



**Warrawong High School
Course Learning and Assessment Overviews**

Year 12

Term 2 – Weeks 2 – 4

All student work can be submitted via:

- 1. Course Online Platform (Google Classroom or Microsoft Teams)**
- 2. Email to Course Teacher Contact**
- 3. Hand Deliver to Warrawong High School front office**
- 4. Post to:**

**Warrawong High School
127 Cowper Street,
Warrawong NSW 2502**

Course: 12 Extension English

Google Classroom Code: l2nprxn

Teacher Contact: matthew.bloemer1@det.nsw.edu.au

Topic: Metropolis (Worlds of Upheaval)				
Syllabus Outcomes: EE12-2 – analyses and experiments with language forms, features and structures of complex texts, discerningly evaluating their effects on meaning for different purposes, audiences and contexts EE12-4 – critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Close analysis on Metropolis Summary of learning: Student develops understanding of how Metropolis explores ideas.	Learning Focus: Close analysis on Metropolis Summary of learning: Student develops understanding of how Metropolis explores ideas.	Learning Focus: Comparing Texts Summary of learning: Students make links between Metropolis and Frankenstein.	Activity Title: Analytical Paragraph Activity Expectation: See Week 4 Submittable Activity.
Overview	Outline: 1. Student reads through DuxCollege film analysis on Metropolis and completes activities in booklet. 2. Student fills in the final column in the Metropolis booklet (Cast of Characters front page) by linking each scene to different perspectives. Resources: <ul style="list-style-type: none"> DuxCollege film analysis on Metropolis Metropolis booklet (Cast of Characters front page) 	Outline: 1. Student reads through the academic article 'The Vamp and the Machine: Fritz Lang's Metropolis' and highlights important aspects of the reading. 2. Students complete Metropolis Study Guide Questions. Resources: <ul style="list-style-type: none"> 'The Vamp and the Machine: Fritz Lang's Metropolis' Metropolis Study Guide Questions 	Outline: 1. Student creates a table that compares Frankenstein and Metropolis' the values, context, ideas, and purpose. The table should include quotes or other forms of textual evidence to support each point. 2. Using their table, the student composes an analytical paragraph. See Submittable Activities for question. Resources: Frankenstein Metropolis	Due Date: 22/5/20 Syllabus outcomes being assessed: EE12-4 – critically evaluates how perspectives, including the cultural assumptions and values that underpin those perspectives, are represented in texts
Submittable Activities			Activity: Compose an analytical paragraph that answers the following question: "The upheaval of our world and the upheaval of our consciousness are one and the same." – (Carl Jung)	

			<p>To what extent does this statement align with your understanding of Worlds of Upheaval? Refer to two prescribed texts.</p>
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Due date: 22/5/20

Topic: Module A -Textual Conversations				
Syllabus Outcomes: EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments				
Week	2B	3A	4B	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Textual Conversations -This module prompts students to explore the ways in which the comparative study of texts can reveal resonances & dissonances between & within texts.</p> <p>Summary of learning: By comparing two texts, <i>Shakespeare’s The Tempest & Atwood’s Hag-seed</i>, students understand how composers are influenced by other texts, contexts & values, & how these shape meaning.</p>	<p>Learning Focus: Textual Conversations - This module prompts students to explore the ways in which the comparative study of texts can reveal resonances & dissonances between & within texts.</p> <p>Summary of learning: By comparing two texts, <i>Shakespeare’s The Tempest & Atwood’s Hag-seed</i>, students understand how composers are influenced by other texts, contexts & values, & how these shape meaning</p>	<p>Learning Focus: Textual Conversations -This module prompts students to explore the ways in which the comparative study of texts can reveal resonances & dissonances between & within texts.</p> <p>Summary of learning: By comparing two texts, <i>Shakespeare’s The Tempest & Atwood’s Hag-seed</i>, students understand how composers are influenced by other texts, contexts & values, & how these shape meaning</p>	<p>Activity Title: Module A essay: <u>A comparative study of The Tempest and Hag-seed.</u></p> <p>Question: In what ways has Atwood reimagined The Tempest in a way that suits contemporary audiences, whilst still mirroring details portrayed in the original play? In answering this, consider</p>
Overview	<p>Outline: By the end of Week 1A, Term 2, 2020 (Friday 1st May) Advanced English students will be reissued with a reworked/reworded Term 1 assessment task essay, focusing on <i>The Tempest & Hag-seed</i>.</p> <p>Resources: 1. a new Module A assessment task 2. Students have at their disposal all their notes, classwork & booklets that were issued during their study</p>	<p>Outline: <i>The Tempest & Hag-seed.</i> Students continue working on their Module A : The Tempest /Hagseed assessment task. Students should follow the recommendations, scaffolds and prompts provided in the assessment task to plan and brainstem the new, revised essay topic.</p> <p>1. Students have at their disposal all their notes, classwork & booklets that were issued during their study</p>	<p>Outline: Students will continue working on the reworked/reworded Term 1 assessment task essay, focusing on <i>The Tempest & Hag-seed</i></p> <p>1. Students have at their disposal all their notes, classwork & booklets that were issued during their study of this module.</p>	<p>WHY Atwood makes the choices she does, especially in reference to the context in which she produced her novel. Has Atwood succeeded in bringing The Tempest to a new audience?</p> <p>Activity Expectation: Students will submit an essay that expresses a considered, thoughtful and skilful analysis, expressing appropriate evaluative and analytical language.</p>

Submittable Activities			The Tempest/Hagseed Assessment task essay.	Due Date: Week 4, Friday, 22nd May Syllabus outcomes being assessed: EA12-5
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Course: 12 Standard English

Google Classroom Code: xserufr

Teacher Contact: B. Truebody

Topic: Language Identity and Culture: Formal Assessment				
Syllabus Outcomes: EN12-3 critically analyses and uses language forms, features and structures of texts, justifying appropriateness for purpose, audience and context and explaining their effects on meaning				
Week	2	3-4.5	End of week 4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus:</p> <ul style="list-style-type: none"> Understanding to question and the module. Review of Term 1 content Constructing a critical response plan <p>Summary of learning: This week students will prepare for their assessment by reviewing their class notes, a power point presentation and a module statement.</p>	<p>Learning Focus:</p> <ul style="list-style-type: none"> Constructing body paragraphs Writing an introduction <p>Summary of learning: This week students will begin constructing their critical response using their plan AND the feedback on their plan from Ms Truebody.</p>	<p>Learning Focus:</p> <ul style="list-style-type: none"> Finalising Assessments <p>Summary of learning: Students will finalise their assessment and review for errors.</p>	<p>Activity Title: Critical Response</p> <p>Activity Expectation: Students are to: Compose a 1000 word response to the question outlined in the assessment notification.</p> <p>Due Date: 26/05/2020</p>
Overview	<p>Outline: Steps 1 and 2 Students follow the steps outlined on the assessment notification.</p> <p>This weeks focus is Step 1 and Step 2</p> <p>Resources:</p> <ul style="list-style-type: none"> Standard Module A Power point Module Statement Term 1 workbook (students own notes from last terms learning. Graphic Organiser Example Appendices support documents 	<p>Outline: Steps 3, 4 and 5 Students follow the steps outlined on the assessment notification.</p> <p>Steps 3,4 and 5 are this weeks focus-constructing body paragraphs and an introduction.</p> <p>Resources:</p> <ul style="list-style-type: none"> Scaffold provided on Assessment task Mind Map summaries Appendices support documents 	<p>Outline: Steps 6 and 7 Students follow the steps outlined on the assessment notification.</p> <p>Steps 6 and 7 are this weeks focus-finalizing your critical response and proof editing your work before submission.</p> <p>Resources:</p> <ul style="list-style-type: none"> Reflection on Learning (assessment notification document) Appendices support documents 	<p>Syllabus outcomes being assessed: EN12-3</p>
Submittable Activities	Submit your 'Critical Response Plan' to Ms Truebody by the end of Week 2 for feedback and to ensure you are on the right path.		<p>Activity: Summative Assessment due.</p> <p>Due date: Tuesday 26th May 2020.</p>	

Course: 12 English Studies

Google Classroom Codes: ENGST1: ovzvjul & ENGST2: ublpszz

Teacher Contact: ENGST1: matthew.bloemer1@det.nsw.edu.au ENGST2: amanda.simpson13@det.nsw.edu.au

