



# Class Course Planner – 2019

## Semester 2 – Term 1

**Trinity Bay SHS**

Hoare Street

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**Class:** 7 Humanities & SS – Geography – Water in the World

**Teacher:** Various

Term Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	<b>Water as a Resource</b> <ul style="list-style-type: none"> <li>Renewable, non-renewable and continuous resources</li> <li>Forms of Water</li> <li>Natural water cycle</li> </ul>		Course Planner
T1 Wk2	<b>Water: An essential environmental resource</b> <ul style="list-style-type: none"> <li>Importance of water and values placed on water</li> <li>Connections between water and people and places</li> <li>Social, Economic and environmental effects of water</li> </ul>		
T1 Wk3	<b>Climate Graphs</b> <ul style="list-style-type: none"> <li><b>Monday 21<sup>st</sup> October – Pupil Free Day</b></li> <li>Interpreting, analysing and constructing climate graphs</li> </ul>		
T1 Wk4	<b>Australia's Water Resources</b> <ul style="list-style-type: none"> <li>Revise climate graphs</li> <li>Analysing maps and charts to identify Australia's rainfall patterns</li> <li>Orographic rain and the Rain Shadow Effect</li> </ul>		
T1 Wk5	<b>Assessment – Short Response Exam</b> <ul style="list-style-type: none"> <li>Revise, reinforce and extend Geography learning considering the individual needs of each class.</li> <li>Complete Short Response exam in class (1 session).</li> </ul>	Supervised short response exam	
T1 Wk6	<b>Practice Exam: Floods in Bangladesh</b> <ul style="list-style-type: none"> <li>Complete practice Response to Stimulus exam in class <ul style="list-style-type: none"> <li><b>Session 1:</b> Analysis of practice stimulus materials and completion of practice decision-making matrix.</li> <li><b>Session 2:</b> Written responses: Students complete Parts A, B and C of practice exam.</li> </ul> </li> </ul>		Exam Results
T1 Wk7	<b>Water Scarcity – Australia</b> <ul style="list-style-type: none"> <li>Natural Hazard – drought</li> <li>Investigate water scarcity in Australia</li> </ul>		
T1 Wk8	<b>Assessment – Response to Stimulus Exam</b> <ul style="list-style-type: none"> <li>Complete Response to Stimulus exam in class <ul style="list-style-type: none"> <li><b>Session 1:</b> Analysis of stimulus materials and completion of decision-making matrix. Part C of supervised exam</li> <li><b>Session 2:</b> Written responses: Students complete Parts A, B and C.</li> </ul> </li> </ul>	Supervised response to stimulus exam	
T1 Wk9	<b>Geography Skills</b> <ul style="list-style-type: none"> <li>Mapping</li> <li>Sketching</li> </ul>		Exam Results & YTD Achievement Ladder
T1Wk10	<b>Geography Skills</b> <ul style="list-style-type: none"> <li>Atlas Activities</li> </ul>		



# HUMANITIES: GEOGRAPHY

## Class Course Planner – 2019

### Semester 1 – Term 1

### Changing Nations

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**Class:** 8 Geography

**Teachers:** Various

**Vocab list:** Urbanisation, rural, urban, push and pull factors, migration, social, economic, environmental, consequences, infrastructure, inadequate, population density, emissions, sustainability, Fly In – Fly Out (FIFO), sea change, tree change, megacity, world city, slum, formal economy, informal economy, employment, unemployment.

Term Week	Curriculum Intent	Assessment	Feedback
W1 29 <sup>th</sup> Jan – 1 <sup>st</sup> Feb	<b>Unit Introduction</b> <ul style="list-style-type: none"> <li>Undertake a pre-test to assess current geographical knowledge of continents and countries.</li> <li>Differentiate between a rural and an urban area by examining contrasting characteristics.</li> <li>Identify types of urban settlements. Distinguish between urban settlements by classifying them by population size.</li> <li>Distinguish between a megacity and a city.</li> <li>Distinguish between a developed and developing country.</li> </ul> <i>Australia Day: Monday 28<sup>th</sup> January</i>	Pre-test	Course Planner
W2 4 <sup>th</sup> Feb – 8 <sup>th</sup> Feb	<b>Urbanisation</b> <ul style="list-style-type: none"> <li>Explore urbanisation in Australian cities.</li> <li>Examine the impacts of urbanisation in Australia such as urban sprawl, traffic congestion and affordability.</li> </ul>		
W3 11 <sup>th</sup> Feb – 15 <sup>th</sup> Feb	<b>Push &amp; Pull Factors - Australia</b> <ul style="list-style-type: none"> <li>Distinguish between a migrant and an immigrant.</li> <li>Identify and examine push and pull factors that drive rural-urban migration in Australia.</li> <li>Examine the social, economic and environmental causes for migration and their effects on urbanisation in Australia.</li> <li>Explore how to interpret a line graph.</li> </ul>		
W4 18 <sup>th</sup> Feb – 22 <sup>nd</sup> Feb	<b>Push and Pull Factors - Global</b> <ul style="list-style-type: none"> <li>Different types and reasons for migration e.g. intra-migration, inter-migration and international migration.</li> <li>Identify and examine push and pull factors that drive rural-urban migration in developed and developing countries.</li> <li>Contrast urbanisation in Asia with Australia.</li> <li>Clickview: Four Corners – The Fastest Changing Place on Earth.</li> </ul>		
W5 25 <sup>th</sup> Feb – 1 <sup>st</sup> Mar	<b>Migration to Australia</b> <ul style="list-style-type: none"> <li>International migration to Australia and its impact on Australia's urban development (eg. cuisines, religious and cultural beliefs).</li> </ul>		
W6 4 <sup>th</sup> Mar – 8 <sup>th</sup> Mar	<b>Developed Countries: Australia and the USA</b> <ul style="list-style-type: none"> <li>Compare and contrast land area, population distribution and density, precipitation and land use.</li> <li>Interpret or create choropleth maps of the above.</li> <li>Investigate life in a US megacity (NYC, LA, Chicago).</li> </ul>		
W7 11 <sup>th</sup> Mar – 15 <sup>th</sup> Mar	<b>Developing Countries: Urbanisation in Asia - China</b> <ul style="list-style-type: none"> <li>Compare and contrast quality of life between Cairns and megacities in China.</li> <li>Understand that quality of life and levels of development greatly vary across China.</li> <li>Examine the impacts of urbanisation in China (e.g. pollution, overcrowding)</li> <li>Investigate the Hukou System.</li> </ul>		
W8 18 <sup>th</sup> Mar – 22 <sup>nd</sup> Mar	<b>Developing Countries: Urbanisation in Asia - India</b> <ul style="list-style-type: none"> <li>Compare and contrast quality of life between Cairns and Mumbai, India</li> <li>Investigate quality of life in Mumbai's Dharvari Slum</li> <li>Optional case study: Favelas in Brazil.</li> <li>Students are writing extended responses using PEEEL.</li> </ul>		
W9 25 <sup>th</sup> Mar – 29 <sup>th</sup> Mar	<b>Assessment</b> <ul style="list-style-type: none"> <li>Review and reinforce knowledge before undertaking the Combination Response Exam</li> </ul>	Combination Response Exam	
W10 1 <sup>st</sup> Apr – 5 <sup>th</sup> Apr	<b>Reflection and evaluation</b> <ul style="list-style-type: none"> <li>Feedback on the unit and assessment.</li> <li>Term 2 History Pre-test – Europe and Middle East Geography or teacher-guided activities.</li> </ul>		Ladder Tracker



