

Maths Stage 2 - CAT

M1 - Information

M2 - Knowledge

M3 - Know-how

M4 - Wisdom



Maths CAT is set in GOOGLE CLASSROOM!



Science Stage 2 - CAT

S1 - Information

S2 - Knowledge

S3 - Know-how

S4 - Wisdom



S1 - Information

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.

Step 4 : Your ‘Response’

As Response coordinator for this disaster what do you need to do and in what order would you do them? Justify.



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

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

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

“ Indonesia is a region of major volcanic and earthquake activity. You are to imagine the Cause and Effect of one of these Natural Disasters striking a city in Indonesia. You must complete the following to be successful in this task.”

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. Decide if the information is authentic. Are the images good representations of this disaster.

Step 3 : Create

Create an A3 POSTER

Include representations and information may be written, typed or printed.

Where it occurred

Why it occurred(plate tectonics)

Conditions for life immediately after the earthquake struck

Step 4 : Response

As Response coordinator for this disaster identify the following:

- *what do you need to do immediately*
- *what do you need to organise*
- *how will you provide clean water*
- *how can you prepare for a future disaster?*

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

S3 - Know How

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

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

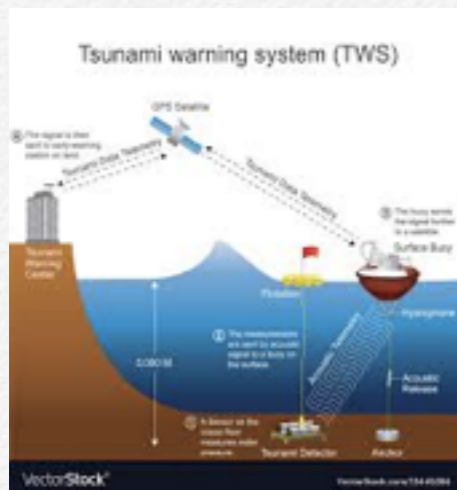
Step 1 : Brainstorm

Fill in a LOTUS diagram with the Essential Question –

“What would happen if an Earthquake struck Indonesia or Japan”

Step 2 : Find information

Collect information and images about this topic. Decide if the information is authentic. Are the images good representations of this disaster.



Step 3 : Create

Create an A3 POSTER

Include 'hand drawn' representations and detailed information of minimum 5 areas - e.g

- Where it occurred?
- Why it occurred?
- the Response?
- Development of technology since the disaster
- Prevention

Step 4 : Response

Design, build, explain and showcase a water filter to assist immediately after the disaster.

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

I demonstrate thought and innovation in responding to natural disasters

S4 - Wisdom

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

ESSENTIAL QUESTION : *What if an Earthquake or Volcano Struck?*

Step 1 : Brainstorm

Fill in a LOTUS diagram with the Essential Question –

“What would happen if an Earthquake/Volcano struck (an area of your choice)”

Step 2 : Research and gather information

Collect information and images about this topic. Decide if the information is authentic. Are the images good representations of this disaster.

Step 3 : Create

Create your poster on A3. Information may be written, typed or printed and include relevant representations. Minimum 5 subheadings and the below must be included:

Warning systems and their effectiveness

Technology advancements since this disaster

Step 4 : The Response

Design, build, explain and showcase a piece of equipment to assist immediately after the disaster:

Water Filter

Shelter - Flat Pack

Other



Success Criteria

I can explain geological processes

I can research, investigate and present relevant information

I can communicate my learning of geological processes

I demonstrate thought and innovation in responding to natural disasters

Humms Stage 2 - CAT

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

3

H1: Information

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

H2: Knowledge

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. How has the share price for this company been trending - in what direction? Look at a 1 year chart and a 3 month chart for this company - is the trend the same?
5. Does your company trade overseas? What impact does this have on the business?

