓					✓				✓			✓	✓											
	Technologies — TMT		✓					✓					✓	✓	✓		✓	✓	✓			✓	✓				✓						✓					✓				

			UNIT 1										UNIT 2										UNIT 3										UNIT 4									
			C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S	C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S	C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S	C&CT	DL	EU	IU	L	N	P&SC	A&TS	A&A	S
Year 10	English	Extension	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓				✓		✓		✓		✓				✓		✓	✓	✓		✓	✓		
		General	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓		✓		✓				✓		✓	✓	✓		✓	✓		
		Short Course Literacy	✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓		✓			
	Mathematics	Extension	✓	✓				✓				✓	✓	✓			✓	✓	✓				✓	✓			✓	✓	✓				✓							✓	✓	
		General	✓	✓				✓				✓	✓	✓			✓	✓	✓				✓	✓			✓	✓	✓				✓							✓	✓	
		Short Course Numeracy	✓	✓				✓				✓	✓	✓			✓	✓	✓				✓	✓			✓	✓	✓			✓	✓						✓	✓	✓	
	Science	General	✓	✓			✓	✓	✓			✓	✓	✓	✓		✓	✓					✓	✓			✓	✓	✓				✓	✓	✓	✓	✓	✓				
		Applied	✓	✓	✓		✓	✓					✓	✓		✓	✓	✓	✓			✓																				
	HPE		✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓				✓	✓	✓		✓	✓					✓	✓	✓		✓	✓				
	History				✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓																					
	Design & Technologies	DAT	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	✓		✓	✓																				
		TMT	✓	✓			✓	✓				✓	✓	✓			✓	✓		✓		✓	✓	✓			✓	✓				✓										
Year 9 & 10	The Arts	Drama (cycle B)	✓			✓	✓		✓				✓			✓	✓		✓	✓	✓		✓	✓	✓	✓	✓		✓	✓		✓										
		Media Arts (cycle B)	✓				✓		✓				✓	✓					✓		✓		✓		✓	✓	✓			✓				✓	✓	✓		✓		✓	✓	✓
		Music (Cycle B)																																								
		Visual Art (Cycle A)	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																				
	Design & Technologies	Graphics (Cycle A)	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓			✓	✓				✓
	Digital Technologies		✓	✓			✓	✓					✓	✓			✓	✓					✓	✓	✓			✓	✓					✓			✓	✓		✓	✓	✓

WHOLE SCHOOL ASSESSMENT PLAN: 7-10

Range and balance of assessment across 7-10 by year level

Year	Subject		U1 Writing	U1 Reading	U1 Practical	U1 Oral	U1 Multimodal	U1 Other	U2 Writing	U2 Reading	U2 Practical	U2 Oral	U2 Multimodal	U2 Other	U3 Writing	U3 Reading	U3 Practical	U3 Oral	U3 Multimodal	U3 Other	U4 Writing	U4 Reading	U4 Practical	U4 Oral	U4 Multimodal	U4 Other
Year 7	English		✓									✓			✓									✓		
	Mathematics		✓						✓						✓									✓		
	Science		✓						✓						✓									✓		
	HPE		✓										✓						✓						✓	
	Civics & Citizenship		✓																							
	Geography		✓						✓																	
	History																									
	The Arts	Drama	✓		✓																					
		Music	✓		✓																					
		Visual Art	✓		✓																					
	Design & Technologies	DAT			✓								✓													
		TMT			✓								✓													
	Digital Technologies						✓✓																			
Year 8	English		✓									✓			✓									✓		
	Mathematics		✓						✓						✓									✓		
	Science		✓						✓						✓									✓		
	HPE		✓						✓						✓										✓	
	Civics & Citizenship				✓																					
	Geography		✓										✓													
	History																									
	The Arts	Drama	✓		✓				✓		✓															
		Media Arts	✓		✓								✓✓													
		Music	✓✓		✓																					
		Visual Art	✓		✓			✓	✓					✓												
	Design & Technologies	DAT	✓						✓		✓				✓						✓		✓			
		TMT				✓							✓													
	Digital Technologies					✓							✓						✓						✓	
Year 9	English		✓									✓			✓									✓		
	Mathematics				✓				✓								✓				✓					
	Science		✓						✓						✓						✓					
	HPE		✓						✓										✓						✓	
	History																									
	The arts	Visual Art (Cycle B)	✓					✓	✓					✓												
	Design Technologies	DAT	✓		✓				✓		✓				✓		✓				✓				✓	
		Graphics (Cycle A)	✓			✓							✓						✓						✓	
		TMT			✓								✓				✓						✓			

			UNIT 1						UNIT 2						UNIT 3						UNIT 4					
			Writing	Reading	Practical	Oral	Multimodal	Other	Writing	Reading	Practical	Oral	Multimodal	Other	Writing	Reading	Practical	Oral	Multimodal	Other	Writing	Reading	Practical	Oral	Multimodal	Other
Year 10	English	Extension				✓			✓						✓						✓					
	English	General				✓			✓										✓		✓					
	English	Short Course Literacy				✓			✓									✓			✓					
	Mathematics	Extension					✓		✓						✓						✓					
	Mathematics	General					✓		✓						✓						✓					
	Mathematics	Short Course Numeracy					✓		✓										✓		✓					
	Science	General	✓						✓						✓						✓					
	Science	Applied	✓										✓													
	HPE		✓						✓										✓						✓	
	History		✓						✓																	
	The arts	Visual Art (Cycle B)	✓					✓	✓					✓												
	Design Technologies	DAT	✓				✓		✓				✓													
	Design Technologies	Graphics (Cycle A)	✓			✓							✓						✓						✓	
	Design Technologies	TMT			✓	✓							✓						✓							
	Digital Technologies (Cycle B)																									
Year 9 & 10	The Arts	Drama (Cycle B)	✓		✓				✓		✓				✓		✓		✓						✓
	The Arts	Media Arts (Cycle B)				✓							✓		✓										✓
	The Arts	Visual Art (Cycle A)	✓		✓	✓			✓		✓		✓												
	Technologies	Graphics (Cycle A)				✓							✓						✓						✓
	Technologies	Digital Technologies (Cycle A)				✓							✓						✓						✓