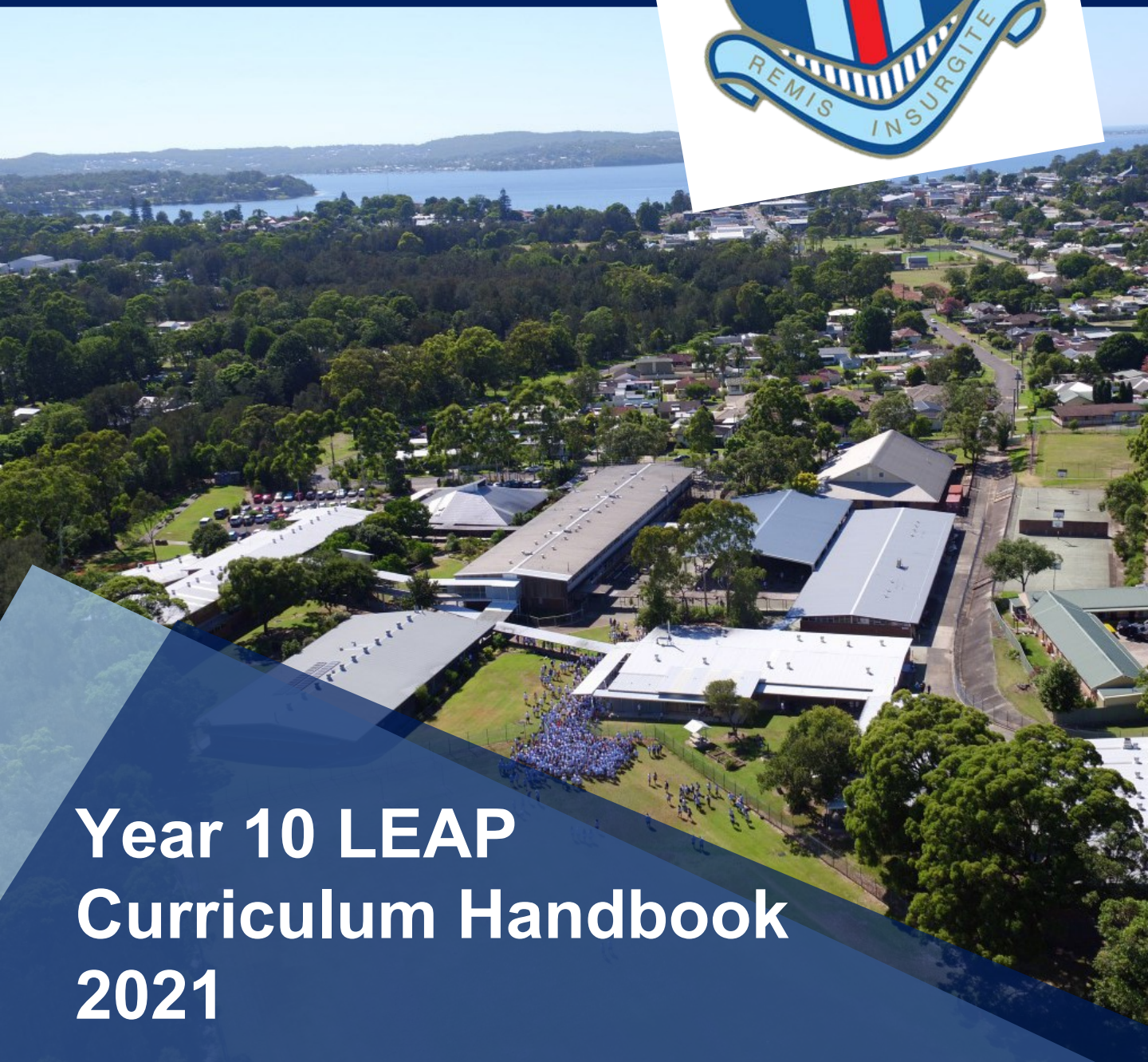


**INNOVATION  
INSPIRATION  
EXCELLENCE**



**Year 10 LEAP  
Curriculum Handbook  
2021**



**Education**

# TORONTO HIGH SCHOOL YEAR 10 LEAP CURRICULUM BOOKLET 2021

The Toronto High School Curriculum Booklet is designed to inform students and their parents/guardians about each of the courses they are participating in throughout the year. This includes a general overview of the topics covered each term and the formal assessment associated with each course.

**PLEASE NOTE:** All information in this booklet is subject to change and is to be used as a guide only. The timing outlined for each topic within each course may change throughout the remaining semester. Similarly, the timing of each assessment task may also change from what is stated in this booklet.

Students will receive formal written notification for every assessment task they receive for each subject. This formal notification of assessment will be issued to students a minimum of two weeks before the due date of the task.

Students in Year 10 who fail to submit work or sit an assessment task, on or before the due date, will be awarded a mark of zero. Teachers will notify parents of incomplete tasks or failure to submit tasks. This notification will be a N-Warning letter for students in Year 10.

Specific information relating to assessment at Toronto High School can be found on the school's website.