Create a question of your own based on the topics available below:

- Factors affecting their supply and demand
- What it means to them to be successful
- Where their products are sourced, manufactured, and sold
- Innovations they may use to grow their business
- How they differ from other companies that sell similar products
- How government legislation may impact the business

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)

H3: Know How

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

Using evidence, 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. How has the share price for this company been trending - in what direction? Look at a 1 year chart and a 3 month chart for this company - is the trend the same?
5. Does your company trade overseas? What impact does this have on the business?

Create a question of your own based on the topics available below:

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- How government legislation may impact the business

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)

H4: Wisdom

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

You are to select a business that you are interested in that you are able to directly contact to interview or question as your investigation. You must run this selected business by your Humanities teacher for approval first.

1b. Investigating your business: Background Information

Using your research skills, collect relevant information and evidence on your selected business including how it runs, why it does, who benefits from it, etc. Information to look for could be:

- Factors affecting their supply and demand
- What it means to them to be successful
- Where their products are sourced, manufactured, and sold
- Innovations they may use to grow their business
- How they differ from other companies that sell similar products
- How government legislation may impact the business

Step 2: Creating interview questions

Whether you are planning on emailing your selected business or meeting them face to face for an interview.

You must create 10 questions that will be effective in giving you a variety of viewpoints of the business when answered, and they must target exactly what you are trying to discover. Use the list of topics in step 1b. as a guide.

Step 3: The Interview: Presenting your findings

The presentation must run for 3-5 minutes.

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

- Voice recorded interview (3-5 mins)
- Filmed interview
- LinkedIn Profile (Present this 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

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

4

E1 - Information

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.

E2 - Knowledge

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

STEP 1: Complete [Persuasive Writing Checklist](#).

STEP 2: Formulate a contention from one of the following questions and write a 500 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.
- Should people have to get a license to become parents?
- 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 3: Highlight the **persuasive techniques** you have used in your essay - reflect on how you have positioned the audience to think and feel towards your contention.

STEP 4: Identify your **purpose, target audience and tone** used in your essay.



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 use sophisticated language.

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

E3 - Know how

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

STEP 1: Complete [Persuasive Writing Checklist](#).

STEP 2: Formulate a contention and, using persuasive techniques, write a 600 word essay supporting your contention. Should consist of an introduction, three body paragraphs, a rebuttal and a conclusion.

- Tourists driving on the wrong side of the Great Ocean Road should be banned.
- Pharmacy codeine ban takes effect across Australia.
- Music festivals should have harsher drug testing.
- Climbing Uluru
- Safe Injecting Rooms
- Drug Testing Dole Recipients
- Sugar Tax
- National Facial Recognition Database
- Moving Australia Day
- Changing The Name of Margaret Court Arena
- Removing Racist Statues
- Me Too movement
- Euthanasia

An alternative question agreed upon between you and your teacher.

STEP 3: Highlight the **persuasive techniques** you have used in your essay - reflect on how you have positioned the audience to think and feel towards your contention.

STEP 4: Identify your **purpose, target audience and tone** used in your essay.



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 use sophisticated language.

I can acknowledge opposing perspectives on an issue.

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

E4 - Wisdom

Learning intention: I understand how persuasive language positions the audience.

STEP 1: Complete a detailed [web brainstorm](#).

STEP 2: Formulate a contention and, using persuasive techniques, write a 600 word essay supporting your contention. Your essay must include at least one paragraph of **rebuttal**.

YOU MUST ARGUE THE OPPOSITE TO WHAT YOU BELIEVE. e.g. I believe animals should not be kept in cages. But I must argue all the reasons why they should be.

STEP 3: Identify your **purpose, target audience and tone** used in your essay.

STEP 4: Complete a detailed **annotation** identifying the **persuasive devices** you have used and justifying why you used them.

What was the intended impact?

How are you positioning your audience to think and feel?

Which techniques are the strongest?

What could you have improved?



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 use sophisticated language.

I can acknowledge opposing perspectives

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