Topic:				
Syllabus Outcomes: ES12-7: represents own ideas in critical, interpretative and imaginative texts. ES12-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Creative Writing</p> <p>Summary of learning: Demonstrates understanding of how to convey a sporting issue through an imaginative text.</p>	<p>Learning Focus: Drafting Creative Writing</p> <p>Summary of learning: Demonstrates understanding of how to convey a sporting issue through an imaginative text.</p>	<p>Learning Focus: Reflective Writing</p> <p>Summary of learning: Demonstrates understanding of how to reflect on your own compositions.</p>	<p>Activity Title: Creative and Reflective writing</p> <p>Activity Expectation: Create an imaginative response to your assessment task and then write a reflection based on your piece of writing.</p>
Overview	<p>Outline: Draft your creative response and submit it for feedback.</p> <p>Resources: Assessment Task Notification #2</p>	<p>Outline: Edit your creative writing piece using feedback.</p> <p>Resources: Assessment Task Notification #2</p>	<p>Outline: 1. Read through and complete work on Reflective Writing 2. Create a reflection on your creative response using the scaffold provided.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Reflective Writing In English PowerPoint • Reflective writing Summary Activity. • Assessment Task Notification #2 	<p>Due Date: 25/5/20</p> <p>Syllabus outcomes being assessed: ES12-7 ES12-9</p>

<p>Submittable Activities</p>	<p>Activity: You are required to draft an imaginative text based on a person involved in sport experiencing an issue related to their sport.</p> <ul style="list-style-type: none"> • Your imaginative piece should include the required components of a short story including orientation, complication and resolution. • You should also consider literary and figurative techniques to make your writing engaging for the audience. • <p>Once drafted, submit your creative response for feedback.</p> <p>Due date: 8/5/20</p>	<p>Activity: Using feedback from your teacher and your own editing of your work, finalise your creative writing piece for submission.</p> <p>Due date: 25/5/20</p>	<p>Activity:</p> <ol style="list-style-type: none"> 1. Read through the Reflective Writing PowerPoint and complete the summary activity. 2. Read through the scaffold attached to this notification. 3. Complete a reflective writing piece based on your creative piece. <p>Due date: 25/5/20</p>	
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Course: 12 Mathematics Extension

Teacher Contact: Mrs Maria PESTANA

Email: maria.pestana@det.nsw.edu.au

Ph: (02)42740707 Ext: 114 (Mathematics Faculty)

Google Classroom Code: 4f2ueuz

Note: All students are working online via Google classroom and email. No hardcopy is necessary for this course but can be made available if necessary.

Topics: Mathematical Induction - Vectors				
Syllabus Outcomes:				
ME12 – 1: applies techniques involving proof or calculus to model and solve problems				
ME12 – 2: applies concepts and techniques involving vectors and projectiles to solve problems				
Week	2 (4/5/20 – 8/5/20)	3 (11/5/20 – 15/5/20)	4 (18/5/20 – 22/5/20)	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Develops an ability to reason, justify, communicate and critique mathematical arguments and statements necessary for problem-solving and generalising patterns.</p> <p>Summary of learning: Develops the use of formal mathematical language and argument to prove the validity of given situations using inductive reasoning. The logical sequence of steps in the proof technique needs to be understood and carefully justified.</p>	<p>Learning Focus: Understands that a vector is quantity with magnitude and direction and its geometrical depiction.</p> <p>Summary of learning: Is able to perform calculations involving vectors in two dimensions, uses them to represent quantities with magnitude and direction, and understands that this representation can allow for the exploration of situations such as geometrical proofs.</p>	<p>Learning Focus: Understands that a vector is quantity with magnitude and direction and its geometrical depiction.</p> <p>Summary of learning: Is able to perform calculations involving vectors in two dimensions, uses them to represent quantities with magnitude and direction, and understands that this representation can allow for the exploration of situations such as geometrical proofs.</p>	<p>Activity Title: Mathematical Induction Worksheet</p> <p>Activity Expectation: Complete <i>Mathematical Induction Worksheet</i> at the completion of Ex 1:07</p> <p><i>Mathematical Induction Worksheet</i> will be available on Google classroom to be downloaded in week 2. Questions are to be answered on the sheet and submitted electronically via a scan or picture sent to one of the platforms given above.</p>
Overview	<p>Outline: <u>Chapter 1:</u> Complete Exercises 1:07 (pg 34)</p>	<p>Outline: <u>Chapter 3:</u> Complete Exercises 3:01 – 3:06 (pgs 92 – 130) Complete Test Yourself (pgs 131 – 134) Complete Challenge Exercise (pg 135)</p>	<p>Continuing from week 3</p> <p>Outline: <u>Chapter 3:</u> Complete Exercises 3:01 – 3:06 (pgs 92 – 130) Complete Test Yourself (pgs 131 – 134)</p>	<p>Due Date: Monday 11th May 2020</p>

	<p>Resources: Textbook (digital and hardcopy): <i>Maths In Focus (year 12)</i> <i>Mathematics Extension 1</i> Google classroom (code provided above) Edrolo: 12MEXT 1. Regular contact with teacher.</p>	<p>Resources: Textbook (digital and hardcopy): <i>Maths In Focus (year 12)</i> <i>Mathematics Advanced.</i> Google classroom (code provided above) Edrolo: 12MEXT 1 Regular contact with teacher.</p>	<p>Complete Challenge Exercise (pg 135)</p> <p>Resources: Textbook (digital and hardcopy): <i>Maths In Focus (year 12)</i> <i>Mathematics Advanced.</i> Google classroom (code provided above) Edrolo: 12MEXT 1 Regular contact with teacher.</p>	<p>Syllabus outcomes being assessed:</p> <p>MA12-1</p>
<p>Submittable Activities</p>		<p>Activity: Mathematical Induction Worksheet</p> <p>Activity Expectation: Complete <i>Mathematical Induction Worksheet</i> at the completion of Ex 1:07 <i>Mathematical Induction Worksheet</i> can be downloaded from Google classroom. Questions are to be answered on the sheet and submitted electronically via a scan or picture sent to one of the platforms given above. (This is an ASSESSABLE TASK) Due Date: Monday 11th May 2020</p>		<p>NOTE: Students are still working on Assessment Task 2 – Investigation. This is now due on Thursday 21/5/20 (Week 4)</p>

Teacher Contact: Mrs Maria PESTANA
 Email: maria.pestana@det.nsw.edu.au
 Ph: (02)42740707Ext: 114 (Mathematics Faculty)

Note: All students are working online via Google classroom and email. No hardcopy is necessary for this course but can be made available if necessary.

Topics: Geometrical Applications of Differentiation Integral Calculus				
<p>Syllabus Outcomes: MA12-3 - applies calculus techniques to model and solve problems. MA12-6 - applies appropriate differentiation methods to solve problems. MA12-7 - applies the concepts and techniques of indefinite and definite integrals in the solution of problems.</p>				
Week	2 (4/5/20 – 8/5/20)	3 (11/5/20 – 15/5/20)	4 (18/5/20 – 22/5/20)	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Uses first and second derivatives to find the shape of functions, including their special features, in order to draw their graphs and solve optimisation problems.</p> <p>Summary of learning: Develops understanding of 2nd derivative, its meanings and applications to the behaviour of graphs and functions. Develops an understanding of the interconnectedness of topics from across the syllabus and the use of calculus to help solve problems related to multiple topics.</p>	<p>Learning Focus: Uses first and second derivatives to find the shape of functions, including their special features, in order to draw their graphs and solve optimisation problems.</p> <p>Summary of learning: Develops understanding of 2nd derivative, its meanings and applications to the behaviour of graphs and functions. Develops an understanding of the interconnectedness of topics from across the syllabus and the use of calculus to help solve problems related to multiple topics.</p>	<p>Learning Focus: Investigate anti-derivatives and integration by considering the reverse of the differentiation process to establish the formal process or rule for each type of question.</p> <p>Summary of learning: Develops an understanding of anti-derivatives or indefinite integrals Develops and applies methods for finding the area under a curve, including the Trapezoidal rule and the definite integral, for a range of functions in a variety of contexts. Develops an understanding of the importance of geometrical representations in integral calculus.</p>	<p>Activity Title: Chapter 5 Practice Test</p> <p>Activity Expectation: Complete Chapter 5 Practice Test at the completion of Chapter 5. Practice Test will be available on Google classroom to be downloaded in week 3. Questions are to be answered on the sheet and submitted electronically via a scan or picture sent to one of the platforms given above.</p>