# Class Course Planner – 2019

## Semester 1 – Term 1

# The World at War

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Class: 9 History

Teachers: Various

TERM ONE	Curriculum Intent	Assessment	Feedback
T1 Wk1	<b>INTRODUCTION TO WORLD WAR I</b> <ul style="list-style-type: none"> <li>Examine the course planner</li> <li>Identify what World War I (WWI) is, when it started and who was involved</li> </ul> <b>MONDAY public holiday</b>		<b>Course Planner</b>
T1 Wk2	<b>DID A SANDWICH REALLY START WORLD WAR I?</b> <ul style="list-style-type: none"> <li>Investigate how the death of Franz Ferdinand led to the start of WWI</li> </ul> <b>WHAT WERE THE M.A.I.N CAUSES OF WWI?</b> <ul style="list-style-type: none"> <li>Examine the role of militarism, alliances, imperialism and nationalism in WWI</li> </ul>		
T1 Wk3	<b>WHAT WAS THE EXPERIENCE OF SOLDIERS IN THE TRENCHES?</b> <ul style="list-style-type: none"> <li>Identify the location of major trench systems</li> <li>Read first-hand accounts of trench warfare to make explanations of life in trenches</li> <li>Examine the use of WWI weapons (rifles, machine guns, gas, planes and tanks) in trench warfare</li> </ul>		
T1 Wk4	<b>HOW DID IT END?</b> <ul style="list-style-type: none"> <li>Investigate factors that contributed to the Allies success</li> </ul> <b>CONSOLIDATION &amp; KNOWLEDGE EXAM</b> <ul style="list-style-type: none"> <li>Review and reinforce knowledge before undertaking the Knowledge Exam</li> </ul> <b>FRIDAY swimming carnival</b>	<b>ONLINE KNOWLEDGE EXAM</b>	Online knowledge exam immediate feedback
T1 Wk5	<b>WHAT WAS THE HOLOCAUST?</b> <ul style="list-style-type: none"> <li>Examine primary and secondary sources to make explanations and arguments on what occurred during the Holocaust</li> <li>Link the Holocaust to Hitler's vision for Germany</li> </ul>		
T1 Wk6	<b>HOW DID WWI CREATE THE ENVIRONMENT FOR WWII?</b> <ul style="list-style-type: none"> <li>Investigate the purpose and terms within the Treaty of Versailles</li> <li>Use the Treaty of Versailles as evidence to make explanations and arguments on and its significance in contributing to Hitler's rise to power</li> <li>Undertake a brief overview of key events in WWII</li> </ul>		
T1 Wk7	<b>WHY WAS AUSTRALIA</b> <ul style="list-style-type: none"> <li>Explore why Australia joined WWII identifying the British influence and changes in the Pacific region</li> <li>Investigate the bombing of Darwin and use TARBS to analyse Australian propaganda posters on the Japanese threat</li> </ul>		
T1 Wk8	<b>WHAT WAS LIFE LIKE ON THE AUSTRALIAN HOME FRONT?</b> <ul style="list-style-type: none"> <li>Examine life on the home front such as rationing, internment camps and life for children</li> <li>Examine primary sources to investigate the role of Australian women during the War</li> </ul>		
T1 Wk9	<b>CONSOLIDATION &amp; COMBINATION RESPONSE EXAM</b> <ul style="list-style-type: none"> <li>Review and reinforce knowledge before undertaking the Combination Response Exam</li> </ul>	<b>COMBINATION RESPONSE EXAM</b>	
T1 Wk10	<b>HOW DID IT END?</b> <ul style="list-style-type: none"> <li>Investigate how WWII ended, including the dropping of two atomic bombs</li> <li>Activities up to teacher discretion</li> </ul>		Achievement Ladder and Feedback



## Class Course Planner – 2019 Semester 1: Term 1

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**Class: Year 10 Aboriginal and Torres Strait Islander Studies: Country and Identity**