# Year 10 LEAP English 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Term / Duration</b>	Term 1 Week 2-10 (9 weeks)	Term 2 Week 1-10 (10 weeks)	Term 2 Week 8-10 Term 3 Week 1-6 9 (weeks)	Term 3 Week 7-10 Term 4 Week 1- 5 (9 weeks)	Term 4 Week 6-11 (6 weeks )
<b>Name of Unit</b>	<b>THE FUTURE IS NOW</b>	<b>RACE AND REPRESENTATION</b>	<b>POWER, PASSION AND POISON</b>	<b>AUSTRALIAN VOICES</b>	<b>THE ART OF LAUGHTER</b>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Context of modern technological development</li> <li>• Impacts of technology</li> <li>• Projections of the future as a critique of the present</li> <li>• Identifying and analysing film techniques</li> <li>• Discursive writing</li> <li>• Creating multimedia presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Portrayal of indigenous and migrant experiences and perspectives</li> <li>• Racism</li> <li>• Justice and injustice</li> <li>• Intertextuality</li> <li>• Literary techniques</li> <li>• Essay writing</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions of Shakespearean drama</li> <li>• Analysing the play in relation to Elizabethan and contemporary context</li> <li>• Identifying and exploring central themes</li> <li>• Analysing Shakespearean language</li> <li>• Adaptation of play to film</li> <li>• In class essay responses</li> </ul>	<ul style="list-style-type: none"> <li>• Comparative study of a range of Australian poets</li> <li>• Considering different cultural backgrounds, historical contexts and perspectives</li> <li>• Identifying and analysing literary techniques in poetry</li> <li>• Short answer responses</li> </ul>	<ul style="list-style-type: none"> <li>• Viewing and critiquing a range of texts from comedy genre</li> <li>• Common features and subverting mediums</li> <li>• Comedy and social boundaries</li> <li>• Appreciation of context</li> </ul>
<b>Assessment</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Multimedia presentation Term 1 Week 10 25% EN5-1A, EN5-2A, EN5-5C, EN-9E	<b><u>Assessment Task 2</u></b> Essay Term 2 Week 10 25% EN5-1A, EN5-7D, EN5-8D	<b><u>Assessment Task 3</u></b> In class essay Term 3 Week 6 25% EN5-1A, EN5-5C, EN5-8D	<b><u>Assessment Task 4</u></b> Examination Term 4 Week 5 25% EN5-1A, EN5-3B, EN5-6C, EN4-7D	<b><u>Informal Task</u></b> Review (Informal Task)

# Year 10 LEAP HSIE 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
<b>Time/ Duration</b>	Term 1 Weeks 2 – 4 (3 weeks)	Term 1 Weeks 5 – 10 Term 2 Weeks 1 – 7 (13 weeks)	Term 2 Weeks 8-10 Term 3 Weeks 1–8 (11 weeks)	Term 3 Weeks 9-10 Term 4 Weeks 1 – 8 (10 weeks)	Term 4 Weeks 9 – 11 (3 weeks)
<b>Name of Unit</b>	<b>OVERVIEW: THE MODERN WORLD AND AUSTRALIA</b>	<b>CHANGING RIGHTS AND FREEDOMS</b>	<b>HUMAN WELLBEING</b>	<b>ACTS OF GENOCIDE</b>	<b>PROJECT</b>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Continuity and change</li> <li>Significance</li> </ul>	<ul style="list-style-type: none"> <li>Continuity and change</li> <li>Cause and effect</li> <li>Perspectives</li> <li>Empathetic understanding</li> <li>Significance</li> <li>Contestability</li> </ul>	<ul style="list-style-type: none"> <li>Place</li> <li>Space</li> <li>Environment</li> <li>Interrelationships</li> <li>Cause and effect</li> <li>Demographics</li> </ul>	<ul style="list-style-type: none"> <li>Continuity and change</li> <li>Cause and effect</li> <li>Perspectives</li> <li>Empathetic understanding</li> <li>Significance</li> <li>Contestability</li> </ul>	<ul style="list-style-type: none"> <li>Significance</li> <li>Cause and effect</li> </ul>
<b>Assessment</b> Number Type  Timing Weighting Outcomes	Informal Assessment: group presentation	<p><b><u>Assessment Task 1</u></b> In-class Test – The Slave Trade Term 1 Week 10 10% H 5.1, 5.4, 5.9, 5.10</p> <p><b><u>Assessment Task 2</u></b> Source Based Research Task – Stolen Generation Term 2 Week 8 15% H 5.3, 5.6, 5.8, 5.9, 5.10</p>	<p><b><u>Assessment Task 3</u></b> Examination – Human Wellbeing Term 3 Week 2 25% G 5.1, 5.2, 5.6, 5.8</p> <p><b><u>Assessment Task 4</u></b> Speech – Variations in Human Wellbeing Term 3 Week 8 25% G5.3, 5.6, 5.7, 5.8</p>	<p><b><u>Assessment Task 5</u></b> Research Task – Writing History Term 4 Week 6 25% H 5.2, 5.6, 5.8, 5.9, 5.10</p>	Informal assessment: presentation of project