<p>Overview</p>	<p>Outline:</p> <p><u>Chapter 5:</u> Complete Exercises 5:01 – 5:09 (pgs 162 – 203) Complete Test Yourself (pgs 205 – 206)</p> <p>Resources: Textbook (digital and hardcopy): Maths In Focus (year 12) Mathematics Advanced. Google classroom (code provided above) Edrolo: 12MATHADV 1. Regular contact with teacher.</p>	<p>Continuing from week 2</p> <p>Outline: Complete Exercises 5:01 – 5:09 (pgs 162 – 203) Complete Test Yourself (pgs 205 – 206)</p> <p>Resources: Textbook (digital and hardcopy): Maths In Focus (year 12) Mathematics Advanced. Google classroom (code provided above) Edrolo: 12MATHADV 1 Regular contact with teacher.</p>	<p>Outline:</p> <p><u>Chapter 6:</u> (Introduction Phase)</p> <p>Complete Exercises 6:01 – 6:04 (pgs 209 – 231)</p> <p>Resources: Textbook (digital and hardcopy): Maths In Focus (year 12) Mathematics Advanced. Google classroom (code provided above) Edrolo: 12MATHADV 1 Regular contact with teacher.</p>	<p>Due Date: Monday 18th May 2020</p> <p>Syllabus outcomes being assessed:</p> <p>MA12-3 MA12-6</p>
<p>Submittable Activities</p>		<p>Activity:</p> <p>Chapter 5 Practice Test</p> <p>Activity Expectation:</p> <p>Complete Chapter 5 Practice Test at the completion of Chapter 5. Practice Test can be downloaded from Google classroom. Questions are to be answered on the sheet and submitted electronically via a scan or picture sent to one of the platforms given above.</p> <p>Due date: Monday 18th May 2020 (This is an <u>ASSESSABLE TASK</u>)</p>		<p>NOTE: Students are still working on Assessment Task 2 – Investigation. This is now due on Friday 29/5/20 (Week 5).</p>

Course: 12 Mathematics Standard 2

Google Classroom Code: dfu2cwr

Teacher Contact: Ms Collins (janelle.collins@det.nsw.edu.au)

Topic:				
<p>Syllabus Outcomes:</p> <p>MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts</p> <p>MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms</p> <p>MS-2-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p> <p>MS2-12-8 solves problems using networks to model decision-making in practical problems</p>				
Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Completion of work on Simultaneous Linear Equations, Chapter 5. Checkpoint Test to check for understanding and practice HSC-style questions. Continue with Network Concepts topic, Chapter 2, and completing Summary for Assessment Task 2 Investigation Part A.</p> <p>Summary of learning: Students will revise Simultaneous Linear Equations, completing a checkpoint test to determine understanding of the topic. They will develop their understanding of Network terminology and uses, completing a Summary as they work through the learning activities.</p>	<p>Learning Focus: Continue with Network Concepts topic, Chapter 2. Continuing to complete Part A Summary of Assessment Task 2 Investigation.</p> <p>Summary of learning: Students will develop their understanding of Network walks, problems and minimal spanning trees, completing the Summary as they work through the learning activities.</p>	<p>Learning Focus: Continue with Network Concepts topic, Chapter 2, and completing Summary for Assessment Task 2 Investigation Part A. Preparation for Part B of Assessment Task 2 Investigation.</p> <p>Summary of learning: Students will develop their understanding of Minimal Spanning Trees, Connector Problems and the value of discovering the shortest path in a Network.</p>	<p>Activity Title: Checkpoint Test: Simultaneous Equations and Applications</p> <p>Activity Expectation: Complete the test using your work in this topic as a reference. Turn in on google classroom, send on email or hard copy to school.</p> <p>Due Date: Monday 11/5/20</p> <p>Syllabus outcomes being assessed: MS2-12-1, MS2-12-6, MS2-12-10</p>
<p>Overview</p>	<p>Outline: Students must complete work set for Simultaneous Linear Equations over the past three weeks and the formative assessment test. Completion of introduction activities for the Network Topic is expected.</p>	<p>Outline: Completion of introduction activities for the Network Topic is expected. Moving to specific work on walks with video support (screen shots and live on google classroom). Work on minimal spanning trees requires an understanding of two algorithms which are explained and defined in the text book work.</p>	<p>Outline: Moving to specific work on walks with video support (screen shots and live on google classroom). Work on minimal spanning trees requires an understanding of two algorithms which are explained and defined in the text book work.</p>	<p>Activity Title: Exercise 2F Questions 6 & 7 Minimal Spanning Trees.</p> <p>Activity Expectation:</p>

	<p>Re-issue of Assessment Task 2 Notification and Investigation Task with modified due date – 11/6/20 Resources:</p> <ul style="list-style-type: none"> • Simultaneous Linear Equations Chapter 5 handed out at school, on google classroom and available in last work pack sent out in Term 1. • Checkpoint Test available in this pack and will be available on google classroom. • Network Concepts – Chapter 2 Cambridge Textbook. 	<p>Resources:</p> <ul style="list-style-type: none"> • Network Concepts – Chapter 2 Cambridge Textbook. • Video screenshots for Eulerian and Hamilton Walks. 	<p>Resources:</p> <ul style="list-style-type: none"> • Network Concepts – Chapter 2 Cambridge Textbook. • Video screenshots handout based on YouTube videos which have links on google classroom. 	<p>Students will use the textbook exercise to demonstrate understanding of minimal spanning trees. Submission of copied diagrams with trees drawn expected.</p> <p>Due Date: Friday 22/5/20</p> <p>Syllabus outcomes being assessed: MS2-12-8</p>
<p>Submittable Activities</p>	<p>Activity: Chapter 5 – Simultaneous Linear Equations exercises.</p> <p>Due date: 11/5/20</p>	<p>Activity: Chapter 2 Ex 2A, 2B and 2C</p> <p>Due date: 15/5/20</p>	<p>Activity: Exercises 2D – 2F need to be submitted for review and feedback</p> <p>Due date: 22/5/20</p>	

Course: 12 Standard 1 Mathematics

Google Classroom Code: 4wintjq

Teacher Contact: Mrs Crockett

Topic:				
<p>Syllabus Outcomes: MS1-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate MS1-12-4 analyses two-dimensional and three-dimensional models to solve practical problems MS1-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms MS1-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use MS1-12-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response</p>				
Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: Extension to complete work issued in Term 1 – Week 10, Week 11 and Term 2 – Week 1</p> <p>Summary of learning: To give students extra time and help to complete work issued last term</p>	<p>Learning Focus: Topic Test A – Ch 9 Graphs of practical situations and continuation of Topic 6 (Ch 4) Right Angled Triangles</p> <p>Summary of learning: Formative assessment using an open-book test and continuation of coursework.</p>	<p>Learning Focus: Topic 6 (Ch 4) Right Angled Triangles</p> <p>Summary of learning: Continuation of coursework.</p>	<p>Activity Title: • Topic Test A – Ch 9 Graphs of practical situations</p> <p>Activity Expectation: Complete activity.</p> <p>Due Date: Monday 25 May, 2020</p>
<p>Overview</p>	<p>Outline: Complete questions showing necessary working:</p> <ul style="list-style-type: none"> • Topic 3 (Ch 7) Scale Drawing • Topic 4 (Ch 5) Simultaneous linear equations • Topic 5 (Ch 9) Graphs of practical situations • Topic 6 (Ch 4) Right Angled Triangles 4A, 4B, 4C, 4D, 4E, 4F, 4G <p>available as a hardcopy or pdf download in Google Classroom.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Cambridge Ch 7 Scale Drawing 	<p>Outline:</p> <ul style="list-style-type: none"> • Students to complete Topic Test using any necessary resources. • Topic 6 (Ch 4) Right Angled Triangles 4H available as a hardcopy or pdf download in Google Classroom. <p>Resources:</p> <ul style="list-style-type: none"> • Topic Test A – Ch 9 Graphs of practical situations • Mathematics notebook • Cambridge Ch 4 	<p>Outline:</p> <ul style="list-style-type: none"> • Topic 6 (Ch 4) Right Angled Triangles 4H, 4I and Chapter Review available as a hardcopy or pdf download in Google Classroom. <p>Resources:</p> <ul style="list-style-type: none"> • Mathematics notebook • Cambridge Ch 4 	<p>Syllabus outcomes being assessed:</p> <p>MS1-12-1, MS1-12-6, MS1-12-9, MS1-12-10,</p>