**Teacher: Mr Brennan**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<b>Introduction to Aboriginal and Torres Strait Islander Studies</b> <ul style="list-style-type: none"> <li>Understand cultural practices and protocol</li> <li>Communicate understanding of key terms (culture, identity and connections)</li> <li><i>Survival Day 26/1</i></li> </ul>	Pre-unit assessment	<b>Course Planner</b>
T1 Wk2	<b>Aboriginal and Torres Strait Islander Worldviews</b> <ul style="list-style-type: none"> <li>Comprehend elements of worldview: Land / language / kinship / totems / country / lore</li> <li>Know the main regional and language groups in Australia</li> </ul>		
T1 Wk3	<b>Cairns and the Surrounding Area</b> <ul style="list-style-type: none"> <li>Investigate information about the local area</li> <li>Engage with and reflect on guest speaker presentations</li> </ul>		
T1 Wk4	<b>Missions and Reserves</b> <ul style="list-style-type: none"> <li>Engage with and reflect on guest speaker presentations</li> <li>Evaluate the establishment of missions and reserves in Australia</li> <li><i>Apology anniversary 13/2</i></li> </ul>		
T1 Wk5	<b>Missions and Reserves</b> <ul style="list-style-type: none"> <li>Determine the impact of missions (Hopevale, Lockhart River and Yarrabah) and reserves (Palm Island) in the local area</li> <li>Appreciate the right of Aboriginal and Torres Strait Islander people to maintain connection to country in modern Australia</li> </ul>		
T1 Wk6	<b>Homelands</b> <ul style="list-style-type: none"> <li>Recognise how indigenous homelands provide an important component of wellbeing</li> <li>Participate in presentation with guest speaker</li> </ul>		
T1 Wk7	<b>Homelands</b> <ul style="list-style-type: none"> <li>Explore the impact of specific homelands and land management programs</li> <li>Identify training and employment opportunities in land management</li> </ul>		
T1 Wk8	<b>Revision / Assessment</b> <ul style="list-style-type: none"> <li>Revise key content (teacher guided and individual revision)</li> <li>Complete practice exam</li> <li><i>Close the Gap day 16/3</i></li> </ul>	Short response – practice exam	<i>Feedback on practice exam</i>
T1 Wk9	<b>Assessment / Reflection</b> <ul style="list-style-type: none"> <li>Complete short response examination</li> <li>Unit reflection</li> <li><i>Harmony Day 21/3</i></li> </ul>	<b>Short response examination</b>	
T1 wk10	<b>Introduction to new unit</b> <ul style="list-style-type: none"> <li>Introduction to new unit: Aboriginal and Torres Strait Islander Wellbeing</li> </ul>		<b>Achievement ladder and student conference</b>



# Class Course Planner – 2019

## Term 1

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Class: 10 Ancient History

Teacher: Mrs Blyth

Term Week	Curriculum Intent: Students investigate a society from the ancient past: Old Kingdom Egypt. They explore the remaining sources and how they have been interpreted. Students focus on issues relevant to the investigation of the Ancient World in order to develop historiographical skills. Students also investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society.	Assessment x 3	Feedback x 3
T 1 Wk1	<b>The land of Egypt / Sources of information / Timelines</b> <ul style="list-style-type: none"> <li>Students are given an introduction to the land of Egypt (Topography, Climate, Resources) and how these shaped the civilisation that arose there.</li> <li>Students also <b>investigate the Primary Sources</b> associated with the Old Kingdom and what they tell us. (Turin Canon, Herodotus and Manetho – <i>Aegyptiaca</i>) <b>creating a timeline</b> from information gathered.</li> </ul>		Course Planner
T 1 Wk2	<b>Role of the King / Bureaucracy – Viziers, Nobility &amp; Scribes</b> <ul style="list-style-type: none"> <li>Students <b>examine Primary Sources</b> to identify the role of the king, including his titles, power, duties, functions and his place in religious beliefs.</li> <li>Students also <b>explore an array of Egyptian documents</b> created by bureaucracy and how this separated duties and increased efficiency.</li> </ul>		
T 1 Wk3	<b>The Priesthood and the Role of religion</b> <ul style="list-style-type: none"> <li>Students consider the strong ties of Egyptian rule and religion and scrutinise the role of the Priesthood in Pharaonic rule through <b>examination of Primary Sources</b></li> </ul>		
T1 Wk4	<b>Everyday people (workers, gender roles, the army)</b> <ul style="list-style-type: none"> <li>Students <b>explore the available evidence</b> of the lives of everyday people and how Old Kingdom society worked efficiently and effectively to achieve projects such as the building of the Pyramids.</li> </ul>		
T 1 Wk5	<b>Revision and Exam</b> <ul style="list-style-type: none"> <li>Students revise concepts, ideas, content and skills for an exam</li> </ul>	Response to Stimulus Exam	
T1 Wk6	<b>Research report into the role of particular Gods &amp; Goddesses in the Old Kingdom</b> <ul style="list-style-type: none"> <li>Students begin a research report – <b>learning about its structure, inclusions, methods of research and referencing.</b></li> </ul>		
T1 Wk7	<b>Research report continued</b> <ul style="list-style-type: none"> <li>Teacher models the process of a report and students do <b>independent research.</b></li> </ul>		
T1 Wk8	<b>Research report continued</b> <ul style="list-style-type: none"> <li>Students begin <b>drafting using research notes taken.</b></li> </ul>		
T 1 Wk9	<b>Research report continued</b> <ul style="list-style-type: none"> <li>Students <b>hand in a draft and use feedback</b> to make corrections and additions.</li> </ul>		
T 1 Wk10	<b>Research report handed in in Lesson 1</b> <ul style="list-style-type: none"> <li>Students <b>hand in research report</b></li> <li>Students view documentaries associated with Ancient Egypt and Archaeological developments</li> </ul>	Research Report handed in to TA room	<b>Achievement Ladder</b>