# Year 10 LEAP Science 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
<b>Time/ Duration</b>	Term 1 Weeks 2 – 7 (6 weeks)	Term 1 Weeks 8 – 10 Term 2 Weeks 1 – 3 (6 weeks)	Term 2 Weeks 4 – 10 (7 weeks)	Term 3 Weeks 1 – 5 (5 weeks)	Term 3 Weeks 6 – 10 (5 weeks)	Term 4 Weeks 1 – 7 (7 weeks)	Term 4 Weeks 8 – 11 (4 weeks)
<b>Name of Unit</b>	<b>CHEMICAL REACTIONS</b>	<b>USING CHEMISTRY</b>	<b>OBJECTS IN MOTION</b>	<b>GENETICS and BIOTECHNOLOGY</b>	<b>EVOLUTION</b>	<b>THE UNIVERSE</b>	<b>GLOBAL SYSTEMS</b>
<b>Concepts</b>	Changing matter with chemical reactions, classifying chemical reactions and chemical reactions in life	Chemical reactions and energy, rate of reactions and chemistry and industry.	Characteristics of motion, Force, mass and acceleration Collisions and energy transfer.	DNA and the genetic code, Genetic inheritance and Gene technology	Explaining biodiversity, Evolution of a species and Evidence for evolution	Describing the universe, investigating the universe and history of the universe.	The Earth's spheres and natural events, Matter cycles and interactions between spheres and climate change.
<b>Assessment</b> Number Type  Timing Weighting Outcomes			<p><b><u>Assessment Task 1</u></b> Independent Research Project</p> <p>Term 2 Week 5 30% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS and SC5-9WS</p> <p><b><u>Assessment Task 2</u></b> Practical Task Term 2 Week 10 30% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW</p>		<p><b><u>Assessment Task 3</u></b> Research Task</p> <p>Term 3 Week 10 30% SC5-7WS, SC5-9WS, SC5-14LW, SC5-15LW</p>	<p><b><u>Assessment Task 4</u></b> Yearly Examination 10%</p> <p>Term 4 Weeks 4-5 SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS, SC5-10PW, SC5-11PW, SC5-12ES, SC5-14LW, SC5-15LW, SC5-17CW</p>	

# Year 10 LEAP Mathematics 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Semester Review	Unit 5
<b>Time/ Duration</b>	Term 1 Weeks 1-5 (4 weeks)	Term 1 Weeks 6-10 (5 weeks)	Term 2 Weeks 1-4 (4 weeks)	Term 2 Weeks 6-8 (3 weeks)	Term 2 Week 5 (1 week)	Term 2 Weeks 9-10 Term 3 Weeks 1-3 (5 weeks)
<b>Name of Unit</b>	<b>MEASUREMENT</b>	<b>INDICES and SURDS</b>	<b>PROBABILITY</b>	<b>BIVARIATE STATISTICS</b>	<b>SEMESTER 1 CUMULATIVE REVIEW</b>	<b>EQUATIONS and LINEAR RELATIONSHIPS</b>
<b>Concepts</b>	Calculate surface area and volume of more complex solids, including cylinders, pyramids, cones, spheres and explore similarity relationships for area and volume.	Simplify and evaluate numerical expressions using index laws for positive and zero indices, significant figures, scientific notation, apply index laws to algebraic expressions and use negative indices to represent fractions and fractional indices. Operate with irrational numbers in the form of surds.	Study more complex multi-step chance experiments and also examine the language of conditional statements.	Draw box plots, calculate interquartile range, analyse and compare data sets. Investigate bivariate data sets and use scatter plots to describe relationships between variables, use standard deviation to analyse data, and interpolate and extrapolate from bivariate data using lines of best fit.		Operate with formulas, solve linear inequalities. Use graphical & algebraic methods to solve linear simultaneous equations. Graph & interpret straight lines, determine equations of straight lines, use properties of parallel & perpendicular lines and use formulas to calculate midpoint, gradient and distance
<b>Assessment Number Type Timing Weighting Outcomes</b>	<b><u>Assessment Task 1</u></b> Summative Class Assessments Term 1 Weeks 6-7 20% MA5.1-9MG, MA4-12MG, MA4-13MG, MA5.1-8MG, MA5.2-11MG, MA5.3-13MG, MA4-14MG, MA5.2-12MG, MA5.3-14MG, MA5.1-1WM, MA5.2-1WM, MA5.1-2WM, MA5.2-2WM, MA5.1-3WM	<b><u>Assessment Task 2</u></b> Summative Class Assessments Term 2 Week 1 10% MA5.1-9MG, MA4-9NA, MA5.1-5NA, MA5.2-7NA, MA5.3-6NA, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.1-3WM, MA5.2-3WM, MA5.3-1WM, MA5.3-2WM, MA5.3-3WM	<b><u>Assessment Task 3</u></b> Summative Class Assessments Term 2 Weeks 5-6 10% MA4-21SP, MA5.1-13SP, MA5.2-17SP, MA5.1-1WM, MA5.2-1WM, MA5.1-2WM, MA5.2-2WM, MA5.1-3WM, MA5.2-3WM	<b><u>Assessment Task 4</u></b> Summative Class Assessments Term 2 Weeks 9-10 10% MA4-19SP, MA4-20SP, MA5.1-12SP, MA5.2-15SP, MA5.3-18SP, MA5.2-16SP, MA5.3-19SP, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.1-3WM, MA5.2-3WM		<b><u>Assessment Task 5</u></b> Summative Class Assessments Term 3 Weeks 4-5 10% MA4-10NA, MA5.2-8NA, MA5.3-7NA, MA4-11NA, MA5.1-6NA, MA5.2-9NA, MA5.3-8NA, MA5.2-5NA, MA5.2-1WM, MA5.2-2WM, MA5.3-2WM, MA5.2-3WM, MA5.1-1WM, MA5.1-2WM, MA5.1-3WM

