

Appendix I – Curriculum Matrix





Appendix 1: Curriculum Matrix – Stage 3

Themes								
	1. History of the site	2. Aboriginal heritage	3. Sustainable retrofit	4. Alternative energy	5. Water conservation, recycling and reuse	6. Waste minimisation	7. Growing food	8. Biodiversity of Banks Head
Stage 3 Activity Matrix	1	2	3	1	2	3	1	2
Stage 3 English	x			x		x		x
EN3-2A Objective A Writing and representing					x			
Compose texts that include sustained and effective use of persuasive devices, eg texts dealing with environmental issues				x				
EN3-8D Objective D Expressing themselves				x	x	x	x	
Expressing themselves - Consider how texts about local events and issues in the media are presented to engage the reader or viewer	x				x			x
Stage 3 Mathematics								
Number and Algebra; Fractions and Decimals 2								
Interpret and explain the use of fractions, decimals and percentages in everyday contexts, eg percentage of trees in the local area that are native to Australia (Communicating, Reasoning)	x		x	x	x	x	x	x
Statistics and Probability Data 1								
Collect categorical and numerical data through observation or by conducting surveys, eg observe the number of a particular type of insect in one square metre of the playground over time			x		x	x	x	x
Recognise that line graphs are used to represent data that demonstrates continuous change, eg hourly temperature (Communicating)		x		x	x	x	x	
Stage 3 Science								
SkillsWorking Technologically								
Developing design criteria that considers, where relevant, function, aesthetics, social and environmental considerations		x	x	x	x	x	x	x

Appendix 1: Curriculum Matrix – Stage 3 *continued*

Knowledge and Understanding – Natural Environment Physical World									
Describe how scientific knowledge can be used to inform personal and community decisions about the use and conservation of sustainable sources of energy					x	x		x	
Knowledge and Understanding – Natural Environment Living World					x	x		x	
Observe and describe the structural features of some native Australian animals and plants				x	x			x	x
Use gathered data to develop explanations about how changing the physical conditions of the environment affects the growth and survival of living things					x	x	x	x	x
Knowledge and Understanding – Made Environment Products					x	x			
Research the reasons for and the benefits of using solid, liquid and gaseous fuels for heating				x	x				
Knowledge and Understanding – Natural and Made Environment Material World					x	x	x		
Research the environmental impact of an everyday product from its production through to its use and disposal, eg a PET bottle, a car or newspaper			x	x		x	x		
Knowledge and Understanding – Made Environment Products					x	x	x		
Redesign a product to respond to a specific social or environmental consequence, eg redesign the packaging of a food product to reduce garbage				x	x	x	x	x	x
Stage 3 History					x	x	x		
The Australian Colonies				x				x	
Discuss the impact of settlement on local Aboriginal peoples and the environment								x	
As of November 2012 the following KLA's were still in draft								x	
Geography – still in draft								x	x
TAS – still in draft							x	x	x
Creative Arts – still in draft				x					

Appendix 1: Curriculum Matrix – Stage 4

Themes	1. History of the site	2. Aboriginal heritage	3. Sustainable retrofit	4. Alternative energy	5. Water conservation, recycling and reuse	6. Waste minimisation	7. Growing food	8. Biodiversity of Banks Head
Stage 4 Activity Matrix	1	2	3	1	2	3	1	2
Stage 4 Geography – still in draft	1	2	3	1	2	3	1	2
Year 7 Water in the World							x	x
Stage 4 English						x	x	x
EN4-5C Objective C Outcome 5				x	x	x	x	x
Express considered points of view and arguments on areas such as sustainability and the environment accurately and coherently in speech or writing with confidence and fluency	x							
EN4-7D Objective D Outcome 7				x	x	x	x	x
Analyse how combinations of words, sound and images can create particular perspectives of the same event or issue such as environmental sustainability	x							
Stage 4 Mathematics								x
Number and Algebra Fractions, Decimals and Percentages						x	x	x
Interpret and use statements about the environment involving percentages, eg energy use for different purposes, such as lighting (Problem Solving)								x
Statistics and Probability Data Collection and Representation						x	x	x
Analyse a variety of data displays used in the print or digital media and in other school subject areas, eg share-movement graphs, data displays showing sustainable food production (Problem Solving)	x	x			x	x	x	x

Appendix 1: Curriculum Matrix – Stage 4 *continued*

Stage 4 Science												
Knowledge and Understanding Physical World												
Debate intergenerational implications of the use of non-renewable energy resources												
Knowledge and Understanding Earth and Space												
Investigate some strategies used by people to conserve and manage non-renewable resources, eg recycling and the alternative use of natural and made resources												
Demonstrate how scientific knowledge of the water cycle has influenced the development of household, industrial and agricultural water management practices												
Knowledge and Understanding Chemical World												
Investigate the application of a physical separation technique used in everyday situations or industrial processes, eg water filtering, sorting waste materials												
Stage 4 History												
Depth Study 1: Investigating the Ancient Past												
Describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples												
Depth Study 6: Expanding Contacts												
Describe the main features of the chosen Indigenous culture prior to colonisation												
As of November 2012 the following KLA's were still in draft												
Geography – still in draft												
TAS – still in draft												
Creative Arts – still in draft												

Appendix 1: Curriculum Matrix – Stage 5

Themes	1. History of the site	2. Aboriginal heritage	3. Sustainable retrofit	4. Alternative energy	5. Water conservation, recycling and reuse	6. Waste minimisation	7. Growing food	8. Biodiversity of Balla Head
Stage 5 Activity Matrix	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3
Stage 5 Geography – still in draft								
Year 10 Environmental Change and Management								
Stage 5 English								
EN5-5C Objective C Outcome 5								
Formulate, develop and express their own ideas and beliefs creatively, thoughtfully, positively and confidently on issues such as sustainable patterns of living	x		x	x	x	x	x	x
EN5-7D Objective D Outcome 7								
Use and analyse increasingly complex language features to present a viewpoint on issues such as environmental and social sustainability	x				x	x	x	x
Stage 5.1 Mathematics								
Statistics and Probability Single Variable Data Analysis	x	x						
Interpret media reports and advertising that quote various statistics, eg environmental data	x	x						
Stage 5 Science								
Knowledge and Understanding Physical World								
Discuss, using examples, how the values and needs of contemporary society can influence the focus of scientific research in the area of increasing efficiency of the use of electricity by individuals and society					x	x	x	
Discuss viewpoints and choices that need to be considered in making decisions about the use of non-renewable energy resources					x	x	x	

Appendix 1: Curriculum Matrix – Stage 5 *continued*

Knowledge and Understanding Earth and Space													
Evaluate scientific evidence of some current issues affecting society that are the result of human activity on global systems, eg the greenhouse effect, ozone layer depletion, effect of climate change on sea levels, long-term effects of waste management and loss of biodiversity		x	x	x	x	x	x	x	x	x	x	x	x
Knowledge and Understanding Living World													
Assess ways that Aboriginal and Torres Strait Islander peoples' cultural practices and knowledge of the environment contribute to the conservation and management of sustainable ecosystems		x	x	x									
Stage 5 History													
Depth Study 5: The Globalising World													
Identify major threats to the natural environment					x								
Describe the response to key environmental issues in Australian agriculture, eg the back-to-the-land movement, organic farming and permaculture						x	x						
As of November 2012 the following KLA's were still in draft													
Geography – still in draft													
TAS – still in draft													
Creative Arts – still in draft										x			