

Seymour Centre 2017 Education Program

2071 CURRICULUM LINKS

Suitable for: Stage 5 – Stage 6 HSC

Subject Links:

Science			
Stage	Content	Objective	Outcomes
Stage 5	Earth and Space	ES3: People use scientific knowledge to evaluate claims, explanations or predictions in relation to interactions involving the atmosphere, biosphere, hydrosphere and lithosphere.	<p>SC5-12ES Describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community.</p> <p>SC5-13ES Explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues.</p>
<p>Additional Content Research how computer modelling has improved knowledge and predictability of phenomena, eg atmospheric pollution, ocean salinity and climate change. Discuss the development and implications of international agreements relating to biodiversity and climate change, eg the original 1987 Montreal Protocol, 1992 United Nations Conference on Environment and Development, 1997 Kyoto Protocol and the 2009 United Nations Climate Change Conference.</p>			
Stage 6 Preliminary	Earth and Environmental Science	Planet Earth and Its Environment – A Five Thousand Million Year Journey	8.2; 5.The evidence provided by geological records suggests that there have been climatic variations over Earth’s history.
Stage 6 HSC	Earth and Environmental Science	Caring for the Country	9.4; 6. The results of the Industrial Revolution on the atmosphere and hydrosphere.

Geography			
Stage	Content	Objective	Outcomes
Stage 5	<p>Sustainable Biomes:</p> <p>Biomes</p> <p>Changing biomes</p> <p>Biomes produce food</p> <p>Challenges to food production</p>	<p>How do people use and alter biomes for food production?</p> <p>Can the world's biomes sustainably feed the world's population?</p> <p>What strategies can be used to increase global food security?</p>	<p>GE5-2 Explains processes and influences that form and transform places and environments.</p> <p>GE5-3 Analyses the effect of interactions and connections between people, places and environments.</p>
	<p>Environmental Change and Management:</p> <p>Environmental Change</p> <p>Investigative study</p>	<p>How do people's worldviews affect their attitudes to and use of environments?</p> <p>What are the causes and consequences of change in environments and how can this change be managed?</p> <p>Why is an understanding of environmental processes and interconnections essential for sustainable management of environments?</p>	<p>GE5-2 Explains processes and influences that form and transform places and environments.</p> <p>GE5-3 Analyses the effect of interactions and connections between people, places and environments.</p> <p>GE5-4 Accounts for perspectives of people and organisations on a range of geographical issues.</p> <p>GE5-5 accounts for perspectives of people and organisations on a range of geographical issues.</p>
Stage 6 Preliminary	<p>Biophysical Interactions:</p> <p>Geographical investigation of biophysical processes and how an understanding of these processes contributes to sustainable management.</p>	<p>The student will develop knowledge and understanding about:</p> <p>Nature and functioning of the four components of the biophysical environment.</p> <p>The interactions between, and the human impacts on, the</p>	<p>P2 Describes the interactions between the four components which define the biophysical environment.</p> <p>P8 Selects, organises and analyses relevant geographical information from a variety of sources.</p>

		functioning of the atmosphere, hydrosphere, lithosphere and biosphere.	
	<p>Global Challenges:</p> <p>Geographical study of the social, cultural, political, economic and environmental challenges which are occurring at the global scale.</p>	<p>Case study: Natural Resource Use</p> <p>What types of conflicts can arise from the ownership and use of natural resources?</p>	<p>P5 Examines the geographical nature of global challenges confronting humanity.</p> <p>P8 Selects, organises and analyses relevant geographical information from a variety of sources.</p>
Stage 6 HSC	<p>8.3.1 Ecosystems at Risk</p> <p>The focus of this study is a geographical investigation of the functioning of ecosystems at risk, their management and protection.</p>	<p>The student will develop knowledge and understanding about:</p> <p>The processes that form and transform the features and patterns of the environment.</p> <p>The global and local forces which impact on people, ecosystems, urban places and economic activity.</p>	<p>H1 Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity.</p> <p>H2 Explains the factors which place ecosystems at risk and the reasons for their protection.</p> <p>H5 Evaluates environmental management strategies in terms of ecological sustainability.</p> <p>H6 Evaluates the impacts of, and responses of people to, environmental change.</p> <p>H12 Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples.</p>