# Year 10 LEAP Mathematics 2021

Unit	Unit 6	Unit 7	Unit 8	Unit 9	Semester Review	Unit 10
<b>Time/ Duration</b>	Term 3 Weeks 4-6 (3 weeks)	Term 3 Weeks 7-9 (3 weeks)	Term 3 Week 10 Term 4 Weeks 1-3 (4 weeks)	Term 4 Weeks 4-6 (3 weeks)	Term 4 Weeks 7 (1 week)	Term 4 Weeks 8-11 (4 weeks)
<b>Name of Unit</b>	<b>GEOMETRIC FIGURES and CIRCLES</b>	<b>TRIGONOMETRY</b>	<b>QUADRATIC EQUATIONS</b>	<b>NON-LINEAR RELATIONS and GRAPHS</b>	<b>SEMESTER 2 CUMULATIVE REVIEW</b>	<b>LOGARITHMS and POLYNOMIALS</b>
<b>Concepts</b>	Use deductive reasoning, apply properties of similar figures, use deductive reasoning with congruent triangles, angle properties of polygons and quadrilaterals, prove general properties in geometry, investigate properties of circles relating to angles, chords, tangents and secants.	Solve bearings and 3-D problems, determine exact trig ratios for $30^\circ$ , $45^\circ$ and $60^\circ$ , obtuse angles, and sketch sine and cosine curves, apply sine and cosine rules.	Solve quadratic equations by factorisation and practical problems using quadratic equations.	Sketch parabolas, circles and exponential functions, cubics and hyperbolas, solve non-monic quadratic equations, cubic equations & literal equations, use graphs to describe physical phenomena and rates of change.	.	Learn laws associated with logarithms, draw logarithmic graphs, use logarithms to solve equations, expand, simplify and factorise polynomials, perform long division, use the remainder theorem, factor theorem and draw graphs of polynomials.
<b>Assessment Number</b> <b>Type</b>  <b>Timing</b> <b>Weighting</b> <b>Outcomes</b>	<b>Assessment Task 6</b> Summative Class Assessments Term 3 Weeks 7-8 10% MA4-18MG, MA4-17MG, MA5.1-11MG, MA5.2-14MG, MA5.3-16MG, MA5.3-17MG, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.1-3WM, MA5.2-3WM, MA5.3-3WM	<b>Assessment Task 7</b> Summative Class Assessments Term 3 Week 10 10% MA4-16MG, MA5.1-10MG, MA5.2-13MG, MA5.3-15MG, MA5.1-1WM, MA5.2-1WM, MA5.3-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.1-3WM, MA5.2-3WM, MA5.3-3WM	<b>Assessment Task 8</b> Summative Class Assessments Term 4 Weeks 4-5 10% MA5.2-6NA, MA5.3-5NA, MA5.2-1WM, MA5.2-2WM, MA5.3-2WM, MA5.2-3WM	<b>Assessment Task 9</b> Summative Class Assessments Term 4 Week 7 10% MA5.1-7NA, MA5.2-10NA, MA5.3-9NA, MA5.2-5NA, MA5.3-4NA, MA5.3-12NA, MA5.1-1WM, MA5.2-1WM, MA5.1-2WM, MA5.2-2WM, MA5.3-2WM, MA5.1-3WM		Formative Class Assessments Term 4 Week 11  MA5.3-11NA, MA5.3-10NA, MA5.3-1WM, MA5.3-2WM

# Year 10 LEAP PDHPE Theory 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	<b>SAFE PARTYING</b>	<b>SKILLS 1</b>	<b>ROAD SAFETY</b>	<b>SKILLS 2</b>
Concepts	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>- Types of parties and gender messages</li> <li>- Factors influencing behaviour</li> <li>- Warning signs of unsafe situations</li> <li>- Influences on risk taking</li> <li>- Impact of drug use</li> <li>- Risk taking and peer pressure</li> <li>- Harm minimisation strategies</li> <li>- Skills to protect yourself</li> </ul>	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>- Responding to emergency situations</li> <li>- Bullying</li> <li>- Conflict resolution</li> <li>- Overcoming adversity</li> <li>- Strategies to deal with stress</li> </ul>	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>- Transport options</li> <li>- Road safety statistics</li> <li>- Decision making on the road</li> <li>- Risk taking and decision making</li> <li>- Social media and risk taking culture</li> <li>- Mobile drug testing</li> <li>- Distractions</li> <li>- Influence of the media</li> </ul>	Throughout this unit, students will explore: <ul style="list-style-type: none"> <li>- Planning for the future</li> <li>- Job Search</li> <li>- Resumes</li> <li>- Job interviews</li> <li>- Becoming independent</li> <li>- Consumerism</li> <li>- Marginalised groups and misuse of power</li> <li>- Seeking Help</li> <li>- Support services</li> </ul>
Assessment Number Type Timing Weighting Outcomes	<u><b>Assessment Task 1</b></u> Scenario Analysis Term 1 Week 10 25% PD5-1, PD5-6, PD5-9	There will be no formal assessment during this unit.	<u><b>Assessment Task 2</b></u> Research Task Term 3 Week 10 25% PD5-6, PD5-9	There will be no formal assessment during this unit.



