

Year 7 Science Prompt Sheet



1. **Access the Achievement Standard**
2. **View the Year Level Description**
3. **Engage with the Content Descriptions**
4. **Use the Content Description Elaborations**
5. **Acknowledge the associated General Capabilities**
6. **Consolidate 1-5 into a Know/Do/Think Table**
7. **Identify the key concepts and content**
8. **Identify (QDTP), supplementary, substantial, and extensive curriculum adjustments**
9. **Amend the Know/Do/Think table to reflect the curriculum adjustments**
10. **Apply curriculum adjustments to the assessment item and marking guide**

Breakout Room Session:

Have a go at completing the next row of the Know/Do/Think table.

What content hasn't been included yet? What do students need to know, do and think about with it?

Know	Do	Think
Interactions between organisms can be represented through food chains and food webs	Interpret food webs to identify feeding relationships Construct food webs to demonstrate feeding relationships	How is a food web structured? What does it show? What do the arrows represent? Who eats what? Who are the producers? Who are the consumers?

Achievement Standard:

- Predict
- Effects of human and environmental changes
- Interactions between organisms

Year Level Descriptions:

- Food Chains
- Food webs

Represent flow of energy

Content Descriptions:

- Interactions between organisms
- Effects of human activities

Represented by food chains and food webs

Content Description Elaborations:

- Food chains to show feeding relationships
- Constructing and interpreting food webs
- Classifying based on position in food chain
- Role of micro organisms
- Effect of human activity
- Destructive interactions of invasive species

Year 4 English Prompt Sheet



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6. **Consolidate 1-5 into a Know/Do/Think Table**
7. **Identify the key concepts and content**
8. **Identify (QDTP), supplementary, substantial, and extensive curriculum adjustments**
9. **Amend the Know/Do/Think table to reflect the curriculum adjustments**
10. **Apply curriculum adjustments to the assessment item and marking guide**

Breakout Room Session:

Have a go at completing the next row of the Know/Do/Think table.

What content hasn't been included yet? What do students need to know, do and think about with it?

Know	Do	Think
That images are chosen and used in certain ways to appeal to and persuade a target audience	Identify what image framing, placement of elements and salience of composition has been used. Explain how the chosen images and the effects used persuade the targeted audience	What images have been used? How have they been framed, placed and enhanced? What impact do these effects have on the target audience?

Achievement Standard:

- Explain
- Language features, images and vocabulary
- Used to engage interest of audience

Year Level Descriptions:

- Range of text for enjoyment
- Listen to, read, view and interpret...texts designed to inform and persuade

Content Descriptions:

- Understand text structure relates to topic, purpose and audience
- Explore effects of image framing, placement or elements and salience on composition
- Describe effects and ideas, text structures and language features
- Understand that meaning can be enhanced through nouns, verbs and prepositional phrases

Content Description Elaborations:

- Typical stages and language features of persuasive texts
- Visual and multimodal texts
- Build vocab to describe visual elements and techniques and their impacts
- Create richer, specific descriptions