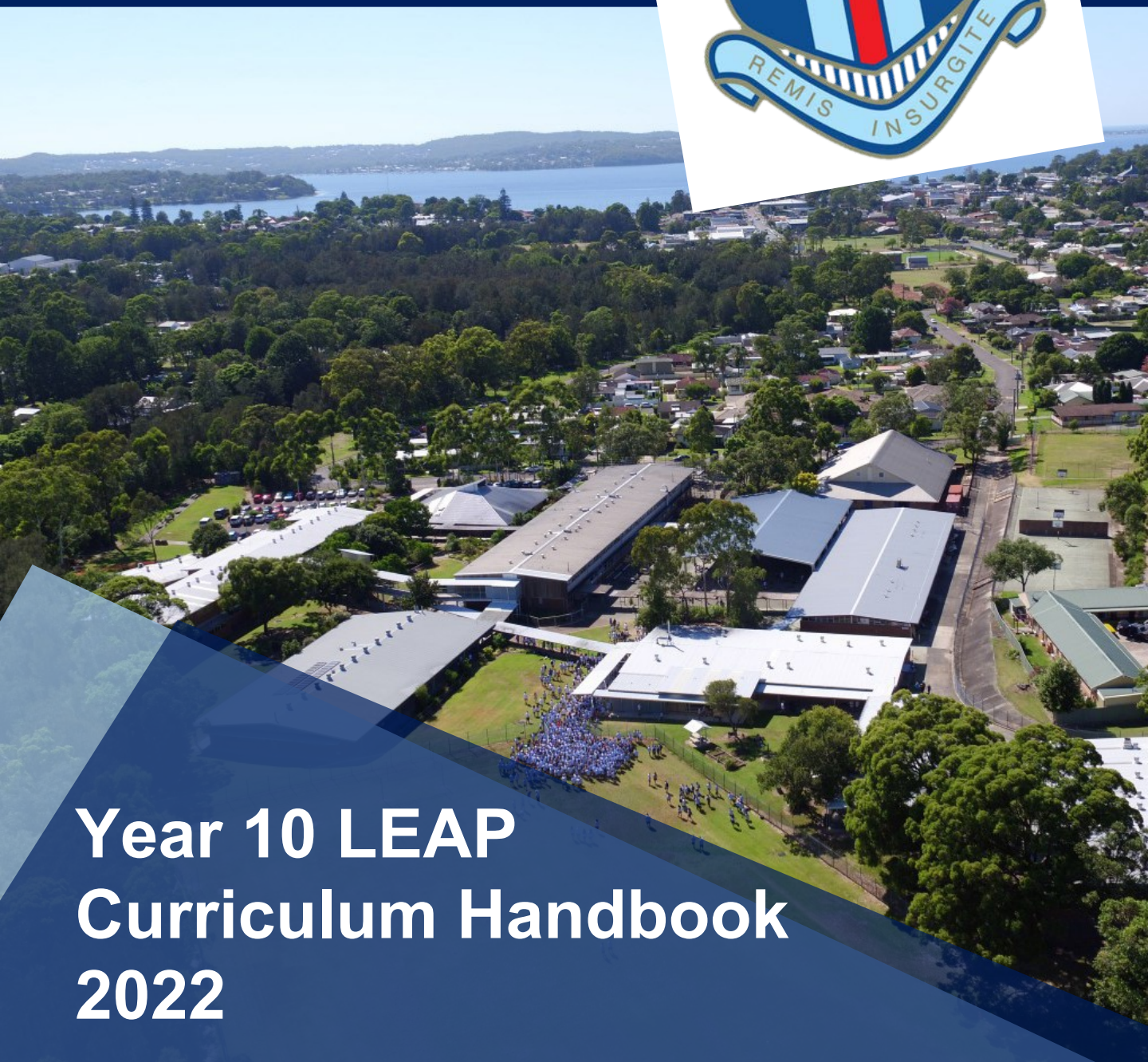


**INNOVATION
INSPIRATION
EXCELLENCE**



**Year 10 LEAP
Curriculum Handbook
2022**



Education

TORONTO HIGH SCHOOL YEAR 10 LEAP CURRICULUM BOOKLET 2022

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 are to notify parents of incomplete tasks or failure to submit tasks, within two weeks of the official task submission date. 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 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Term / Duration	Term 1 Weeks 2-9 (8 weeks)	Term 1 Weeks 10-11 Term 2 Weeks 1-7 (9 weeks)	Term 2 Weeks 8-10 Term 3 Weeks 1-6) (9 weeks)	Term 3 Weeks 7-10 Term 4 Weeks 1- 5 (9 weeks)	Term 4 Weeks 6-11 (6 weeks)
Name of Unit	THE FUTURE IS NOW	PREJUDICE, TRUTH AND JUSTICE	ADAPTATIONS AND TRANSFORMATIONS	AUSTRALIAN VOICES	THE ART OF LAUGHTER
Concepts	<ul style="list-style-type: none"> Context of modern technological development Impacts of technology Projections of the future as a critique of the present Discursive writing Creating multimedia presentations 	<ul style="list-style-type: none"> Portrayal of indigenous and migrant experiences and perspectives Racism Justice and injustice Intertextuality Literary techniques Essay writing 	<ul style="list-style-type: none"> Analysing texts in relation to Elizabethan and contemporary context Identifying and exploring central themes Analysing Shakespearean language Adaptation of plays to film In class essay responses 	<ul style="list-style-type: none"> Comparative study of a range of Australian texts, including poetry, non—fiction, short stories and visual texts Considering different cultural backgrounds, historical contexts and perspectives Identifying and analysing literary and visual techniques 	<ul style="list-style-type: none"> Viewing and critiquing a range of comedic texts Features and techniques in humour Comedy and social boundaries Script writing and filming