# GEOGRAPHY

## Class Course Planner – 2019

### Semester 1, Term 1

### Managing Catchments

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**Teacher: Newton**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk 01 29 Jan – 1 Feb	<b>Why Study Catchments?</b> <b>The Inland Water Environment</b> <ul style="list-style-type: none"> <li>Investigate the types of landforms present in a catchment.</li> <li>Compare surface and groundwater types.</li> <li>Compare water recharge and discharge areas.</li> </ul> <b>Monday 28<sup>th</sup> – Australia Day Public Holiday</b>	Formative Assessment (assessment for learning)	<b>Course Planner</b>
T1 Wk 02 4 Feb – 8 Feb	<b>Threats to the Inland Water Environment - Australia</b> <ul style="list-style-type: none"> <li>Positive and negative, social, environmental and economic impacts of damming/fragmenting a river.</li> <li>Investigate the current management of Australian catchments such as the Great Artesian Basin.</li> <li>Examine how human patterns and processes have altered flow regimes and water quality.</li> </ul>		
T1 Wk 03 11 Feb – 15 Feb	<b>Threats to the Inland Water Environment - International</b> <ul style="list-style-type: none"> <li>Continue investigating previous content on local catchment management plus an international case study; (Ideal - Colorado River, or Nile River, Mekong River, Yangtze River and Five Rivers Dam, Aral Sea).</li> </ul>		
T1 Wk 04 18 Feb – 22 Feb	<b>Coastal Environments</b> <ul style="list-style-type: none"> <li>Investigate the processes that shape coastlines: Hydrologic (waves and tides), Geomorphic (erosion and depositional) and their resulting landforms.</li> <li>Investigate how the inland water environment interacts with the coastal environment.</li> </ul> <b>International Case Study: Dubai – United Arab Emirates.</b> <ul style="list-style-type: none"> <li>Investigate how catchments and coastal landforms have been dramatically altered by human development in the UAE.</li> </ul>		
T1 Wk 05 25 Feb – 1 Mar	<b>Consolidation for Exam</b> <ul style="list-style-type: none"> <li>Revision of content taught so far.</li> </ul>	<b>Online Exam Knowledge</b>	
T1 Wk 06 4 Mar – 8 Mar	<b>The Wet Tropics Catchment Report Card and Walking the Landscape process</b> <ul style="list-style-type: none"> <li>Investigate local catchments processes and landscapes</li> <li>Investigate how human development has altered individual catchments</li> <li>Understand how coastal catchment management is monitored and managed</li> </ul>		<b>Exam Feedback</b>
T1 Wk 07 11 Mar – 15 Mar	<b>Threats to Catchments</b> <ul style="list-style-type: none"> <li>Investigate how human development has altered the Inner Cairns catchment over time (Cairns Esplanade dredging, historical development)</li> <li>Skill building - Interpreting a topography map and an atlas map.</li> </ul>		
T1 Wk 08 18 Mar – 22 Mar	<b>The Murray-Darling Basin</b> <ul style="list-style-type: none"> <li>Investigate how human development has altered the Murray-Darling Basin (Snowy Mountain Hydro, water extraction, crops in the basin)</li> <li>Investigate types of irrigation; flood, trickle, furrow, sprinkler.</li> <li>The Murray Darling Basin Plan – analyse anthropogenic management</li> </ul>		
T1 Wk 09 25 Mar – 29 Mar	<b>Consolidation for Exam</b> <ul style="list-style-type: none"> <li>Review stimulus in the lesson prior to the exam.</li> <li>PEEL paragraph skill building.</li> <li>Case study of social, economic and environmental analysis of a catchment</li> <li>Response to Stimulus Exam on the management of the Wet Tropics Coastal catchments</li> </ul>	<b>Combination exam – knowledge &amp; short answer response</b>	
T1 Wk 10 1 Apr – 5 Apr	<b>Introduction to the Great Barrier Reef Marine Park</b> <ul style="list-style-type: none"> <li>Introduction to the Term Two unit.</li> </ul> <b>Friday 19<sup>th</sup> April – Good Friday Public Holiday</b>		<b>Exam feedback</b>



# Class Course Planner 2019

## Semester 1 - Term 1

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**Class: Year 10 Social & Community Studies**

**Teachers:** Ms O'Donnell

**Unit:** "Identity & Relationships"

**Key Terms:** community, individual, physiological, identity, culture, influence, beliefs, values, opportunities, demographics, socio-economic, marginalised, self-esteem, communication, relationships, respect, equality, gendered

**Core Skills:** match, classify, explain, compare, identify, list, infer, interpret from text and graphs

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<b>PERSONAL: Maslow's Hierarchy of Needs</b> <ul style="list-style-type: none"> <li>Unit overview</li> <li>Maslow's Hierarchy of Needs</li> </ul>		
T1 Wk2	<b>PERSONAL: Identity</b> <ul style="list-style-type: none"> <li>Introduction and commence vocab notebook</li> <li>Factors that influence identity - gender, life opportunities, culture, language, belief systems, values, ability/disability, socio-economic status, interests and relationships (family, friends, wider community)</li> </ul>		
T1 Wk3	<b>PERSONAL: Identity Formation &amp; Self-Esteem</b> <ul style="list-style-type: none"> <li>Identify formation throughout life</li> <li>Self-evaluation of the identity influences</li> <li>Strategies to improve self-esteem</li> </ul>		
T1 Wk4	<b>INTERPERSONAL: Communication</b> <ul style="list-style-type: none"> <li>Verbal and non-verbal communication</li> <li>How our identity influences how we interact</li> </ul>	<b>Consolidation Quiz</b>	<b>Quiz Feedback</b>
T1 Wk5	<b>INTERPERSONAL: Communication</b> <ul style="list-style-type: none"> <li>Cultural considerations for communication</li> <li>Interpret and respond to non-verbal cues</li> <li>Public (social context) and private interactions</li> </ul>		
T1 Wk6	<b>INTERPERSONAL: Communication in Relationships</b> <ul style="list-style-type: none"> <li>Respectful communication and relationships</li> <li>Power imbalances in relationships</li> <li>Positive communication for difficult interactions</li> <li>The 5 communication styles</li> </ul>		
T1 Wk7	<b>INTERPERSONAL: Power in Relationships</b> <ul style="list-style-type: none"> <li>Interacting with respect in relationships</li> <li>Power structures in intimate relationships</li> <li>Impacts of domestic violence</li> </ul>		
T1 Wk8	<b>COMMUNITY</b> <ul style="list-style-type: none"> <li>Marginalised groups</li> <li>Accessing support</li> <li>Strategies to foster cultural diversity and develop respect for marginalised groups</li> </ul>		
T1 Wk9	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>Practise Exam</li> <li>Exam Feedback &amp; Revision</li> <li>Exam</li> </ul>	<b>Practise Exam Exam</b>	<b>Practise Exam Feedback</b>
T1 Wk10	<b>END OF TERM ACTIVITIES</b> <ul style="list-style-type: none"> <li>Reflection on unit and learning</li> <li>Achievement ladder and goal setting</li> <li>Develop a project that could be run at school to foster cultural diversity and develop respect for marginalised groups</li> </ul>		<b>Achievement Ladder</b>