# Year 10 LEAP PDHPE Practical 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
<b>Name of Unit</b>	<b>CROSS COUNTRY AND ATHLETICS</b>	<b>SPECIALISED MOVEMENT SKILLS – TRANSFER OF MOVEMENT SKILLS (SOCCER AND TOUCH)</b>	<b>SEPEP – VOLLEYBALL DANCE</b>	<b>WORLD GAMES FITNESS</b>
<b>Concepts</b>	Throughout this unit, students will participate in Cross Country and Athletics events.	Throughout this unit, students will transfer knowledge and skills developed from previous learning to new sports and promote life-long physical activity.	Throughout this unit, students will develop an understanding of different roles required to conduct sporting events (Volleyball), before partaking in Social Dance where they will explore feature of movement composition.	Throughout this unit, students will participate in a range of culturally significant World Games before finishing Stage 5 PDHPE by completing Fitness Testing activities to compare to their results from the beginning of Stage 5.
<b>Assessment</b> Number Type Timing Weighting Outcomes	The assessment will be broken down into the following areas:  <b><u>Assessment Task 1</u></b> Practical Performance Ongoing throughout unit 25% PD5-4, PD5-11	There will be no formal assessment during this unit.	The assessment will be broken down into the following areas:  <b><u>Assessment Task 1</u></b> Practical Dance Task Ongoing throughout unit 25% PD5-4, PD5-5, PD5-7, PD5-9	There will be no formal assessment during this unit.

## YEAR 10 Elective Subjects

Students in Year 10 will undertake two elective subjects throughout the year. Each elective subject will have six periods per fortnight. The results that students achieve in their elective course will go towards their Year 10 RoSA (Record of School Achievement).

Toronto High School offers the following Elective Subjects in Year 10:

<b>Subject</b>	<b>Faculty</b>	<b>Head Teacher</b>
Better Living	TAS	Mr P Chapman
Dance	CAPA	Mrs K Fotheringham
Food Technology	TAS	Mr P Chapman
Industrial Technology – Timber	TAS	Mr P Chapman
Marine Studies	SCIENCE	Mr D Rasso
Music	CAPA	Mrs K Fotheringham
iSTEM	TAS	Mr P Chapman
PASS – Physical Activity and Sport Studies	PDHPE	Mr S Richards (Relieving)
Photography	CAPA	Mrs K Fotheringham
Visual Arts	CAPA	Mrs K Fotheringham

# Year 10 Better Living 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 Week 1-10 (10 weeks)	Term 2 Week 1-10 (10 weeks)	Term 3 Week 1-10 (10 weeks)	Term 4 Week 1-11 (11 weeks)
<b>Name of Unit</b>	<b>BREAD BAKING BASICS</b>	<b>PASTRIES and SLICES</b>	<b>CAKES and ICINGS</b>	<b>BISCUITS and CHRISTMAS</b>
<b>Concepts</b>	Understanding the properties of yeasts and other ingredients to form breads	Exploring the role of pastry including its ingredients, types and features	Looking at the role of ingredients in cake making and perfecting a cake	Looking at the role of ingredients in biscuit making and perfecting a biscuit
<b>Assessments</b> Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b> Bread Report Term 2 Week 2 20% MOC 5, MOC 11, MOC 10, MOC 12 MOC 13, MOC 14, MOC 15, MOC 16 MOC 17, MOC 18</p> <p><b><u>Practical Task 1</u></b> Term 2 Week 2 15% MOC 5, MOC 11, MOC 10, MOC 12 MOC 13, MOC 14, MOC 15, MOC 16 MOC 17, MOC 18</p>	<p><b><u>Practical Task 2</u></b> Term 2 Week 9 15% MOC 5, MOC 11, MOC 10, MOC 12 MOC 13, MOC 14, MOC 15, MOC 16 MOC 17, MOC 18</p>	<p><b><u>Assessment Task 2</u></b> Research Task Term 4 Week 2 20% MOC 5, MOC 11, MOC 10, MOC 12 MOC 13, MOC 14, MOC 15, MOC 16 MOC 17, MOC 18</p> <p><b><u>Practical Task 3</u></b> Term 4 Week 2 15% MOC 5, MOC 11, MOC 10, MOC 12 MOC 13, MOC 14, MOC 15, MOC 16 MOC 17, MOC 18</p>	<p><b><u>Practical Task 4</u></b> Term 4 Week 9 15% MOC 5, MOC 11, MOC 10, MOC 12 MOC 13, MOC 14, MOC 15, MOC 16 MOC 17, MOC 18</p>

# Year 10 Dance 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 Weeks 1 – 10 (10 weeks)	Term 2 Weeks 1 - 10 (10 weeks)	Term 3 Weeks 1 - 10 (10 weeks)	Term 4 Weeks 1 - 11 (11 weeks)
<b>Name of Unit</b>	<b>STYLE and TECHNIQUE</b>	<b>MUSICAL THEATRE</b>	<b>ANATOMCAL POETRY</b>	<b>ROOSTER</b>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>Ballet technique</li> <li>Contemporary Dance technique</li> <li>Performance Quality</li> </ul>	<ul style="list-style-type: none"> <li>Origins of Musical Theatre</li> <li>Examples of Musical Theatre</li> <li>Characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Muscular and skeletal systems</li> <li>Element of shape</li> <li>Kinaesthetic awareness</li> <li>Dance for Film</li> </ul>	<ul style="list-style-type: none"> <li>Choreography</li> <li>Historical era</li> <li>Performance Quality</li> <li>Themes</li> </ul>
<b>Assessments</b> Number Type  Timing Weighting  Outcomes	<u><b>Assessment Task 1a</b></u> Performance Quality Analysis <u><b>Assessment Task 1b</b></u> Manipulation of phrases Term 1 Week 10 Appreciation 10% and Composition 10%  5.2.1, 5.3.2, 5.3.3	<u><b>Assessment Task 2a</b></u> Performance Quality in Musical Theatre Routine <u><b>Assessment Task 2b</b></u> Ongoing log book (App) Term 2 Week 10 Performance 20% and Appreciation 10% 5.1.1, 5.1.2, 5.3.1	<u><b>Assessment Task 3</b></u> Developing dance for film  Term 3 Week 8 Composition 20%  5.2.2, 5.4.1	<u><b>Assessment Task 4</b></u> “Rooster” Group presentation  Term 4 Week 5 Composition 10% and Performance 20% 5.1.3, 5.2.2