Assessment Number Type Timing Weighting Outcomes	Assessment Task 1 Discursive Multimedia Term 1 Week 8 25% EN5-2A, EN5-4B, EN5-6C	Assessment Task 2 Essay Term 2 Week 7 25% EN5-1A, EN5-3B, EN5-5C	Assessment Task 3 In class response Term 3 Week 6 25% EN5-1A, EN5-5C, EN5-6C	Assessment Task 4 Examination Term 4 Week 5 25% EN5-3B, EN5-6C, EN4-7D, EN5-8D	Informal Task Creating a short film EN5-2A, EN5-5C, EN5-8D, EN5-9E

Year 10 LEAP HSIE 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2 – 4 (3 weeks)	Term 1 Weeks 5 – 11 Term 2 Weeks 1 – 7 (14 weeks)	Term 2 Weeks 8-10 Term 3 Weeks 1–8 (11 weeks)	Term 3 Weeks 9-10 Term 4 Weeks 1 – 11 (13 weeks)
Name of Unit	OVERVIEW: THE MODERN WORLD AND AUSTRALIA	CHANGING RIGHTS AND FREEDOMS	HUMAN WELLBEING	ACTS OF GENOCIDE
Concepts	<ul style="list-style-type: none"> • Continuity and change • Significance 	<ul style="list-style-type: none"> • Continuity and change • Cause and effect • Perspectives • Empathetic understanding • Significance • Contestability 	<ul style="list-style-type: none"> • Place • Space • Environment • Interrelationships • Cause and effect • Demographics 	<ul style="list-style-type: none"> • Continuity and change • Cause and effect • Perspectives • Empathetic understanding • Significance • Contestability
Assessment Number Type Timing Weighting Outcomes	Informal Assessment: group presentation	<p><u>Assessment Task 1</u> In-class Test Term 1 Week 11 10% H 5.1, 5.4, 5.9, 5.10</p> <p><u>Assessment Task 2</u> Source Based Research Task Term 2 Week 8 15% H 5.3, 5.6, 5.8, 5.9, 5.10</p>	<p><u>Assessment Task 3</u> Examination Human Wellbeing Term 3 Week 2 25% G 5.1, 5.2, 5.6, 5.8</p> <p><u>Assessment Task 4</u> Research Variations in Human Wellbeing Term 3 Week 9 25% G5.3, 5.6, 5.7, 5.8</p>	<p><u>Assessment Task 5</u> Historical Inquiry Term 4 Week 5 25% H 5.2, 5.6, 5.8, 5.9, 5.10</p>

