

	Inquiry Questions: <i>What is the current evidence for the theory of plate tectonics and how did the theory develop?</i> <i>What occurs at plate boundaries?</i> <i>What are the geological and topographic features that have resulted from plate tectonics at each plate boundary type?</i> Working Scientifically Skills: Questioning and Predicting, Planning investigations, Conducting investigations, Processing Data and Information, Analysing Data and Information, Problem Solving, Communicating Skills: Visual representations, Graphing, Data Analysis, Multiple choice, Short answer, Extended response, HSC Verbs Assessment: N/A			Module 3: Energy Transformations Outcomes: EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-10 Content Focus: Earth's processes require energy. This energy may be transformed from one form into another or transferred between objects. Energy from the Sun and the Earth's interior control processes within and between the Earth's spheres. Heat and gravitational energy in the Earth's interior also drives the movements of tectonic plates. Energy transfers that occur on different timescales between the atmosphere, oceans and land generate weather and climate phenomena. The influence of cyclic phenomena, including El Niño and La Niña, affect global weather patterns. Knowledge of the Earth's processes and of energy transfer allows scientists to explain phenomena and predict areas at risk. Working Scientifically: In this module, students focus on collecting, processing and analysing data and information in order to solve problems and communicate ideas about energy transformations in the Earth's systems. Students should be provided with opportunities to engage with all Working Scientifically skills throughout the course. Inquiry Questions: <i>How does energy drive the Earth's processes?</i> <i>How do energy transfers and transformations alter the lithosphere?</i> <i>How do energy transformations influence the atmosphere, oceans, biosphere and cryosphere?</i> Working Scientifically Skills: Questioning and Predicting, Planning investigations, Conducting investigations, Processing Data and Information, Analysing Data and Information, Problem Solving, Communicating Skills: Visual representations, Graphing, Data Analysis, Multiple choice, Short answer, Extended response, HSC Verbs				
						Depth Study 30%		

	1	2	3	4	5	6	7	8	9	10
TERM 3	Module 4: Human Impacts Outcomes: EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-11 Content Focus: Humans use the Earth's resources to maintain life and provide infrastructure. However, natural resources are not infinite. Renewable resources such as water, soil, plants and animals can be managed sustainably using scientific knowledge. Incomplete information or failure to consider the impact of resources use may cause environmental damage. Scientific knowledge enables efficient use of resources and also the rehabilitation of damaged ecosystems. Healthy ecosystems provide renewable resources, purify air and water, regulate climate and provide cultural services. Working Scientifically: In this module, students focus on developing questions and hypotheses when planning and conducting investigations about human impacts on the Earth. Students should be provided with opportunities to engage with all Working Scientifically skills throughout the course. Inquiry Questions: <i>How can water be managed for use by humans and ecosystems?</i> <i>How does human use of land affect soil?</i> <i>How do introduced species affect the Australian environment and ecosystems?</i> Working Scientifically Skills: Questioning and Predicting, Planning investigations, Conducting investigations, Processing Data and Information, Analysing Data and Information, Problem Solving, Communicating Skills: Visual representations, Graphing, Data Analysis, Multiple choice, Short answer, Extended response, HSC Verbs Assessment: Examination 40%							EXAMINATIONS		
									Examination 40%	