# Year 10 Food Technology 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term 1 Week 1-10 (10 weeks)	Term 3 Week 1-10 (10 weeks)	Term 4 Week 1-10 (10 weeks)	Term 4 Week 1-11 (11 weeks)
<b>Name of Unit</b>	<b>FOOD FOR SPECIFIC NEEDS</b>	<b>FOOD SERVICE AND CATERING</b>	<b>FOOD PRODUCT DEVELOPMENT</b>	<b>FOOD TRENDS</b>
<b>Concepts</b>	<p>Students develop knowledge of circumstances which lead to specific food needs and the nutritional requirements for each stage of the life cycle. They discuss the impact of food allergies and intolerances. They also investigate the role of nutritionally modified foods and support networks.</p> <p><b>Practical experiences –</b> Students develop skills in designing, planning and preparing safe and nutritious food items for a specific food need.</p>	<p>Students develop knowledge of food service and catering operations. They investigate a variety of menus and explore menu-planning considerations. Students outline the causes of food deterioration and spoilage, and explain the principles of food preservation.</p> <p><b>Practical experiences -</b> Students develop skills in designing, planning and preparing appealing food items appropriate for catering for small or large-scale functions, applying the principles of food preservation and storage.</p>	<p>Students develop knowledge of food product development and the role of marketing. They learn about packaging and legislative food-labelling requirements. Students investigate the role of food additives and a range of emerging technologies in the food industry.</p> <p><b>Practical experiences –</b> Students develop skills in designing, producing and evaluating a food product.</p>	<p>Students develop knowledge of current trends in food, issues surrounding food sustainability and emerging technologies in the food industry. They assess the role of media in promoting food styling and photography.</p> <p><b>Practical experiences –</b> Students develop skills in designing, planning, preparing and presenting appealing contemporary foods that reflect current food trends. They style food for photography using electronic media.</p>
<b>Assessments</b> Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b> Yum Town Pop-up Eatery Project and Practical Assessment Term 2 Week 7 25% FT5-1, FT5-2, FT5-4, FT5-5, FT5-10</p>	<p><b><u>Assessment Task 2</u></b> Funtiki World Tour Project and Practical Assessment Term 2 Week 4 25% FT5-1, FT5-6, FT5-7, FT5-8, FT5-13</p>	<p><b><u>Assessment Task 3</u></b> Digital Party Planning Portfolio and Practical Assessment Term 4 Week 7 25% FT5-2, FT5-8, FT5-9, FT5-10, FT5-11</p>	<p><b><u>Assessment Task 4</u></b> Food Truck Design and Practical Assessment Term 4 Week 4 25% FT5-1, FT5-3, FT5-4, FT5-9, FT5-12</p>

# Year 10 Industrial Technology: Timber 2021

Unit	Unit 1	Unit 2
<b>Time/ Duration</b>	Terms 1 and 2 (20 weeks)	Terms 3 and 4 (21 weeks)
<b>Name of Unit</b>	<b>CABINET WORK MODULE 3</b>	<b>CABINET WORK MODULE 4</b>
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Timber Theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>	<ul style="list-style-type: none"> <li>• Timber Theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>
<b>Assessments</b> Number Type Timing Weighting Outcomes	<p><b><u>Assessment Task 1</u></b> Initial Design Coffee Table and Folio Term 1 Week 9 10% 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1, 5.7.1, 5.7.2</p>	<p><b><u>Assessment Task 2</u></b> Coffee Table and Folio Term 4 Week 4 75% 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1, 5.7.1, 5.7.2</p> <p><b><u>Assessment Task 3</u></b> Yearly Examination Term 4 Week 5 15% 5.1.1, 5.2.1, 5.2.2, 5.3.1, 5.3.2, 5.4.1, 5.6.1, 5.7.1, 5.7.2</p>

## Year 10 iSTEM 2021

Unit	Unit 1	Unit 2
Time/ Duration	Semester One (20 weeks)	Semester Two (21 weeks)
Name of Units	<b>AUTOMOTIVE ENGINEERING (50 HOURS)</b>	<b>MECHATRONICS ENGINEERING (50 HOURS)</b>
Concepts	<ul style="list-style-type: none"> <li>• STEM theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>	<ul style="list-style-type: none"> <li>• STEM theory</li> <li>• Product Development</li> <li>• Folio Development</li> </ul>
Assessments Number Type Timing Weighting Outcomes	<u><b>Assessment Task 1</b></u> Automotive Engineering Term 2 Week 8 50% 5.1.1, 5.5.2, 5.6.1	<u><b>Assessment Task 2</b></u> Mechatronics Engineering Term 4 Week 8 50% 5.1.2, 5.2.2, 5.4.2, 5.8.1