# Class Course Planner

## 2019 Semester 1, Term 1

### ANCIENT HISTORY

**Trinity Bay SHS**

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Class: 11A

Teacher: MRS VIKKI BLYTH

Term 1 Week	Curriculum Intent – Students investigate how the ancient past has been represented.	Assessment x 3	Feedback x 3
Wk1	<b>Timelines and definitions</b> Students construct a 'big picture' timeline from Prehistory to the Present and explore historical concepts and their definitions using historical examples <b>Sources &amp; Archaeology - analyse</b> Students look at the differences between primary and secondary sources as well as literary and non-literary sources: - archaeological sites discovery, methods of excavation, roles and responsibilities of members of an archaeological team, how evidence from the Ancient World has been lost and rediscovered		Course Planner
Wk 2	<b>Authenticity</b> Students study problems of authenticity, e.g. the identification and origin of ancient artefacts, human remains and documents - the reliability of ancient writers/ the condition of artefacts and the impact on their use as evidence/ methods and results of scientific analysis (forensic techniques) and modern preservation of the remains.		
Wk3	<b>Fakes &amp; Forgeries</b> Students undertake an investigation of fakes and forgeries and examine - Who did it? (character), - Why was it done? (motive), - How was it done? (techniques), By what means was the deception uncovered? (investigation), - What was the significance of the hoax? (consequences)		
Wk4	<b>Case Study: Willandra Lakes Site-</b> students examine the stratigraphy of the site and make judgements about the length of site occupation, diet, flora and fauna, the lives of the people who lived there, the condition of the site students compare these judgments to – the forensic analysis of the site & – judgments made by the museum scientists.		
Wk5	<b>Web investigation</b> students undertake an investigation of the site, including - its significance to understanding the life and times of the people - the ethical concerns about the examination of remains and use of the site students examine the extent to which the archaeological evidence challenges the notions of Aboriginal peoples and Torres Strait Islander peoples as nomadic and uncivilised & use clear and specific evidence that has been analysed and evaluated to support their judgment.		
Wk6	<b>Case Study – Siberian Ice Maiden</b> Students investigate of the ethical dilemma of excavating human remains <b>Report</b> Students create a document that shows the location of the Ice Maiden, the condition of the remains and their preservation, the role of, the impact of human activity and the condition of the remains, inferences we can make		
Wk7	<b>Revise Concepts and skills</b> Students will be provided with a mix of sources and questions that will allow them to practise completing an Examination — short responses to historical sources. <b>Exam</b>	Short Response to Stimulus Exam 2 hours + 15 minutes	
Wk8	<b>Roles and images of the King</b> Class discussion about Predynastic and Dynastic Egypt. Source discussion about unification of Egypt and the Narmer Palette. the concept of Maat, titles, religious roles, Heb-Sed festival, viziers, nomarchs, priests and overseers, scribes & artisans <b>Religion</b> Students construct a detailed concept map to understand the importance and significance of: gods and goddesses, e.g. Osiris, cults, e.g. the solar cult of Re, the afterlife, myths and legends, e.g. the creation myth and the Osiris myth.		
Wk9	<b>Mummification and the afterlife</b> <b>Source analysis</b> Present students with a range of primary and secondary sources. Using these sources, students construct a flow chart of the various stages involved in mummification, funerary practices, burial and the afterlife. • Sources may include - Herodotus - written or visual representations of canopic jars, mummies and sarcophagi from Dynasties 3–6, the Ba and the Ka, the false door and the Pyramid Texts.		
Wk10	<b>Important pharaohs of the Old Kingdom</b> <b>Key question:</b> Who was the most important pharaoh of the Old Kingdom? <b>Biographical profile</b> Working either individually or collaboratively, students develop a biographical profile for one of the following pharaohs: - Djoser, Khufu, Khafre, Pepi I, Unas. Students use an ICT program to publish a biographical profile that includes aspects such as family background, political activities, involvement in warfare, and architectural achievements. Students are required to analyse and evaluate primary and secondary sources to draw conclusions in response to the key question.		Achievement Ladder





# 11 SENIOR GEOGRAPHY

## Class Course Planner – 2019

### Semester 1, Term 1

### Unit 1, Topic 1: Natural Hazard Zones

**Trinity Bay SHS**

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Teacher: Mr Martin

Term Week	Curriculum Intent	Formal Assessment
W1 29 <sup>th</sup> Jan – 1 <sup>st</sup> Feb	<b>Introduction to Senior Geography and Natural Hazards</b> <ul style="list-style-type: none"> <li>Overview of Year 11 Geography.</li> <li>What is a natural hazard?</li> <li>Define the types and locations of world hazard zones.</li> <li>Explain the processes that occur across the globe that result in natural hazards (within the atmosphere, lithosphere, hydrosphere)</li> <li>Analyse the differences between atmospheric, geomorphic and geological processes and their hazards.</li> <li>Use spatial technologies to investigate the above (e.g. Earth Nullschool, BOM MetEye, USGS Latest Earthquake).</li> <li>Introduction to using ArcGIS.</li> </ul> <p style="text-align: right;"><i>Australia Day: Monday 28<sup>th</sup> January</i></p>	<b>Course Planner</b>  <b>Pretest: Mapping</b>
W2 4 <sup>th</sup> Feb – 8 <sup>th</sup> Feb	<b>Living in a Hazard Zone</b> <ul style="list-style-type: none"> <li>Explain and analyse the spatial distribution of natural hazards</li> <li>Describe geographic patterns and identify the implications for people and environments</li> <li>Explain the severity of the impacts of natural hazards and how they are influenced by a number of factors</li> </ul>	
W3 11 <sup>th</sup> Feb – 15 <sup>th</sup> Feb	<b>Living in a Hazard Zone</b> <ul style="list-style-type: none"> <li>Identify hazard preparedness, mitigation, prevention and adaption strategies to manage risk from various public and private agencies</li> <li>Describe the spatial pattern and distribution of a hazard, using data provided, by creating a choropleth map following BOLTSS (e.g. 2011 Brisbane Flood map, 2010 Eyjafjallajokull Volcanic ash cloud airspace closure, 2004 Boxing Day Tsunami)</li> </ul>	
W4 18 <sup>th</sup> Feb – 22 <sup>nd</sup> Feb	<b>Atmospheric Hazards</b> <ul style="list-style-type: none"> <li>Identify types of atmospheric hazards (tropical cyclones, hurricanes, typhoons, severe thunderstorms, east coast lows, polar vortex)</li> <li>Examine visible, water vapour and infrared satellite images to examine the conditions for atmospheric hazard development (e.g. NOAA GOES/Himawari-8, BOM rain/wind radar).</li> <li>Recap how to read a weather map (fronts, troughs, pressure systems, isobars etc)</li> <li>Investigate the conditions required for the creation and longevity of an atmospheric hazard (e.g. land, sea and air temperatures, humidity, monsoon trough, cross equatorial winds)</li> <li>Briefly examine the influence of El Nino and La Nina on atmospheric hazards.</li> <li>Use spatial technologies to investigate atmospheric hazards and processes (e.g. Earth Nullschool).</li> </ul>	
W5 25 <sup>th</sup> Feb – 1 <sup>st</sup> Mar	<b>Atmospheric Hazards: Case Studies</b> <ul style="list-style-type: none"> <li>Conduct case studies to investigate a cyclone/typhoon/hurricane that has affected a place in a developed country and determine its social, economic and environmental impacts</li> </ul>	

