| /ear 9 Semester 2 UBJECT | Periods per | 1 | 2 | 3 4 | 5 | 6 | 7 | 8 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | |
|---------------------------------|--------------------------|---|---|---|--|----------------------|---------------------|---------------------------|------------------------|---|---|------------------------------|------------------------------|------------------------------|--|------------------------------|--------------------------------|--|--------------------|--|--|
| | Week (48 Minutes) | | | | | | | | | | | | | | | | | | | | |
| OTE: French | 3 | Friends and Re | lationships | | | 4 | • | | ł | Media and the | e Passé Compos | sé | • | • | • | • | • | Exam revision | i Exam | | |
| OTE: Indonesian | 3 | Film and Entertainment Statistics Number - Financial Mathematics | | | | | | | | Cooking | | | | | | | | Exam revision Measurement | | | |
| aths | 5 | Number - Financial Mathematics | | | | | | | | Measurement and Geometry - Right Angled Triangles | | | | | | | | weasurement | • | | |
| laths SEALP | 5 | Trigonometry Quadratics | | | | | | | Parabolas Geometry | | | | | | | | | | | | |
| nglish | 5 | Numeracy Film as Text: Cr | Numeracy Film as Text: Creative Response Immersion | | | | | | | | | | | | | | | | | | |
| Ū · | | *PAT, on-dema | and and other te | | | | | | | | | | | | | | | | | | |
| nglish SEALP | 5 | · · | Independent reading Writer's notebook Literacy skills Comparative Media Literacy: Argument analysis | | | | | | | | tudv: Never let | me go/ Gattaca | (Film) | | | | | | | | |
| | - | *PAT, on-demand and other testing | | | | | | | | , | | (*****) | | | | | | | | | |
| iterature Elective | 2 | - | | s notebook Literacy sl Inging Rock and the Aus | | | | | | Comparative | Analysis, The C | root Cotchy/The | Croat Catchy | | | | | | | | |
| cience | 3 | Ecosystems | | inging Rock and the Aus | | Responding | Systems | | | Comparative Analysis: The Great Gatsby/ The Great Gatsby Film Electric Circuits Geology | | | | | | | | Exam revision | ı Exam | | |
| cience SEALP | 3 | Chemistry | | 1 · · · | | | | | | | Genetics and Evolution | | | | | | | | Exam revision Exam | | |
| lumanities | 3* | | | m, the Electoral Proces | | | | | | | | | | | | | | | | | |
| lumanities SEALP | 3 | Politics - Federa Goal Setting an | - | em, the Electoral Proces | ss & Role of the Med | lia | | | | Managed Indi | vidual Pathwav | /5 | | | | | | | | | |
| | _ | 8 | | | | | | | | | | | | | | | | | | | |
| IAPE Health PE | 3 periods | Net/Wall / Mu Sports | scular System | Football Codes/ Love | Sex and Relationshi | ips | | Peer Teaching Sessions | | | | Fitnes Testing | / First Aid | | | | | Student Choic | е | | |
| | 12 (1xTerm | Introduction | Research | Making A Difference | Project | | Thesis | Oral Pre | sentation | | | | | | | | | | | | |
| Immersion | in Term 1, 2, 3 or 4) | Literacy (recess | rch and thatis la | Community Service | Numercer(quentit | ative and qualitativ | ua data analusia i | nterpretation and graphi | | | | | | | | | | | | | |
| minersion | 2, 3 01 4) | Literacy (resear | | | ivumeracy (quantita | ative and quantati | ve data anarysis, i | | 167 | | | | | | | | | | | | |
| Visual Art | 3 | | | d colour pencil skills an | d techniques | | | Lino Printing (+ Other p | rinting techniques Ste | ncil Printing) | | | | | Abstract Art | (Painting) | | | | | |
| | | Art Theory Ass Sketchbook exe | - | ements and principles · | ents and principles + art analysis throughout the semester/Text book 'Art Detective' | | | | | | | | | | | | | | | | |
| Drama | 3 | Ensemble Performance | | | | | | | | | | | | | Scripted Performance Drama Workbook (Dramatic Styles, Self | | | | | | |
| | | Introduction | | | | | | | | Evaluation, | | | | | | Research, Reflection) | | | | | |
| Sculpture | 3 | Clay sculpture | on a theme | | | | Themed Sculp | ture – Paper Mache | | Themed Sculp | | | | | | pture of a Mater | rial of choice | | | | |
| VCD | | | Sketchbook exercises Visual Analysis Research Assignment/Text book work 'Art Detective' | | | | | | | | | | | | | | | | | | |
| | 3 | Design Technical Typography, drawing and shading exercises Packaging and One point Isometric/obli Packaging and Design test Computer design related project elements and Drawing Drawing drink design drink design drink design drink design | | | | | | | | | | | | | | | | | | | |
| Make A Movie | | principles Genre Investiga | ation | | | Script & Stor | whoard | | | | Make A Movi | | | | | | | | | | |