## Year 10 Marine Studies 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 1 to 6 (6 weeks)	Term 1 Weeks 7 to 10 Term 2 Weeks 1 to 8 (12 weeks)	Term 2 Weeks 9 -10 Term 3 Weeks 1-6 (8 weeks)	Term 3 Weeks 7-10 Term 4 Weeks 1-8 (12 weeks)
Name of Unit	<b>CORE 2</b>	<b>FISH HARVESTING</b>	<b>FISH BIOLOGY</b>	<b>CREATURES OF THE OCEAN</b>
Concepts	Introduction of Statutory Bodies and Volunteer Organisations, Management of the Marine Environment Water Safety	Fishing in Industry, Recreational Fishing, Methods to catch fish	Anatomy and Physiology of Fish	Dangerous Marine Creatures, Marine Mammals
Assessments Number Type Timing Weighting Outcomes	<u><b>Assessment Task 1</b></u> Model 20% Portfolio 30% Term 2 week 1 – 4 50% MAR5-5, MAR5-6, MAR5-9, MAR5-10		<u><b>Assessment Task 2</b></u> Research Project Term 4 Week 4 50% MAR5-7, MAR5-8, MAR5-9, MAR5-14	

# Year 10 Music 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term1 (10 weeks)	Term 2 (10 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
Name of Unit	<b>ART MUSIC OF THE 20<sup>TH</sup> and 21<sup>ST</sup> CENTURIES</b>	<b>THEATRE MUSIC</b>	<b>MUSIC OF A CULTURE</b>	<b>INDIVIDUAL CHOICE</b>
Concepts	<ul style="list-style-type: none"> <li>• Comparison of styles</li> <li>• Developments in notation</li> <li>• New combinations of sounds</li> <li>• Trends in art music</li> <li>• Music of a composer</li> <li>• The impact of technology</li> <li>• The role of improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• Opera</li> <li>• Ballet</li> <li>• Musicals</li> <li>• Incidental music</li> <li>• Rock Operas</li> <li>• Associated composers</li> <li>• The role of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional and contemporary cultural music</li> <li>• Cultural context of music</li> <li>• Fusion of styles</li> <li>• Stylistic features</li> <li>• Notation</li> <li>• Music for dance</li> </ul>	Choose from: Baroque Music, 19 <sup>th</sup> Century Music, Medieval Music, Renaissance Music, Music for Small Ensembles, Music for Large Ensembles, Music for Radio, Film, Television and Multimedia, Rock Music, Music and Technology Stylistic characteristics Instruments Music of a composer Music of a solo artist or group Impact of technology Role of improvisation
Assessments Number Type	<b><u>Assessment Task 1</u></b> Listening – Analytical responses to aural excerpts recognising and discussing instruments, genres, and Concepts of Music.	<b><u>Assessment Task 2</u></b> Performance– Solo or ensemble performance.	<b><u>Assessment Task 3</u></b> Composition– Notated composition demonstrating an understanding of harmonic, melodic and rhythmic features of a culture.	<b><u>Assessment Task 4</u></b> Listening (15%) – Research task including concept-based aural analysis. Performance (20%) - Solo or ensemble performance.
Timing Weighting Outcomes	Term 1 Week 8 15% 5.7, 5.8, 5.9	Term 2 Week 5 20% 5.1, 5.2, 5.3	Term 3 Week 8 30% 5.4, 5.5, 5.6	Term 3 Week 10 35% 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10



# Year 10 Physical Activity and Sports Studies: Theory 2021

Unit	Unit 1	Unit 2	Unit 3
<b>Time/ Duration</b>	Term 1 Week 1 - Term 2 Week 2 (12 Hours)	Term 2 Week 3 –Term 3 Week 4 (12 hours)	Term 3 Week 5 – Term 4 Week 6 (12 hours)
<b>Name of Unit</b>	<b>BODY SYSTEMS AND ENERGY FOR PHYSICAL ACTIVITY</b>	<b>ISSUES IN PHYSICAL ACTIVITY AND SPORT</b>	<b><u>SPORTS COACHING</u></b>
<b>Concepts</b>	This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications	This module analyses various issues in physical activity and sport and their impact. Students examine ethical and legal implications to participants, spectators and the community. They evaluate strategies to bring about positive outcomes for the issue.	This module develops skills in coaching and instruction. Students investigate qualities of effective coaching and assess their own and others' coaching skills to become more effective coaches.
<b>Assessment</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Examination Term 2 Week 2 50% of theory marks PASS5-1,PASS5-2,PASS5-9,PASS5-10	<b><u>Assessment Task 2</u></b> Research Task Term 3 Week 4 50% of theory marks PASS5-3, PASS5-4,PASS5-10	Formative assessment.

# Year 10 Physical Activity and Sports Studies: Practical 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Time/ Duration</b>	Term 1 Week 1 – Term 1 Week 5 (5 weeks)	Term 1 Week 6 – Term 1 Week 10 (5 weeks)	Term 2 Week 1 – Term 2 Week 5 (5 weeks)	Term 2 Week 6 – Term 2 Week 10 (5 weeks)	Term 3 (10 weeks)	Term 4 (11 weeks)
<b>Name of Unit</b>	<b><u>BADMINTON / TABLE TENNIS</u></b>	<b><u>GOLF</u></b>	<b><u>EUROPEAN HANDBALL</u></b>	<b><u>SOFT LACROSSE</u></b>	<b><u>INTERNATIONAL SPORTS</u></b>	<b>RECREATIONAL PURSUITS</b>
<b>Concepts</b>	<p><b>Modules:</b> Enhancing performance – strategies and techniques.</p> <p>Throughout this unit students will participate in drills and games of Badminton.</p>	<p><b>Modules:</b> Fundamentals of movement skill development.</p> <p>Throughout this unit students will participate in a variety of golf skills drills, before participating in a 9 hole playground golf tournament.</p>	<p><b>Modules:</b> Enhancing performance – strategies and techniques.</p> <p>Throughout this unit students will participate in drills and games of European Handball.</p>	<p><b>Modules:</b> Enhancing performance – strategies and techniques.</p> <p>Throughout this unit students will participate in drills and games of Soft Lacrosse.</p>	<p><b>Modules:</b> Enhancing performance – strategies and techniques.</p> <p>Throughout this unit students will participate in activities with a multicultural flavour, such as Gaelic Football, AFL, Bocce &amp; Floor Hockey.</p>	<p><b>Modules:</b> Lifestyle, leisure and recreation</p> <p>Throughout this unit students will participate in recreational activities.</p>
<b>Assessment</b> Number Type Timing Weighting Outcomes	Skills Assessment This unit is <b>worth 10% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	Skills Assessment This unit is <b>worth 10% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	Skills Assessment This unit is <b>worth 15% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	Skills Assessment This unit is <b>worth 15% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	Skills Assessment This unit is <b>worth 25% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.	Skills Assessment This unit is <b>worth 25% of the practical</b> marks allocated for this year. <b>Assessment will be ongoing</b> throughout the unit.