	<ul style="list-style-type: none"> • Cambridge Ch 5 Simultaneous linear equations • Cambridge Ch 9 Graphs of practical situations • Desmos • Ch 4 Right Angled Triangles 		
Submittable Activities	<p>Activity: (Used for report outcomes and comments)</p> <ul style="list-style-type: none"> • Completed Topic 3 (Ch 7) Scale Drawing • Completed Topic 4 (Ch 5) Simultaneous linear equations • Completed Topic 5 (Ch 9) Graphs of practical situations • Topic 6 (Ch 4) Right Angled Triangles Completed: 4A, 4B, 4C, 4D, 4E, 4F, 4G <p>Due date: Monday 25 May 2020</p>		<p>Activity: (Used for report outcomes and comments)</p> <ul style="list-style-type: none"> • Completed (Ch 7) Classifying and representing data: 7A, 7B, 7C, 7D, 7E, 7F <p>Due date: Monday 25 May 2020</p>

Course: 12 Standard C Mathematics

Google Classroom Code: b4fevcr

Teacher Contact: Samantha Bell (Samantha.bell24@det.nsw.edu.au)

Topic: Right angled triangles				
Syllabus Outcomes: MS1-12-9, MS1-12-10, MS1-12-3, MS1-12-4				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Understanding Right angled triangles and Pythagoras Theorem.</p> <p>Summary of learning: Catch up on all work from the past 3 weeks.</p>	<p>Learning Focus: Students will develop their study techniques and gain a deeper understanding of Right-angled triangles and Pythagoras theorem.</p> <p>Summary of learning: Students will gain a deeper understanding of Right-angled triangles and Pythagoras theorem through creating study notes based on the work they have completed.</p>	<p>Learning Focus: Students will demonstrate their knowledge and understanding Right angled triangles and Pythagoras Theorem in exam style questions.</p> <p>Summary of learning: Students will improve their exam techniques and demonstrate understanding of the topic.</p>	<p>Activity Title: Chapter 4 Right angled triangles Test A</p> <p>Activity Expectation: Complete the Test and submit answers with all working out.</p> <p>Due Date: Friday 22nd of May (Week 4)</p> <p>Syllabus outcomes being assessed: MS1-12-9, MS1-12-10, MS1-12-3, MS1-12-4</p>
Overview	<p>Outline: Students must complete the Chapter that was assigned over the last 3 weeks.</p> <p>Resources: Chapter 4 right Angled Triangles work booklet provided as a hard copy and uploaded to google classroom. 4A Pythagoras Theorem p96-98 Questions 1-5 4B Applying Pythagoras Theorem p99-100 Questions 1-8 4C Trigonometric Ratios p101-p102 Questions 1-9 4D Using the calculator in Trigonometry p106-107 Questions 1-15</p>	<p>Outline: Students must use their notes and activities in conjunction with the textbook resources to create study notes and complete the chapter summary in preparation for their topic test.</p> <p>Resources: Chapter 4 right Angled Triangles work booklet provided as a hard copy and uploaded to google classroom.</p> <p>Students are to read through the Key ideas and complete the chapter summary on page 129 of the textbook</p>	<p>Outline: Students must complete the test provided using their study notes, textbook resources and their workbook.</p> <p>Resources: Chapter 4 right Angled Triangles Test A provided as a hard copy and uploaded to google classroom.</p> <p>Students are to complete the Test.</p>	

	<p>4E Finding an Unknown Side p110-111 Questions 1-5</p> <p>4F Finding an unknown angle p114-115 Questions 1-6</p> <p>4G Solving practical problems p117-120 Questions 1-12</p> <p>4H Angles of Elevation and Depression p121-124 Questions 1,3,5,7,9,11,13,15 (Odd questions only)</p> <p>4I Compass and True Bearings p125-128 Questions 1,2,3,4,6 and 8.</p>	<p>and create your own study notes to prepare for a topic test.</p>		
<p>Submittable Activities</p>	<p>Activity: Chapter 4 exercises listed above from the Cambridge textbook need to be submitted in google classroom or as a hard copy to the school. Due date: Friday 1st May</p>		<p>Assessable Activity: Chapter 4 Right angled triangles Test A Due Date: Friday 22nd of May (Week 4)</p>	

Topic: Infectious Disease				
Syllabus Outcomes: BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media BIO12-14 analyses infectious disease in terms of cause, transmission, management and the organism's response, including the human immune system				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: How does the human immune system respond to exposure to a pathogen?</p> <p>Summary of learning:</p> <ol style="list-style-type: none"> 1. Gain an understanding of the second line of defence in the human body 2. Interactions in the immune system 3. Immune response in other animals 	<p>Learning Focus: How can the spread of infectious disease be controlled?</p> <p>Summary of learning:</p> <ol style="list-style-type: none"> 1. Gain an understanding of vaccinations in preventing infectious disease. 2. Gain an understanding of vaccinations in the eradication of infectious disease. 3. Gain an understanding of quarantine and biosecurity measures. 	<p>Learning Focus: Prevention, treatment and control of infectious disease</p> <p>Summary of learning:</p> <ol style="list-style-type: none"> 1. Gain an understanding of what is an epidemic? 2. Gain an understanding of Public Health campaigns and chances of catching measles. 3. Gain an understanding of our use of antibiotics and the treatment for diseases. 4. Gain an understanding of traditional disease remedies 	<p>Activity Title: NIL</p> <p>Activity Expectation: NIL</p> <p>Due Date: NIL</p> <p>Syllabus outcomes being assessed: NIL</p>
Overview	<p>Outline: Students will read through the information provided and complete associated activities</p> <p>Resources:</p> <ul style="list-style-type: none"> • Work booklet information and worksheets • You Tube clips and weblinks listed in booklet 	<p>Outline: Students will read through the information provided and complete associated activities</p> <p>Resources:</p> <ul style="list-style-type: none"> • Work booklet information and worksheets • You Tube clips and weblinks listed in booklet 	<p>Outline: Students will read through the information provided and complete associated activities</p> <p>Resources:</p> <ul style="list-style-type: none"> • Work booklet information and worksheets • You Tube clips and weblinks listed in booklet 	
Submittable Activities	<p>Activity: Completed worksheets 13.6, 13.7, 13.8 and 13.9</p> <p>Due date: Sunday 11th May 2020</p>	<p>Activity: Completed worksheets 14.1, 14.2, 14.3 and 17.4</p> <p>Due date: Sunday 18th May 2020</p>	<p>Activity: Completed worksheets 16.1, 16.2, 16.3, 15.1, 15.2, 15.3 and 15.4</p> <p>Due date: Sunday 25th May 2020</p>	

Course: 12 Physics

Google Classroom Code: ysce74s

Teacher Contact: Mr Joseph Gander (joseph.gander@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: develops and evaluates questions and hypotheses for scientific investigation PH11/12-1 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-2 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-3 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-4 communicates scientific understanding using suitable language and terminology for a specific audience or purpose PH11/12-7 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world PH12-14				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: The principle of relativity Summary of learning: Develop an understanding of Einstein's two postulates: - the speed of light in a vacuum is an absolute constant - all inertial frames of reference are equivalent	Learning Focus: The luminiferous aether and problems with classical relativity Summary of learning: Develop an understanding of the luminiferous aether and problems with classical relativity	Learning Focus: Einstein's thought experiments, time dilation and length contraction Summary of learning: Investigate the evidence, from Einstein's thought experiments and subsequent experimental validation, for time dilation and length contraction	Activity Title: NIL Activity Expectation: NIL Due Date: NIL Syllabus outcomes being assessed: NIL
Overview	Outline: 1. Read over inquiry question notes 2. Watch imbedded YouTube videos 3. Complete summary activities 12.1 Resources: 1. Module 7 – The Nature of Light workbook 2. Edrolo	Outline: 1. Read over inquiry question notes 2. Watch imbedded YouTube videos 3. Complete summary activities 12.2 Resources: 1. Module 7 – The Nature of Light workbook 2. Edrolo	Outline: 1. Read over inquiry question notes 2. Watch imbedded YouTube videos 3. Complete summary activities 12.3 plus additional questions Resources: 1. Module 7 – The Nature of Light workbook 2. Edrolo	
Submittable Activities	Activity: Complete summary activities 12.1 from Module 7 – The Nature of Light student workbook Due date: Friday Week 2 – 8 May	Activity: Complete summary activities 12.2 from Module 7 – The Nature of Light student workbook Due date: Friday Week 3 – 15 May	Activity: Complete summary activities 12.3 plus additional questions from Module 7 – The Nature of Light student workbook Due date: Friday Week 4 – 22 May	