	<p>8.3.3 People and Economic Activity</p> <p>The focus of this study is a geographical investigation of economic activity integrating the local and global context.</p>	<p>The nature, spatial patterns and future directions of economic activity.</p> <p>The environmental and social impacts of economic activity.</p> <p>Case studies of an economic activity on a global scale and an economic enterprise at a local scale.</p>	<p>H1 Explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity.</p> <p>H4 Analyses the changing spatial and ecological dimensions of an economic activity.</p> <p>H5 Evaluates environmental management strategies in terms of ecological sustainability.</p> <p>H6 Evaluates the impacts of, and responses of people to, environmental change.</p> <p>H9 Evaluates geographical information and sources for usefulness, validity and reliability.</p> <p>H12 Explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples.</p>
English			
Stage 5	<p>Text type: Autobiographical, non-fiction, multimedia.</p> <p>Themes: Sustainability, Climate change.</p> <p>Text requirements: Texts that include aspects of</p>	A. Communicate through speaking, listening, reading, writing, viewing and representing.	EN5-1A Responds to and composes increasingly sophisticated and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.

	<p>environmental and social sustainability; An appropriate range of digital texts, including film, media and multimedia.</p>	<p>C. Think in ways that are imaginative, creative, interpretive and critical.</p> <p>D. Express themselves and their relationships with others and their world.</p>	<p>EN5-2A Effectively uses and critically assesses a wide range of processes, skills, strategies and knowledge for responding to and composing a wide range of texts in different media and technologies.</p> <p>EN5-5C Thinks imaginatively, creatively, interpretively and critically about information and increasingly complex ideas and arguments to respond to and compose texts in a range of contexts.</p> <p>EN5-7D Understands and evaluates the diverse ways texts can represent personal and public worlds.</p>
<p>Stage 6 Preliminary</p>	<p>Standard and Advanced</p> <p>Text type: Non-fiction, autobiographical, multimedia.</p>	<p>Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.</p> <p>Students will develop knowledge and understanding of the ways in which language forms, features and structures shape meanings in a variety of textual forms.</p> <p>Students will develop</p>	<p>1 A student demonstrates understanding of the relationships between composer, responder, text and context.</p> <p>4 A student identifies and describes language forms and features and structures of particular texts that shape meaning and influence responses.</p> <p>5 A student describes the ways different technologies and media of production</p>

		<p>skills in responding to and composing a range of complex texts.</p> <p>Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas</p>	<p>affect the language and structure of particular texts.</p> <p>6 A student engages with a wide range of texts to develop a considered and informed personal response.</p> <p>9 A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.</p>
Stage 6 HSC	Text type: Non-fiction, autobiographical, multimedia.	<p>Students will develop knowledge and understanding of the purposes and effects of a range of textual forms in their personal, social, historical, cultural and workplace contexts.</p> <p>Students will develop knowledge and understanding of the ways in which language forms and features, and structures of texts shape meaning in a variety of textual forms.</p> <p>Students will develop skills in responding to and composing a range of complex texts.</p>	<p>1 A student explains and evaluates the effects of different contexts of responders and composers on texts.</p> <p>2. A student explains relationships among texts.</p> <p>4. A student explains and analyses the ways in which language forms and features, and structures of texts shape meaning and influence responses.</p> <p>6. A student engages with the details of text in order to respond critically and personally.</p>
Drama			
Stage 5	<p>Dramatic form: Autobiographical, multimedia.</p> <p>Topic: Sustainability; Climate change</p>	Appreciating	5.3.1 Responds to, reflects on and evaluates elements of drama, dramatic forms, performance styles, dramatic

			<p>techniques and theatrical conventions.</p> <p>5.3.2 Analyses the contemporary and historical contexts of drama.</p> <p>5.3.3 Analyses and evaluates the contribution of individuals and groups to processes and performances in drama using relevant drama.</p>
Learning Across The Curriculum			
<p>Cross-curriculum priority: Sustainability</p> <p>General capabilities: Critical and creative thinking Ethical understanding</p>			