	<ul style="list-style-type: none"> <li>Developed country case study option: Typhoon Jebi – Japan 2018</li> <li>Developed country case study option: Hurricane Katrina – USA 2005</li> <li>Use spatial technologies to plot the above (e.g. ScribbleMaps, ArcGIS)</li> </ul>	
W6 4 <sup>th</sup> Mar – 8 <sup>th</sup> Mar	<b>Atmospheric Hazards: Case Studies</b> <ul style="list-style-type: none"> <li>Conduct case studies to investigate a cyclone/typhoon/hurricane that has affected a place in a developed country and determine its social, economic and environmental impacts</li> <li>Developing country case study option: Typhoon Rammasun – Vietnam 2014</li> <li>Developing country case study option: Typhoon Mangkhut – Philippines, China and Hong Kong SAR 2018</li> </ul>	
W7 11 <sup>th</sup> Mar – 15 <sup>th</sup> Mar	<b>Assessment</b> <ul style="list-style-type: none"> <li>Prepare for completing assessment</li> <li>Complete in-class combination response exam</li> </ul>	<b>Combination Response Exam</b>
W8 18 <sup>th</sup> Mar – 22 <sup>nd</sup> Mar	<b><u>TOPIC 2: Ecological Hazard Zones</u></b> <b>What are Ecological Hazard Zones?</b> <ul style="list-style-type: none"> <li>Examine how ecological hazards are the result of biological and anthropogenic processes that have an impact on the physical environment and human health</li> <li>Physical environment (eco-hazards), e.g. environmental plant and animal invasions, impacts of pollutants on lithosphere, atmosphere, hydrosphere and biosphere</li> <li>Human health (diseases), e.g. infectious diseases and vector-borne diseases</li> <li>Explain the concepts of vulnerability and risk as applied to ecological hazard management</li> <li>Use spatial technologies to examine the above (e.g. AQICN Air Quality map)</li> </ul>	
W9 25 <sup>th</sup> Mar – 29 <sup>th</sup> Mar	<b>Where are Ecological Hazard Zones</b> <ul style="list-style-type: none"> <li>Recognise ecological hazard zones, map spatial distribution of patterns in hazard creation, spread and elimination.</li> <li>Identify the implications of ecological hazards for people and place.</li> <li>Use spatial technologies to investigate Cancer in Australia (Cancer Atlas)</li> </ul>	
W10 1 <sup>st</sup> Apr – 5 <sup>th</sup> Apr	<b>Natural and Ecological Hazard Relationships</b> <ul style="list-style-type: none"> <li>Understand that natural and ecological hazards often intertwine and this can affect the severity and distribution of ecological hazards.</li> <li>explain how the severity of the impacts of ecological hazards is influenced by factors, such as: <ul style="list-style-type: none"> <li>speed of onset</li> <li>magnitude</li> <li>frequency</li> <li>duration</li> <li>sequencing and seasonality of events, i.e. random or regular</li> </ul> </li> <li>Use spatial technologies (e.g. ScribbleMaps – Zombie Day Evacuation, Pandemic 3 game)</li> </ul>	<b>Feedback Ladder Tracker</b>



# Class Course Planner

## Semester 1 - Term 1, 2019

**Trinity Bay SHS**

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**Class:** Year 11 Social & Community Studies

**Unit:** Elective 6: "Into Relationships"

**Teacher:** Ms O'Donnell

**Key Terms:** *citizen, culture, discrimination, influence, norms, personal identity, personality, responsibilities, rights, self-esteem, social, society, stereotypes, stimulus, stress*

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>• personality traits</li> <li>• personal identity, including gender, cultural</li> </ul>	<b>Pre-test</b>	<b>Course planner</b>
T1 Wk2	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>• socioeconomic status</li> <li>• building self-esteem and confidence</li> </ul>		
T1 Wk3	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>• setting personal goal</li> <li>• devising strategies to attain goals</li> </ul>	<b>Revision quiz</b>	
T1 Wk4	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• stereotypes and prejudices</li> <li>• social norms and values</li> </ul>		
T1 Wk5	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• building effective relationships</li> <li>• setting standards e.g. trust and boundaries</li> </ul>		
T1 Wk6	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• reflecting on and learning from relationships</li> </ul>		
T1 Wk7	<b>Citizenship skills</b> <ul style="list-style-type: none"> <li>• rights and responsibilities</li> </ul>		
T1 Wk8	<b>Assessment preparation</b> <ul style="list-style-type: none"> <li>• literacy skill builders</li> <li>• consolidation of unit</li> </ul>	<b>Practise exam</b>	<b>Practise exam feedback</b>
T1 Wk9	<b>Assessment</b> <ul style="list-style-type: none"> <li>• revision</li> <li>• exam</li> </ul>	<b>Exam</b>	
T1 Wk10	<b>Unit Review</b> <ul style="list-style-type: none"> <li>• learning review</li> <li>• term 2 goal setting</li> </ul>		<b>Achievement Ladder</b>