| Digital Photography - | | Experimental N | | | | | | tion & Analysis | | | | Photo Story F | olio | | | | | | | | |
| iPhone & iPad Music | 3 | | | | | | | | | | | | | | | | Group | | | | |
| | | Performance skills Music arrangement Theory/analysis studied throughout the semester | | | | Composition | | | Solo performance | | | | | | | performance Project | | | | | |
| | | | Introduction to | | | | | | | | | Still- Life | Still- Life | Still- Life | Still- Life | Still- Life | | | | | |
| | | to IPad | IPad | | | | | | | | | Painting, Self Portraits, | Painting, Self Portraits, | Painting, Self Portraits, | Painting, Sel Portraits, | Painting, Self Portraits, | | | | | |
| | | | | Work | - | | | | | | | Drawing and | Drawing and | Drawing and | Drawing and | Drawing and | | Printers/ | | | |
| | | | | throu Apps | gh Art to Exercises | in | | | | | | Rendering Theory and | Rendering Theory and | Rendering Theory and | Rendering Theory and | Rendering Theory and | Paper / Printing | Paper / Printing | Printers/ Pape | | |
| De d fan Art | | | | | op Art Rendering | | Tools and applic | ation of the App Creating | | | | - Analysis of Ar | t Analysis of A | t Analysis of A | rt Analysis of A | rt Analysis of Ar | rt Folio's for | Folio's for | Printing Folio | | |
| Pad for Art | 3 | | | to IPad work | the Ipad | Brushes | | Folio | Folio | Folio | Folio | Work. | Work. | Work. | Work. | Work. | Presentation | Presentation | for Presentation | | |
| Design Technology Wood | 3 | Safe use of hand and | Computer Aided Design and Ma Trinket Box and Nest Box manufacture incorporating finger joints, laser engraving fretwork and finishing techniques Safe use of hand and and and and and and and and and | | | | | | Design Challenge | Students desi | ign and product | an item for a cli | ient of their cho | osing | | | Reflection and extension tasks | | | | |
| Creative Woodcraft | 3 | hand and Computer Aid | | | | | | | | hallenge: Design using Students design and product an item for a client of their choosing Reflect led Manufacture and Electronics | | | | | | | | | d extension tasks | | |
| Ironchef | 3 | power tools Tool and equip | ment safety | Hands on application | of the Design Proce | ess to produce a rai | nge of dishes whe | ere students extend their | cooking and presenta | ion skills. Stude | ents focus on fa | rinaceous dishes | and patisserie | . Student engag | e in a cook off | ompetition. | | Reflection and | d extension tasks | | |
| | | | | | - | | - | | | | | | · | | | | | | | | |
| ood Technology | 3 | Tool and equipment safety Using the Design Process to produce a range of dishes. There is a focus on Multiculturlism and the impact on Australian | | | | | | | act on Australian cus | | | | | | | | Refelction and Extension tasks | | | | |
| Multi-technology Photography | 3 | Technical photography vocabulary and terms Camera Techniques Best Practice for the Camera Photoshop skill-building Field Excursions | | | | | | | | Calendar Design using Photoshop Understanding printers/Papers Printing processes | | | | | | | | Front cover magazine or brochure / Real Estate | | | |
| lorticulture | 3 | Best Practice for Tools and equi | - | Photoshop skill-buildin Landscape Design and | | | and culture of ga | rden plants / Res | t practise in the work | area | | | | | | | Evaluation an | d reflection | | | |
| Textiles | 3 | Tools and equipment safety Landscape Design and Construction Propagation and culture of garden plants Best practise in the work area Evaluation Investigate and analyse a range of textile equipment, techniques and processes to safely construct and finish products of Research factors relevant to a design brief creativity to develop, modify and communicate design Select and use appropriate technologies skilfully and safely following a sequenced management plan, to produce quality designed solutions for the intended purpose | | | | | | | | | Reflect on learning, evaluate processes and modify plans for future design projects using | | | | | | | | | | |
| | | | ncreasing complexity sustainability and ethical considerations ideas of increasing sophistication | | | | | | | | increasingly sophisticated | | | | | | | | | | |
| | | increasing com | plexity | susta | inability and ethical | Considerations | | - | | | | | | | | | | language. | | | |
| ICT Robotics | 3 | increasing com | plexity | Game Making | anability and ethical | | sophistication | - | Moving the ro | bot | Using Sensors | 5 | | Robotic Logic | & Programmir | g Flow | | Extension projects | | | |