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# Unit 1

## Stage 2



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Take your work to the next level!

# Maths Stage 2 - CAT

M1 - Information

M2 - Knowledge

M3 - Know-how

M4 - Wisdom





**Maths CAT is set in GOOGLE CLASSROOM!**





# Science Stage 2 - CAT

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**S1 - Information**

**S2 - Knowledge**

**S3 - Know-how**

**S4 - Wisdom**





## S1 - Modified

### Stage 2 : Applying new skills and knowledge

**LEARNING INTENTION** : I can explain the theory of plate tectonics and the relationship to global patterns of geological activity and continental movement. I can use this knowledge to discuss and describe a natural disaster.

**ESSENTIAL QUESTION** : *What if an Earthquake struck Indonesia?*

#### **Step 1 : Brainstorm**

Fill in a LOTUS diagram with the Essential Question –

*“What would happen if an Earthquake struck Indonesia”*

Below is a link to information about the 2004 Indonesian Boxing Day Earthquake.

Link : <http://www.ibtimes.co.uk/2004-indian-ocean-earthquake-tsunami-facts-1480629>

#### **Step 2 : Research and Gather information**

Collect information and images about this topic.

#### **Step 3 : Create**

Create an A3 poster.

All images must be “hand drawn” representations but information may be written, typed or printed. Think about how:

- the earthquake occurred
- why it occurred ( plate tectonics)
- conditions for life immediately after the earthquake struck.



#### **Success Criteria**

I can explain what geological processes means

I can identify important geological locations around the world

I can communicate my learning of geological processes

## S2 - Knowledge



# Humms Stage 2 - CAT

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- H1 - Information
- H2 - Knowledge
- H3 - Know-how
- H4 - Wisdom

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## H1: Modified

**Learning Intention:** To investigate and understand the economic decisions a business makes in order to make money.

### Step 1: Your business

#### 1a. Selecting your business

During class in week 6, you are to select a business from the list provided which you will investigate for this CAT. If you are absent from class, please check in with your teacher to see which businesses are still available to choose from.

#### 1b. Investigating your business

Respond to the following questions to investigate your business.

1. What sector is the company in and what do they do/sell?
2. How long has it been a business?
3. Who are its customers and who are its competitors?
4. What factors may affect their supply and demand?
5. Does your company trade overseas? What impact may this have?

### Step 2: Creating the Interview

You and your business will be paired up with another student and their business to interview.

Use the questions supplied as well as the ones you created to produce a clear and thorough interview. You may select your role as either the interviewer, or the CEO being interviewed. Your partner will need to read off the questions/responses that you create.

### Step 3: The Interview: Presenting your findings

The interview must run for 3-5 minutes. If you are interviewing a real business, you will need to take notes and your 3-5 minutes will be a presentation.

You will need to compile the responses into a clear and easy to understand format, such as:

Radio Interview (3-5 mins)

CNN Film (3-5 mins)

Mock 'LinkedIn' Profile - This will be presented to the class (3-5mins)

#### Submitting your work to Compass:

Upload your recorded interview to your Google Drive

'Share' the file with your Humanities teacher

Submit the link to the Humanities CAT 1 on Compass



# English STAGE 2 - CAT

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- E1 - Information**
- E2 - Knowledge**
- E3 - Know-how**
- E4 - Wisdom**

# 4



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## E1 - Modified

**Learning intention:** I will use persuasive language to convince others.

**STEP 1:** Complete [Web Brainstorm](#)

**STEP 2:** Complete [Persuasive Writing Checklist](#)

**STEP 3:** Choose one of the following contentions and write a 400 word persuasive essay consisting of an introduction, three body paragraphs and a conclusion:

- Are social networking sites good for our society?
- [Tourists driving on the wrong side of the Great Ocean Road should be banned.](#)
- All animals should have the right to freedom
- Australia Day should be moved to a new date.
- Animals should not be kept in cages.
- SCSC students should be allowed to go to Woolworths during breaks.
- A sugar tax should be introduced to reduce obesity.
- SCSC students should be allowed to go to the skate park during breaks.

An alternative question agreed upon between you and your teacher.

**STEP 4:** Highlight the **persuasive techniques** you have used in your essay and reflect on their intended impact.



### Success criteria:

I can identify and apply persuasive techniques.

I can establish a clear contention.

I can generate an argument with supporting evidence.

I can justify how authors position their audience to think and feel.