**COURSE PLANNER – 2019**  
**SEMESTER 1 – TERM 1**  
**12 ANCIENT HISTORY**  
**RELIGION & SOCIAL CONSTRUCTS**

**Trinity Bay SHS**  
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**Class: 12 A**

**Teacher: Mrs Blyth**

<b>Term 1 Week</b>	<b>KEY QUESTION: “How Did Religion’s Sociological Role Impact Upon Ancient Societies?”</b>	<b>Assessment x 3</b>	<b>Feedback x 3</b>
<b>Wk1 Short Week</b>	<b>RELIGION:</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Origins</li> <li>• Commonalities</li> <li>• Types</li> </ul>		<b>Course Planner</b>
<b>Wk2</b>	<b>THE STUDY OF ANCIENT RELIGION</b> <ul style="list-style-type: none"> <li>• Primary sources of evidence</li> <li>• Difficulties for historians</li> </ul>		
<b>Wk3</b>	<b>EARLIEST BELIEFS &amp; HOW THEY IMPACTED SOCIAL PATTERNS &amp; HIERARCHY</b> <ul style="list-style-type: none"> <li>• How belief systems formed</li> <li>• Religions effects on the formation of civilisations</li> </ul> <b>THE EFFECT OF RELIGION ON THE DEVELOPMENT OF CULTURE</b> <ul style="list-style-type: none"> <li>• Cultural distinctions of religious practice &amp; belief</li> </ul>		
<b>Wk4</b>	<b>EGYPTIAN BELIEFS</b> <ul style="list-style-type: none"> <li>• Pharaohs – Living Gods?</li> <li>• Life in Egypt (Religious elements)</li> </ul>		
<b>Wk5</b>	<b>EGYPTIAN BELIEFS CONT.</b> <ul style="list-style-type: none"> <li>• Religion in everyday life (Death, Marriage, Work, Childbirth)</li> </ul>		
<b>Wk6</b>	<b>EXAM REVISION</b> <ul style="list-style-type: none"> <li>• Information</li> <li>• How to respond to stimulus</li> <li>• Citing sources</li> </ul> <b>EXAM</b>	<b>Response to stimulus exam</b>	
<b>Wk7</b>	<b>RESEARCH TASK – ANCIENT ASIAN BELIEF SYSTEMS</b> <ul style="list-style-type: none"> <li>• Identification of Belief systems</li> <li>• Origins and Spread of influence</li> </ul>		<b>Ach Ladder</b>
<b>Wk8</b>	<b>ANCIENT ASIAN BELIEF SYSTEMS CONT.</b> <ul style="list-style-type: none"> <li>• Similarities and Differences of the Belief Systems</li> <li>• How are women placed within these societies?</li> <li>• Where do I find primary sources of evidence?</li> </ul> <b>ELEMENTS OF THE RESEARCH TASK EXPLAINED</b> <ul style="list-style-type: none"> <li>• Task breakdown</li> </ul>		
<b>Wk9</b>	<b>STUDENTS BEGIN WORK ON RESEARCH TASK</b> <ul style="list-style-type: none"> <li>• Identification of an Ancient Asian Society &amp; Belief System</li> <li>• Gathering of resources (primary and secondary)</li> </ul>	<b>Begin Research Task</b>	
<b>Wk 10</b>	<b>STUDENTS WORK ON RESEARCH TASK</b> <ul style="list-style-type: none"> <li>• Hypothesis &amp; Focus Question creation</li> </ul>		



# GEOGRAPHY

## Class Course Planner – 2019

### Semester 1 – Term 1

### Living with Climate Change

**Trinity Bay SHS**

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Class: Year 12 Senior Geography

Teacher: Mr Martin

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 W1 29 <sup>th</sup> Jan – 1 <sup>st</sup> Feb	<b>Introduction</b> <ul style="list-style-type: none"> <li>Overview of Year 12 Senior Geography</li> </ul> <b>Climate Change</b> <ul style="list-style-type: none"> <li>Understand what Anthropogenic Climate Change is.</li> <li>Analyse global climate change data</li> </ul>	Pretest: Mapping	Course Planner Review of results in Year 11
T1 W2 4 <sup>th</sup> Feb – 8 <sup>th</sup> Feb	<b>Earth and Climatology</b> <ul style="list-style-type: none"> <li>Describe the three physical systems – atmosphere, lithosphere, hydrosphere</li> <li>El Nino, La Nina, Madden-Julian Oscillation (MJO), Southern Oscillation Index (SOI)</li> <li>Cyclones and anticyclones, extratropical systems, polar vortex, jet stream, ocean currents, air particulates, inversion layers</li> </ul>		
T1 W3 11 <sup>th</sup> Feb – 15 <sup>th</sup> Feb	<b>Climate Change – how it occurs</b> <ul style="list-style-type: none"> <li>Discuss the ways in which anthropogenic activity contributes to climate change</li> <li>Distinguish between the Greenhouse Effect and Enhanced Greenhouse Effect</li> <li>Understand the carbon cycle</li> </ul>		
T1 W4 18 <sup>th</sup> Feb – 22 <sup>nd</sup> Feb	<b>Climate Change – the consequences</b> <ul style="list-style-type: none"> <li>Discuss the physical, economic, social and political consequences of climate change</li> <li>Examine impacts on the three Great Barrier Reef sectors.</li> <li>Case studies may begin earlier.</li> </ul>		
T1 W5 25 <sup>th</sup> Feb – 1 <sup>st</sup> Mar	<b>Climate Change – case studies</b> <ul style="list-style-type: none"> <li>e.g. Kiribati, Larsen Ice Shelf, Bolivia</li> </ul>	Formative essay practise	
T1 W6 4 <sup>th</sup> Mar – 8 <sup>th</sup> Mar	<b>Climate Change – managing the impacts</b> <ul style="list-style-type: none"> <li>Discuss efficiencies that could be introduced to manage the impacts of climate change</li> <li>Discuss the way in which individuals, communities and governments could/do respond to the threats posed by climate change</li> <li>Kyoto Protocol, Intergovernmental Panel on Climate Change, Paris Agreement</li> <li>Renewable Energy</li> </ul>		
T1 W7 11 <sup>th</sup> Mar – 15 <sup>th</sup> Mar	<b>Assessment</b> <ul style="list-style-type: none"> <li>Prepare for completing assessment</li> <li>Complete in-class essay exam</li> </ul>	Stimulus Response Essay (90 minutes)	
T1 W8 18 <sup>th</sup> Mar – 22 <sup>nd</sup> Mar	<b>Assessment</b> <ul style="list-style-type: none"> <li>Prepare for completing assessment</li> <li>Complete in-class short response exam</li> </ul>	Short Response Exam (40 minutes)	
T1 W9 25 <sup>th</sup> Mar – 29 <sup>th</sup> Mar	<b>SUSTAINING BIODIVERSITY</b> <ul style="list-style-type: none"> <li>Understand the terms biodiversity, biosphere, ecosystem and biome</li> <li>Describe the inter-relationships that exist within an ecosystem</li> <li>List and locate on a map the major biomes of the world</li> </ul>		
T1 W10 1 <sup>st</sup> Apr – 5 <sup>th</sup> Apr	<b>Sustaining Biodiversity</b> <ul style="list-style-type: none"> <li>Describe the major features of each of the biomes of the world</li> </ul>		Ladder Tracker Feedback