Course: 12 Chemistry**Microsoft Teams Code: j3uvqgu****Teacher Contact:** Mr Brett Walker (brett.walker@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds CH11/12-5 analyses and evaluates primary and secondary data and information CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Energy of Organic Compounds Structure of Organic Compounds Summary of learning: 1. Organic compounds release energy when burnt. 2. Understand the structure of organic compounds 3. The importance of carbon	Learning Focus: Nomenclature of Organic Compounds up to C8 Properties of Alkanes and Alkenes Summary of learning: 1. Naming alkanes and alkenes 2. Physical properties of alkanes and alkenes	Learning Focus: Naming and Structure of Alkanols and Alkynes Summary of learning: 1. Naming of alkanol and alkyne compounds 2. Drawing molecular structures of organic compounds	Activity Title: NA Activity Expectation: NA Due Date: NA Syllabus outcomes being assessed: NA
Overview	Outline: 1. Read KISS booklet. Pages 1 - 3 2. Complete Worksheet 1 KISS booklet. Page 9 3. Use Edrolo. Module 7. Organic Chemistry. Watch videos 'Naming Organic Chemicals' (Part 1) Attempt multiple choice questions. Resources: KISS Yr12 Organic Chemistry booklet Edrolo	Outline: 1. Read KISS booklet. Pages 5 – 7 2. Complete Worksheet 2, Part A KISS booklet. Page 9 3. Read KISS booklet Pages 8 – 9 4. Complete Worksheet 2, Part B KISS booklet. Page 9 Resources: KISS Yr12 Organic Chemistry booklet	Outline: 1. Watch Edrolo: 'Naming Organic Chemicals' (Part 1) Attempt multiple choice questions. 2. Read KISS booklet Page 10 3. Complete Naming Worksheets. Resources: 1. Edrolo 2. KISS Yr12 Organic Chemistry booklet 3. Naming Alkanes, Alkenes and Alkanols worksheets	

Submittable Activities	Activity: A copy of the completed KISS booklet Worksheet 1 Due date: Friday Week 2 – 8 May	Activity: A copy of the completed KISS booklet Worksheet 2, Parts A and B Due date: Friday Week 3 – 15 May	Activity: Copy of completed Naming Alkanes, Alkenes and Alkanols Worksheets Due date: Friday Week 4 – 22 May	
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Course: 12 Investigating Science

Microsoft Teams Code: ex5joun

Teacher Contact: Mr Marc Gunner (marc.gunner2@det.nsw.edu.au)

Topic:				
Syllabus Outcomes: INS 11/12-4 selects and processes appropriate qualitative and quantitative data using a range of appropriate media INS11/12-5 analyses and evaluates primary and secondary data and information INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Emotive advertising vs. evidence-based claims. Summary of learning: 1. Understand and compare emotive advertising and evidence-based claims 2. Analyse scientific literature related to emotive vs evidence-based claims	Learning Focus: Factors affecting the way data is interpreted, analysed and understood. Summary of learning: 1. Understand placebo, double-blind trials and control groups 2. Understand societal impacts on the interpretation of data	Learning Focus: Factors affecting the way data is interpreted, analysed and understood. Summary of learning: 1. Understand placebo, double-blind trials and control groups 2. Understand societal impacts on the interpretation of data	Activity Title: NIL Activity Expectation: NIL Due Date: NIL
Overview	Outline: 1. Read IQ1 ACCC Case Studies and answer questions. 2. Read IQ1 Health Claims and Food Advertising – UOW Article. 3. Answer IQ1 Health Claims questions. Resources: 1. IQ1 ACCC Case Studies 2. IQ1 Health Claims and Food Advertising – UOW Article 3. IQ1 Health Claims questions	Outline: 1. Read Inquiry Question 2 PowerPoint 2. Watch Edrolo: Placebo, double-blind trials and control groups 3. Watch Edrolo: Societal impacts on the interpretation of data 4. Use the videos and PowerPoint to make summary notes 5. Answer Inquiry Question 2 questions 1-14 (pages 15-18) in Activity Booklet Resources: 1. Inquiry Question 2 PowerPoint 2. Inquiry Question 2 Activity Booklet 3. Edrolo: Placebo, double-blind trials and control groups	Outline: 1. Answer IQ2 HSC Questions 1-4 2. Follow the instruction in IQ2 Research Worksheet to choose 2 scientific experiments and then answer questions. Resources: 1. IQ2 HSC Questions 2. IQ2 Research Worksheet	Syllabus outcomes being assessed: NIL

		4. Edrolo: Societal impacts on the interpretation of data	
Submittable Activities	<p>Activity:</p> <ol style="list-style-type: none"> 1. ACCC Case Studies questions (typed Word document or hardcopy) 2. Health Claims questions (typed Word document or hardcopy) <p>Due date: Friday Week 2 – 8 May</p>	<p>Activity:</p> <ol style="list-style-type: none"> 1. Summary Notes – Placebo, double-blind trials and control groups 2. Summary Notes – Social impacts on the interpretation of data 3. Questions – Inquiry Question 2 questions 1-14 (pages 15-18) in Activity Booklet <p>Due date: Friday Week 3 – 15 May</p>	<p>Activity:</p> <ol style="list-style-type: none"> 1. Answers to IQ2 HSC Questions (typed Word document or hardcopy) 2. Research Report as per instructions in IQ2 Research Worksheet (typed Word document or hardcopy) <p>Due date: Friday Week 4 – 22 May</p>

Course: 12 SLR

Google Classroom Code: 4alnrcq

Teacher Contact: Miss Simi

Topic: Individual Games and Sports				
Syllabus Outcomes: 1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.3 demonstrates ways to enhance safety in physical activity				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Individual games / sports</p> <p>Summary of learning: In this week you will identify individual games and sports and the benefits of participation.</p>	<p>Learning Focus: Apply Skill and Health related components to sports.</p> <p>Summary of learning: This week you will explore using the internet individual games/ sports and the associated skill and health related components within the sport.</p>	<p>Learning Focus: Independent Research</p> <p>Summary of learning: In this week you will research using the internet your own individual game or sport. Then answer the questions that follows To do this you will need to access the internet.</p>	<p>Activity Title: Research</p> <p>Activity Expectation: Research an individual game or sport and answer the questions that follow.</p> <p>Due Date:</p>
Overview	<p>Outline: In this week you will identify individual games and sports codes and the benefits of participation.</p> <p>Resources: 1. Individual Games and sports – worksheet / internet</p>	<p>Outline: In this week you will explore using the internet individual games/ sports and the associated skill and health related components within the sport.</p> <p>Resources: 1.– Health / Skill reacted Components - Worksheet / internet</p>	<p>Outline: In this week you will research using the internet your own individual game or sport. Then answer the questions that follows To do this you will need to access the internet.</p> <p>Resources: 1. Independent Research - worksheet / internet</p>	<p>Week 4 Friday 15/5/20</p> <p>Syllabus outcomes being assessed: 1.1, 1.3</p>
Submittable Activities			<p>Activity: Research</p> <p>Due date: Week 4 Friday 15/5/20</p>	

Course: 12 PDHPE

Google Classroom Code: 6tyi575

Teacher Contact: McCarthy

Topic:				
Syllabus Outcomes: H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk H6 demonstrates a range of personal health skills that enables them to promote and maintain health H1 5critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: The health of young people – WHAT IS GOOD HEALTH FOR YOUNG PEOPLE</p> <p>Summary of learning: Focus will be on syllabus DOTPOINT 1 and 2.</p>	<p>Learning Focus: ASSESSMENT ITEM The health of young people – WHAT IS GOOD HEALTH FOR YOUNG PEOPLE</p> <p>Summary of learning: Focus will be on syllabus DOTPOINT 3.</p>	<p>Learning Focus: The health of young people – WHAT IS GOOD HEALTH FOR YOUNG PEOPLE</p> <p>Summary of learning: Focus will be on syllabus DOTPOINT 4.</p>	<p>Activity Title: Pages 12 - 17</p> <p>Activity Expectation: Questions completed</p> <p>Due Date: 18th May</p>
Overview	<p>Outline: Utilising the online textbook, EDROLO and PDHPE.net you are to complete workbook pages 1 - 11</p> <p>Resources: Online textbook, Hard copy textbook if you collected a pack, EDROLO online and PDHPE.net</p>	<p>Outline: Utilising the online textbook, EDROLO and PDHPE.net you are to complete workbook pages 12 – 17. These pages will be used as an assessment item.</p> <p>Resources: Online textbook, Hard copy textbook if you collected a pack, EDROLO online and PDHPE.net</p>	<p>Outline: Utilising the online textbook, EDROLO and PDHPE.net you are to complete workbook pages 18 - 23</p> <p>Resources: Online textbook, Hard copy textbook if you collected a pack, EDROLO online and PDHPE.net</p>	<p>Syllabus outcomes being assessed: H2, H6, H15</p>
Submittable Activities		<p>Activity: Pages 12 – 17 Uploaded to the classroom or handed in to school</p> <p>Due date: 18th May</p>		

Course: 12 Community and Family Studies

Google Classroom Code: g6rck7y

Teacher Contact: Amanda Allnutt- Amanda.allnutt1@det.nsw.edu.au

Topic: Core 2- Groups in Context (Category A groups- Youth & People with a Disability)

Syllabus Outcomes:

H3.1- analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2- evaluates networks available to individuals, groups and families within communities.