# Year 10 Photographic and Digital Media 2021

Unit	Unit 1	Unit 2	Unit 3	Unit 4
<b>Time/ Duration</b>	Term One (10 weeks)	Term Two (10 weeks)	Term Three (10 weeks)	Term Four (11 weeks)
<b>Name of Unit</b>	<b>STRANGE WORLDS</b>	<b>DIGITAL PORTRAITS</b>	<b>SOCIAL ISSUES</b>	<b>DECAY AND SUBURBIA</b>
<b>Concepts</b>	Digital SLR camera functions, Surrealist Photography, juxtaposition of imagery, Photoshop, Subjective frames of reference, Photographic composition, Artist case studies as inspiration for student work.	Aperture, Shutter Speed, Depth of Field, Emotions through imagery, Photographic Narratives, Composition techniques, Shooting Candidly, Artist case studies as inspiration for student work.	Photographic processes, digital photography, Developing a narrative to explore selected social issues, through images, by exploring aspects of the student's world. Artist case studies as inspiration for student work.	Art making processes applied to tasks, to enhance aesthetic outcomes for photographic images. Digital manipulation and straight photography. Artist case studies as inspiration for student work.
<b>Assessment</b> Number Type Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Photographs (15%) Artist case studies Essay(15%) Term 1 Week 10 30% 5.2, 5.4, 5.7	<b><u>Assessment Task 2</u></b> Photographs (15%) Artist case study essay (10%) Term 2 Week Ten 25% 5.1, 5.3, 5.9	<b><u>Assessment Task 3</u></b> Photographs (30%)  Term 3 Week 10 30% 5.5, 5.6	<b><u>Assessment Task 4</u></b> Yearly Examination (15%)  Term 4 Week 5 (exam week) 15% 5.8, 5.9, 5.10

# Year 10 Visual Arts 2021

Unit	Unit 1	Unit 2	Unit 3	
<b>Time/ Duration</b>	Term 1 Weeks 1- 10 Term 2 Weeks 1- 6 (16 weeks)	Term 2 Weeks 7-10 Term 3 Weeks 1-10 Term 4 Weeks 1-4 (18 weeks)	Term 4 Weeks 5-11 (7 weeks)	
<b>Name of Unit</b>	<b>POST MODERN SCULPTURE</b>	<b>DECORATIVE AESTHETICS</b>	<b>SCHOOL/ COMMUNITY BASED PROJECT</b> <b>ART IN THE ENVIRONMENT</b>	
<b>Concepts</b>	Students discuss, study and explore the way in which artists have challenged traditional forms of art through the study of modern, historical and contemporary art. In Artmaking students create appropriated sculptures which are derived from the well -known 20th Art Movements of Cubism, Dada, Abstract Expressionism and Pop Art. The students also focus on content areas which include practice and the conceptual framework	Students create a 2-D artwork based on the theme “Decorative Aesthetics” using the chosen medium of either painting or drawing. Students research Case studies on Artists such as Klimt, Hundertwasser, Del Barton and Sally Morgan and use the artworks as inspiration for the creation of their own work. Students are to use decorative patterning and symbols in their work to represent their subject matter of their own choice. Imagery is to be stylised. Content studies of Frames, Conceptual Framework and practice.	Creating Art in the Environment. Students investigate Mural Art, Installations and site specific work for either a school or community bases project. Students investigate Banksy, Mural Artists and any others that influence their Art Making Students are inspired by their local environment and the world around to resolve their Art Making skill. MADD Night Exhibition and organisation is also included. Students help to curate the exhibition.	
<b>Assessments</b> Number Type  Timing Weighting Outcomes	<b><u>Assessment Task 1</u></b> Assignment/VAPD Art Making: Practical Component - 5% Progress Mark Art Criticism and Art History Component: 15% Term 1 Week 10 20% 5.1, 5.4, 5.7, 5.10	<b><u>Assessment Task 2</u></b> Art Making : Sculpture  Term 2 Week 6 25% 5.5, 5.6	<b><u>Assessment Task 3</u></b> Art Making : Practical component-(10%) Art Making Art History Component: (25%) Theory Assignment  Term 3 Week 10 35% 5.2, 5.3, 5.8,5.9	<b><u>Assessment Task 4</u></b> Art Making: Practical Component: Drawing/Painting  Term 4 Week 4 20% 5.5, 5.6