## Class Course Planner

### Semester 1 - Term 1, 2019

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**Class:** Year 12 Social & Community Studies

**Unit:** Elective 7: "Legally, it could be you"

**Teacher:** Ms O'Donnell

**Key Terms:** law, legal, influence, society, choice, rights, responsibilities, empathise, accountable, dispute, contractual, obligation, democratic, consequences

**Core Skills:** define, examine, synthesise, evaluate, justify, research, identify a position, develop evidence-based arguments for or against, reflect

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>Laws affecting individuals</li> <li>Rights and responsibilities of individuals in the legal system</li> </ul>	<i>Pre-test</i>	<i>Course Planner</i>
T1 Wk2	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>The court system and legal process</li> <li>Criminal and civil law</li> </ul>		
T1 Wk3	<b>Citizenship Skills</b> <ul style="list-style-type: none"> <li>Democratic system</li> <li>Australian constitution</li> <li>State and federal parliaments</li> <li>Referendums</li> <li>Voting and elections</li> </ul>		
T1 Wk4	<b>Case studies</b> <ul style="list-style-type: none"> <li>Criminal and civil laws</li> <li>Referendums</li> </ul>		
T1 Wk5	<b>Assessment</b> <ul style="list-style-type: none"> <li>Assessment genre deconstruction</li> <li>Examine stimulus material</li> <li>Choose arguments</li> </ul>		
T1 Wk6	<b>Assessment</b> <ul style="list-style-type: none"> <li>Research arguments</li> <li>Identify supporting material, quotes, data, etc</li> </ul>		
T1 Wk7	<b>Assessment</b> <ul style="list-style-type: none"> <li>Use the genre guidelines to compile essay</li> </ul>	<i>Essay draft due</i>	<i>Draft feedback</i>
T1 Wk8	<b>Assessment</b> <ul style="list-style-type: none"> <li>Finish compiling essay</li> <li>Incorporate teacher feedback on draft</li> </ul>	<i>Argumentative essay due</i>	
T1 Wk9	<b>Review</b> <ul style="list-style-type: none"> <li>Review assessment</li> <li>Review topic</li> </ul>		
T1 Wk10	<b>Introduction to Term 2</b> <ul style="list-style-type: none"> <li>Introduction to ICT's for assessment in term 2</li> </ul>		<i>Achievement Ladder</i>



# STUDY OF SOCIETY

## Class Course Planner – 2019

### Semester 1 – Term 1

### Social Inequality

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**Class: Year 12 Study of Society**

**Teacher: Mr Martin**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
W1 29 <sup>th</sup> Jan – 1 <sup>st</sup> Feb	<b>Introduction to Unit: Social Inequality</b> <ul style="list-style-type: none"> <li>Introduction to unit: Who Gets What and Why (Social Inequality)</li> <li>Key concepts and vocabulary</li> <li>Know the meaning of the term 'social inequality'</li> <li>Understand the concept and implications of a class system</li> <li>Investigate the existence of a class system in Australia</li> <li>Compare and contrast attitudes regarding class in Australia to other nations and cultures.</li> </ul>		<b>Course Planner</b>  <b>Ladder Tracker</b>
W2 4 <sup>th</sup> Feb – 8 <sup>th</sup> Feb	<b>Social Stratification</b> <ul style="list-style-type: none"> <li>Understand the development and types of social stratification</li> <li>Know the barriers to social mobility</li> <li>Review statistics of social justice and social disadvantage in Australia</li> </ul>		
W3 11 <sup>th</sup> Feb – 15 <sup>th</sup> Feb	<b>Sociological Perspectives of Stratification</b> <ul style="list-style-type: none"> <li>Understand the features of Marxist theory</li> <li>Apply sociological theories to social inequality in Australia</li> </ul>		
W4 18 <sup>th</sup> Feb – 22 <sup>nd</sup> Feb	<b>Theories of Social Inequality and Social Stratification</b> <ul style="list-style-type: none"> <li>Marxist theory</li> <li>Weber theory</li> </ul>		
W5 25 <sup>th</sup> Feb – 1 <sup>st</sup> Mar	<b>Poverty in Australia</b> <ul style="list-style-type: none"> <li>Understand the difference between relative and absolute poverty</li> <li>Identify the groups at risk of poverty</li> </ul>		
W6 4 <sup>th</sup> Mar – 8 <sup>th</sup> Mar	<b>Impacts of Poverty</b> <ul style="list-style-type: none"> <li>Investigate how housing stress and increase in people living under the poverty line are contributing factors to the rise of homelessness in Australia</li> <li>Review statistics and reports that identify this link</li> <li>Analyse the social, economic, and political impact of poverty</li> <li>Link the issue of poverty to Australian social values and human rights</li> <li>Conduct an investigation of inequality in a developing country if time permits (e.g. Brazil, China).</li> </ul>		
W7 11 <sup>th</sup> Mar – 15 <sup>th</sup> Mar	<b>Exam Preparation</b> <ul style="list-style-type: none"> <li>Understand how to respond to stimulus questions</li> <li>Understand how to write an argumentative essay</li> <li>Review key concepts and theories</li> <li><b>Students complete practice in-class essay</b></li> </ul>	<b>Practice in-class essay</b>	
W8 18 <sup>th</sup> Mar – 22 <sup>nd</sup> Mar	<b>Review and Assessment</b> <ul style="list-style-type: none"> <li>Peer feedback on practice essay</li> <li>Students undertake self-directed revision</li> </ul>	<b>Exam sources handed out</b>	<i>Peer and teacher feedback on practice essay</i>
W9 25 <sup>th</sup> Mar – 29 <sup>th</sup> Mar	<b>Assessment</b> <ul style="list-style-type: none"> <li>Students complete a 90 minute in class essay under exam conditions.</li> </ul>	<b>In class essay (unseen question)</b>	
W10 1 <sup>st</sup> Apr – 5 <sup>th</sup> Apr	<b>Reflection</b> <ul style="list-style-type: none"> <li>Introduction to the next terms topic; "Privilege".</li> </ul>	<b>Student Conference</b>  <b>Achievement Ladder</b>	