H4.2- Communicates ideas, debates issues and justifies opinions.

H5.1- proposes management strategies to enables individuals and groups to satisfy specific needs and to ensure equitable access to resources.

Week	2	3	4	Assessable activity
Learning Summary and Focus	<p>Learning Focus: Satisfaction of needs.</p> <p>Summary of learning: Students will be learning to prioritise and justify the specific needs of youth.</p>	<p>Learning Focus: Types of services & factors affecting access to services.</p> <p>Summary of learning: Students will be learning to describe how the characteristics of individuals, resources and aspects of a service can affect their ability to access services.</p>	<p>Learning Focus: Exploring the People with a disability group.</p> <p>Summary of learning: Students to develop their knowledge of Category A group- People with a disability. This includes researching the prevalence, exploring the individual diversity and terminology used the describe the group.</p>	<p>Activity Title: Youth</p> <p>Submission Expectations: a) Student to edit writing from Week 2 using teacher feedback. b) Student to evaluate services in local area for youth.</p>
Classwork	<p>Outline: Students will watch a range of clips, read textbook information and complete associated activities labelled 'Term 2 Week 2'.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Edrolo clips "It's just what I need (Part 1)" & "It's Just what I need (Part 2)" • Ms Allnutt's clips on google classroom • Specific needs of Youth textbook pdf • Term 2 Week 2 activities & submittable activities. 	<p>Outline: Students will watch a range of clips, complete individual reflections and activities labelled 'Term 2 Week 3'.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Edrolo clips "Who can help? & "What's stopping you?" • Ms Allnutt's clips on google classroom. • Term 2 Week 3 activities & submittable activities. 	<p>Outline: Students will complete Youth Progress check to summarise their understanding of Youth. They will then watch Dylan Alcott clips and Edrolo clip 'Understanding Disability' to complete comprehension activities labelled 'Term2 Week 4 activities' and multiple choice questions on Edrolo video.</p> <p>Resources:</p> <ul style="list-style-type: none"> • Youth Progress check- Edrolo • Dylan Alcott clips (GC or activity pack) • Edrolo clips "Understanding Disability" • Term 2 Week 4 activities. 	<p>Due Date: 25th May.</p> <p>Syllabus outcomes being assessed: H3.2, H5.1</p>

	<ul style="list-style-type: none"> • Editable scaffold 		
Submittable Activities	<p>Activity: Complete question 1 for marking. Scaffold provided on google classroom in <i>Term 2 Week 2 Submittable activities</i>.</p> <p>Due date: Monday 11th May 2020</p>	<p>Activity: Complete two scenarios on google classroom in <i>Term 2 Week 3 Submittable activities</i>.</p> <p>Due date: Monday 18th May 2020</p>	

Course: 12 Geography

Google Classroom Code: 3ycamkh

Teacher Contact: Mr Mendygral

Topic: People and an Economic Activity - Tourism				
<p>Syllabus Outcomes: H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity H4 analyses the changing spatial and ecological dimensions of an economic activity H5 evaluates environmental management strategies in terms of ecological sustainability H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.</p>				
Week	2	3	4	Assessable Activity
<p>Learning Summary and Focus</p>	<p>Learning Focus: production and consumption in tourism</p> <p>Summary of learning: Students will be studying the relationship between production and consumption, as well as the impacts of changing patterns of consumption in Tourism.</p>	<p>Learning Focus: Controlling forces in tourism</p> <p>Summary of learning: Students will be studying the changes in ownership, decision-making and control as well as technological change in Tourism.</p>	<p>Learning Focus: Strong influences on tourism and its future</p> <p>Summary of learning: Students will be studying the political and economic factors as well as the future of tourism</p>	<p>Activity Title: Exam style question</p> <p>Activity Expectation: Students will develop their own extended response, by responding to ONE question from 6 to 10 on page 305 of the tourism chapter, under 'Exam style questions'</p>
<p>Overview</p>	<p>Outline: Students will read pages 281 to 288, and complete 'Understanding the text' on pages 282, 284, 288 using the answer sheet provided</p> <p>Resources:</p> <ul style="list-style-type: none"> 12 Geo tourism chapter pt 2 PDF Answer sheet 	<p>Outline: Students will read pages 288 to 295, and complete 'Understanding the text' on pages 292, 295 using the answer sheet provided</p> <p>Resources:</p> <ul style="list-style-type: none"> 12 Geo tourism chapter pt 2 PDF Answer sheet 	<p>Outline: Students will read pages 295 to 305, and complete 'Understanding the text' on pages 297, 300, 304 using the answer sheet provided. Students will also attempt a HSC exam style question</p> <p>Resources:</p> <ul style="list-style-type: none"> 12 Geo tourism chapter pt 2 PDF Answer sheet 	<p>Due Date: 22/5/2020</p> <p>Syllabus outcomes being assessed: H1, H4, H5, H12, H13</p>

Submittable Activities	Activity: Complete 'Understanding the text' questions from pages 282, 284, 288 To be submitted and checked on 8/5/2020	Activity: Complete 'Understanding the text' questions from pages 292, 295 To be submitted and checked on 15/5/2020	Activity: Complete 'Understanding the text' questions from pages 297, 300, 304 Assessable Activity Answer ONE question from page 305 Exam style questions (6-10 only) To be submitted and checked on 22/5/2020	
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Course: 12 Work Studies

Google Classroom Code:pvjf4sn

Teacher Contact: 12WST6 – Mr Prescott – Nathan.prescott2@det.nsw.edu.au

Topic:				
Syllabus Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: Workplace Issues – Workplace Relations Summary of learning: this module focuses on developing a deeper understanding of issues that are important to people in their working lives. We will cover the history of unionism in Australia, the role of unions and enterprise bargaining.	Learning Focus: Workplace Issues – Workplace Relations Summary of learning: this module focuses on developing a deeper understanding of issues that are important to people in their working lives. We will cover employers and their organisations, workplace regulation, causes of workplace disputes and resolving disputes in the workplace.	Learning Focus: Workplace Issues – Workplace Relations Summary of learning: this module focuses on developing a deeper understanding of issues that are important to people in their working lives. We will cover workplace equity, workplace injuries and workers' compensation.	Activity Title: Workplace Issues – Workplace Relations Activity Expectation: Read all materials in activity pack and give well-considered and detailed responses to the questions
Overview	Outline: Please read the instructions and answer the accompanying questions, try to spread the activities out over the week (one per day at the most) Resources: Resources can be found on the HSIE Year 12 Work Studies Google Classroom or in the Activity Pack provided by the school	Outline: Please read the instructions and answer the accompanying questions, try to spread the activities out over the week (one per day at the most) Resources: Resources can be found on the HSIE Year 12 Work Studies Google Classroom or in the Activity Pack provided by the school	Outline: Please read the instructions and answer the accompanying questions, try to spread the activities out over the week (one per day at the most) Resources: Resources can be found on the HSIE Year 12 Work Studies Google Classroom or in the Activity Pack provided by the school	Due Date: Monday, May 25th, 2020

Submittable Activities	Activity: Use the graphic chronology of Trade Unionism in Australia (pages 1 & 2) to answer the questions on pages 3 and 4 Due date: 5/5/2020 Read the passages on Trade Unions and Enterprise Bargaining (pages 5 to 11) and answer the questions on pages 12 and 13 Due date: 7/5/2020	Activity: Using the overview of Occupational Health and Safety (page 15), give detailed definitions of the key terms on the Occupational Health and Safety worksheet provided (page 16) Due date:11/5/2020 Read the passages on Workers' Compensation and Hazards (pages 17 to 20) then complete the accompanying worksheet (page 21) Due date:13/5/2020	Activity: Read the passages on workplace injuries and rehabilitation (pages 22 to 24) then answer the questions on the worksheets provided Pages (25 and 26) Due date:20/5/2020	Syllabus outcomes being assessed: 1, 2, 3, 4, 5, 6, 7, 8, 9
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Course: 12 Ancient History

Google Classroom Code: 2lkqrpd

Teacher Contact: Mr Vatovec (Thomas.vatovec@det.nsw.edu.au)

Topic:			
Syllabus Outcomes: Discusses and evaluates differing interpretations and representations of the past AH12-7 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms AH12-9 Analyses issues relating to the ownership, custodianship and conservation of the ancient past AH12-10			
Week	2	3	4
Learning Summary and Focus	Learning Focus: Contemporary archaeology in Pompeii and Herculaneum Summary of learning: Students will complete an outline of some of the most important archaeologists to work on the site – Fiorelli, Spinazzola, Maiuri, Sara Bisel	Learning Focus: Threats, reconstruction and conservation in Pompeii and Herculaneum Summary of learning: Students will examine the range of NEW threats to Pompeii and Herculaneum and how they are being combated	Learning Focus: **NEW TOPIC** The Fall of the Roman Republic: 78BC – 31BC Summary of learning: Students will begin an overview into their next topic, the Fall of the Roman Republic. A brief overview of the Roman system itself, it's key factors, persons and events.
Overview	Outline: Students to read the associate worksheets and complete questions in their exercise books to complete their notes on key archaeologists involved in P + H. Resources: <ul style="list-style-type: none"> Excavations and Archaeology W/S 	Outline: Students will need to go through the associated powerpoint to get their answers for the work sheet. The power point is chronologically, simply make each point for the relevant subheading as you progress. Resources: <ul style="list-style-type: none"> Rescuing the past for the future W/S. Google classroom will have a digital (colour) copy of the worksheet and powerpoint. 	Outline: Students will need to collect their new booklet (alternatively download and print their own coloured copy from google classroom. Students will need to complete pages 5 – 9 of this booklet and all of their associated questions (1 – 18) in their exercise books at home. Resources: <ul style="list-style-type: none"> Fall of the Roman Republic booklet - New topic booklet Google classroom will have a digital (colour) copy of the worksheet and powerpoint.

	<ul style="list-style-type: none"> • Google Classroom will have a digital colour copy of all worksheets and engagement activities + discussion to assist answering questions each week. 	<ul style="list-style-type: none"> • Engagement questions on google classroom will also help in understanding the concepts. 	<ul style="list-style-type: none"> • Engagement questions on google classroom will also help in understanding the concepts. • We will run through questions 1 – 18 as a class during TWO online zoom sessions in this week. See google classroom for date + times.
Submittable Activities	<p>Activity: <i>Zoom Online class session</i></p> <p>You will need to check each morning for engagement activities, discussions and DETAILS about online learning sessions – This will be posted 24hrs BEFORE the actual session will take place.</p> <p>Due date: 8/5/2020</p>	<p>Activity: <i>Zoom Online class session</i></p> <p>You will need to check each morning for engagement activities, discussions and DETAILS about online learning sessions – This will be posted 24hrs BEFORE the actual session will take place.</p> <p>Due date: 15/5/20</p>	<p>Activities: <i>Zoom Online class session</i></p> <p>You will need to check each morning for engagement activities, discussions and DETAILS about online learning sessions – This will be posted 24hrs BEFORE the actual session will take place. It is imperative you have completed your readings prior to these sessions so that you can meaningfully contribute.</p> <p>Due date: 22/5/20</p>

Course: 12 BUSINESS STUDIES

Google Classroom Code: irvuha2

Teacher Contact: Mascetti

Topic:				
Syllabus Outcomes: H2 H3 H4 H5 H6 H7 H8 H9 H10				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Financial Processes.</p> <p>Summary of learning: Planning and monitoring Financial Processes.</p>	<p>Learning Focus: Financial Processes. Financial Statements</p> <p>Summary of learning: Balance Sheet, Cash Flow, Income Statement.</p>	<p>Learning Focus: Financial Processes. Limits of Financial Reporting Ethics of Financial Management</p> <p>Summary of learning: Limits of Financial Reporting Ethics of Financial Management</p>	<p>Activity Title:</p> <p>Activity Expectation:</p> <p>Due Date:</p> <p>Syllabus outcomes being assessed:</p>
Overview	<p>Outline: Provide an overview for students to meet the expectation(s) of the resources provided.</p> <p>Resources: Provided.</p>	<p>Outline: Summarise each heading and paragraph.</p> <p>Resources: Provided.</p>	<p>Outline: Summarise each heading and paragraph.</p> <p>Resources: Provided.</p>	

Submittable Activities	Activity: Supplied. Work through activities Due date: May 8, 2020	Activity: Supplied. Work through activities Due date: May 15, 2020	Activity: Supplied. Work through activities Due date: May 22, 2020

Course: 12 Exploring Early Childhood

Google Classroom Code: va6b3su

Teacher Contact: Mrs Summerhayes and Mrs Perry

Topic: Food and Nutrition				
Syllabus Outcomes:				
1.3 Examines the nature of different periods in childhood: infant, toddler, preschool and early school years				
2.1 analyses issues relating to appropriateness of a range of services for different families				
2.2 critically examines factors that influences the social world of young children				
2.4 analyses the role of a range of environmental factors that have an impact				
Week	2	3	4	Assessable Activity
Learning Summary and Focus:	Learning Focus: Food and nutrition Summary of learning: <i>Explore the range of issues associated with breastfeeding.</i>	Learning Focus: Home prepared food vs commercial foods Summary of learning: <i>Explore the range of issues associated with feeding babies and toddlers</i>	Learning Focus: Contemporary issues food and nutrition Summary of learning: <i>Explore the range of Contemporary issues associated with feeding babies and toddlers</i>	Activity Title: interview about feeding and weaning babies Activity Expectation: a) you need to compile a list of question to conduct a phone interview with a mother. Information that needs to be obtain: 1. Were babies bottle fed or breast fed
classwork	Outline : Student to use the textbook to Complete key terms and definitions to increase vocabulary and textbook questions	Outline: Students will continue to read through textbook and complete questions	Outline: Students will continue to read through textbook and complete questions	

	<p>Activity 1 key terms Activity 2 introducing solids Activity 3 Conduct an interview with a mother about feeding and weaning babies</p> <p>Resources: Exploring Early Childhood text second edition Louise Weihen I have copied and attached chapter 10 of the textbook to google classroom or you can get a copy from school</p>	<p>Activity 1 Apply your knowledge questions: feeding problems page 333 Activity 2 Soen case study page 336 Activity 3 apply you knowledge question: food and nurtition page 337</p> <p>Resources: Exploring Early Childhood text second edition Louise Weihen I have copied and attached chapter 10 of the textbook to google classroom or you can get a copy from school.</p>	<p>Activity 1 Apply your knowledge questions: question 2 baby care room page 340 Activity 2 chapter quiz page 341 Activity 3 Extension task Apply your knowledge bottom of page 340 Question 1,2,and 3</p> <p>Resources: Exploring Early Childhood text second edition Louise Weihen I have copied and attached chapter 10 of the textbook to google classroom</p> <ul style="list-style-type: none"> Text book page 311 	<p>2. What age were babies weaned 3. What food were first introduced 4. Reasons why the mother weaned their babies b) Present Your interview questions and answers. Computer generated or hand written</p> <p>Due Date: 11/5/2020</p>
Submittable Activities	<p>Activity: Key terms Due date: 6/5/2020 Feeding interview Due date: 11/5/2020</p>			Syllabus outcomes being assessed: 2.2

Course: 12 Hospitality

Google Classroom Code: Ms Evitt: Ip7rujy

Teacher Contact: Ms Evitt/Ella

Ms Ella: xdl9f5

Topic: Use Hygienic Practices for Food Safety				
Syllabus Outcomes:				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	<p>Learning Focus: Using the Textbook placed on Google Classroom Or in your Learning Pack-Unit 1 Use Hygienic practices for food safety- Read P 4-6 complete the activities 1 & 2:</p> <p>Summary of learning: Key Terms & Learning Definitions & Hand Washing Procedures</p>	<p>Learning Focus: Using the Textbook placed on Google Classroom Or in your Learning Pack-Unit 1 Use Hygienic practices for food safety- Read P 5-10 complete the activities 3 & 4:</p> <p>Summary of learning: Cleaning Vs Sanitising Activity</p>	<p>Learning Focus: Participate in Environmentally Sustainable Work Practices Activities Finalising the Prepare & Serve Espresso Evidence Portfolio- Note-Videos may be added later AND Commencing the Prepare & Serve Non-Alcoholic Beverages Portfolio- Videos may be added later</p> <p>Summary of learning: Using Sample Portfolios on Google Classroom OR Hard Copies in Learning Packs work on the 2 Portfolios- Put</p>	<p>Activity Title: Hygiene & safety Legislation P 7 to 10 Participate in Environmentally Sustainable Work Practices Activities THEN Ongoing work on Evidence Portfolios</p> <p>Activity Expectation:</p>

			annotations in each section and any Photographic evidence- Videos may be added later.	Complete what you can of activities Videos will be made at school.
Overview	Outline: Read the Textbook notes and complete the activities Resources: Worksheets and textbook chapter Use Hygienic practices for food safety	Outline: Read the Textbook notes and complete the activities 3 & 4 Resources: Worksheets and textbook chapter Use Hygienic practices for food safety	Outline: The Evidence portfolios were introduced last term and are to be continued with this term. Students may complete annotations and make videos at school when rostered on in our transition back to classes. Resources: Evidence portfolios on Google classroom or in hard copy. Video evidence completed at school.	Due Date: TBA Syllabus outcomes being assessed: -Use Hygienic practices for food safety (Revision) -Participate in Environmentally Sustainable Work Practices Activities
Submittable Activities	Activity: Complete Activities 1 & 2 Due date: 24.5.2020	Activity: Complete Activities 3 & 4 Due date: 24.5.2020	Activity: Working on Evidence Portfolios. Due Date: Evidence Portfolios to Be Advised	

Course: 12 Visual Design

Google Classroom Code: r2iyx6k

Teacher Contact: Ms Erin Harman

Topic:				
Syllabus Outcomes:				
CH1 generates in their critical and historical practice ways to interpret and explain design.				
DM4 - generates images and ideas as representations/simulations.				
Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: • Introduction to packaging design. Summary of learning: The learning intention for this week is to explain the design techniques found in packaging design. Create a 3D net shape and to interpret a packaged food product design. (CH1)	Learning Focus: • The design process – brainstorming and researching inspiration Summary of learning: The learning intention for this week is to revise the design process and apply the first two processes – brainstorming and researching inspiration. (DM4)	Learning Focus: • The design process – Sketches, feedback and refining, finalising. Summary of learning: The learning intention for this week is to use your ideas (mind map) and inspiration (images) to create some sketches (draft) for the design for your Doritos prototype. Receive	Activity Title: Packaging design and Conceptual framework Activity Expectation: • Read the information on packaging design and branding and answer the questions. • Create a 3D net shape

			feedback, refine and finalise your design. (DM4)	<ul style="list-style-type: none"> • Answer the questions on the Doritos prototype design. • Complete the CFW task – diagram and table (4 columns). • Mark out of /20. <p>Due Date: 11th of May</p> <p>Syllabus outcomes being assessed: CH1 generates in their critical and historical practice ways to interpret and explain design.</p>
Overview	<p>Outline: THIS TASK IS ASSESSABLE /20 <u>Packaging Design</u> Students read the information provided and answer all the questions on packaging and branding design. They discover what design elements are necessary on a dyeline. They create their own 3D net shape and research the design of a packaged product. <u>Conceptual framework</u> Students complete the CFW diagram and list the jobs done by each component of the conceptual framework.</p> <p>Resources: Packaging design.docx Conceptual framework.docx</p>	<p>Outline: <u>Packaging Design - Process</u> Students match the design process titles with their meanings and put them in the correct order on the worksheet provided. Students brainstorm their ideas for the Doritos prototype design by creating a mind map. Students research and find inspiration from other chip packaging design and any images that relate to their ideas on their mind maps.</p> <p>Resources: Packaging design - Process</p>	<p>Outline: <u>Packaging Design- sketches</u> Use your mind map and inspiration to start sketching your ideas for the design. Use the prototype or sketch the prototype to use as a template for your draft design. Submit to the teacher to receive feedback Refine your first draft by altering and making any changes, finalising the sketch to submit.</p> <p>Resources: Packaging design- sketches</p>	
Submittable Activities	<p>Activity: THE FOLOWING TASK IS ASSESSABLE MARK OUT OF 20 Submit the task by answering the questions, labelling a diagram, assembling a 3D net shape and researching the design of a new packaging concept for Doritos. Submit the activities via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them when returning the pack</p> <p>Due date: Friday, 8th of May</p>	<p>Activity: Submit the design process task by linking the correct meanings and order of the process (1-7). Complete this by moving the boxes around on the word doc or cut and paste the printed version. Submit your mind map of design ideas and images that will inspire your sketches for the Doritos design. Submit these activities via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them when returning the pack</p>	<p>Activity: Submit your sketches using the template of the Doritos prototype. Receive feedback on your design from the teacher (Wednesday, 27th) Alter your first design and submit the final sketch on a new template. Submit the sketches via the google classroom assignment, email them to erin.harman2@det.nsw.edu.au. Or submit them with the pack.</p> <p>Due date: Friday, 29th of May</p>	

		Due date: Friday, 15th of May		
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Course: 12 Visual Arts

Google Classroom Code: peowhtj

Teacher Contact: Ms Rath – samantha.rath4@det.nsw.edu.au

Topic: Body of work development and Theoretical and Historical investigations

Syllabus Outcomes:

H4: selects and develops subject matter and forms in particular ways as representations in art making

H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

Week	2	3	4	Assessable Activity
Learning Summary and Focus	Learning Focus: <ul style="list-style-type: none">• Body of Work development and documentation• Continue Technology Case study• Exam practice Question #4	Learning Focus: <ul style="list-style-type: none">• Complete Essay• Body of Work development and documentation• Complete Technology Case study• Exam practice #5	Learning Focus: <ul style="list-style-type: none">• Submit Essay• Body of Work development and documentation• Exam practice #6	Activity Title: Essay Activity Expectation:

	<p>Summary of learning: This week you are to continue developing your Body of Work, continuing a case study and gain further experience answering exam questions.</p>	<p>Summary of learning: This week you are to continue developing your Body of Work, complete the technology case study and gain further experience answering exam questions.</p>	<p>Summary of learning: This week you are to continue developing your Body of Work and gain further experience answering exam questions.</p>	<p>Email or submit via google classroom your Essay to Ms Rath</p> <p>Due Date: Friday 22nd May 2020</p>
Overview	<p>Outline: Body of Work: Working at least 4 hours on developing your body of work and document your progress on Google slides document.</p> <p>Technology Case Study: Spend 2 hours working on Technology case study.</p> <p>Exam practice: Spend 40 mins writing your exam written response.</p> <p>Resources: Body of Work Documentation: Google Slide document located in google Classroom.</p> <p>Technology Case study: Provided in term 1 package, also located on Google classroom with video and other resources.</p> <p>Exam Practice: Paper copy/ Google doc located on google classroom.</p>	<p>Outline: Body of Work: Working at least 4 hours on developing your body of work and document your progress on Google slides document.</p> <p>Technology Case Study: Spend 3 hours working on completing your Technology case study.</p> <p>Exam practice: Spend 40 mins writing your exam written response.</p> <p>Resources: Body of Work Documentation: Google Slide document located in google Classroom.</p> <p>Technology Case study: Provided in term 1 package, also located on Google classroom with video and other resources.</p> <p>Exam Practice: Paper copy/ Google doc located on google classroom.</p>	<p>Outline: Body of Work: Working at least 4 hours on developing your body of work and document your progress on Google slides document.</p> <p>Exam practice: Spend 30 mins writing your exam written response.</p> <p>Resources: Body of Work Documentation: Google Slide document located in google Classroom.</p> <p>Exam Practice: Paper copy/ Google doc located on google classroom.</p>	<p>Syllabus outcomes being assessed: H.7, H.9, H.10</p>
Submittable Activities		<p>Activity: Technology Case study</p> <p>Due date: Friday 15th May 2020</p>	<p>Activity: Body of work Documentation</p> <p>Due date: Friday 22nd May 2020</p> <p>Activity: Essay (20%)</p> <p>Due date: Friday 22nd May 2020</p>	