Year 10 LEAP Science 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Time / Duration	Term 1 Weeks 2 – 8 (7 weeks)	Term 1 Weeks 9 – 11 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)
Name of Unit	CHEMICAL REACTIONS	USING CHEMISTRY	OBJECTS IN MOTION	GENETICS and BIOTECHNOLOGY	EVOLUTION	THE UNIVERSE	GLOBAL SYSTEMS
Concepts	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
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Independent Research Project Term 2 Week 5 30% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS & SC5-9WS		<u>Assessment Task 2</u> Practical Task Term 2 Week 10 30% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS, SC5-10PW		<u>Assessment Task 3</u> Research Task Term 3 Week 10 30% SC5-7WS, SC5-9WS, SC5-14LW, SC5-15LW		<u>Assessment Task 4</u> Yearly Examination Term 4 Weeks 4-5 10% SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS. SC5-10PW, SC5-11PW, SC5-12ES, SC5-14LW, SC5-15LW, SC5-17CW

Year 10 LEAP Mathematics 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Semester Review	Unit 5
Time/ Duration	Term 1 Weeks 2-6 (5 weeks)	Term 1 Weeks 6-11 (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)
Name of Unit	MEASUREMENT	INDICES and SURDS	PROBABILITY	BIVARIATE STATISTICS	SEMESTER 1 CUMULATIVE REVIEW	EQUATIONS and LINEAR RELATIONSHIPS
Concepts	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
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> 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	<u>Assessment Task 2</u> 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	<u>Assessment Task 3</u> 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	<u>Assessment Task 4</u> 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		<u>Assessment Task 5</u> 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 2022

Unit	Unit 6	Unit 7	Unit 8	Unit 9	Semester Review	Unit 10
Time/ Duration	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 Week 7 (1 week)	Term 4 Weeks 8-11 (4 weeks)
Name of Unit	GEOMETRIC FIGURES AND CIRCLES	TRIGONOMETRY	QUADRATIC EQUATIONS	NON-LINEAR RELATIONS AND GRAPHS	SEMESTER 2 CUMULATIVE REVIEW	LOGARITHMS AND POLYNOMIALS
Concepts	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° , 45° and 60° , 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.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 6</u> Summative Class Assessments Term 3 Weeks 7-8 10% MA4-18MG, MA4-17MG, MA5.1-11WM, 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	<u>Assessment Task 7</u> 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	<u>Assessment Task 8</u> 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	<u>Assessment Task 9</u> 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 PDHPE Theory 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2 – 11 (10 weeks)	Term 2 Weeks 1 – 10 (10 weeks)	Term 3 Weeks 1 – 10 (10 weeks)	Term 4 Weeks 1 – 11 (11 weeks)
Name of Unit	SAFE PARTYING	HEALTH SKILLS 1	ROAD SAFETY	HEALTH SKILLS 2
Concepts	<p>Throughout this unit, students will explore:</p> <ul style="list-style-type: none"> Types of parties & gender messages Factors influencing behaviour Warning signs of unsafe situations Influences on risk taking Impact, long-term and short-term effects of illicit drugs Risk taking and peer pressure Harm minimisation strategies Skills to protect yourself 	<p>Throughout this unit, students will explore:</p> <ul style="list-style-type: none"> Responding to emergency situations Bullying Conflict resolution Overcoming adversity Strategies to deal with stress 	<p>Throughout this unit, students will explore:</p> <ul style="list-style-type: none"> Transport options Road safety statistics Causation of accidents Decision making on the road Risk taking and decision making Social media and risk-taking culture Mobile drug testing Distractions Influence of the media 	<p>Throughout this unit, students will explore:</p> <ul style="list-style-type: none"> Planning for the future Job Search Resumes Job interviews Becoming independent Consumerism Marginalised groups and misuse of power Seeking Help Support services
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Scenario Analysis (50 mins) Term 1 Week 10 50% of Theory Mark (25% Total Course Marks) PD5-1, PD5-6, PD5-9</p>	<p>There will be no summative assessment during this unit.</p>	<p><u>Assessment Task 2</u> Home-based Research Task Term 3 Week 10 50% of Theory Mark (25% Total Course Marks) PD5-6, PD5-7, PD5-9</p>	<p>There will be no summative assessment during this unit.</p>

Year 10 PDHPE Practical 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2 – 11 (10 weeks)	Term 2 Weeks 1 – 10 (10 weeks)	Term 3 Weeks 1 – 10 (10 weeks)	Term 4 Weeks 1 – 11 (11 weeks)
Name of Unit	THS YEAR 10 DECATHLON	SPECIALISED MOVEMENT SKILLS – TRANSFER OF MOVEMENT SKILLS (SOCCER AND TOUCH)	SEPEP – VOLLEYBALL, DANCE	WORLD GAMES, FITNESS
Concepts	Throughout this unit, students will compete against each other in 10 main events: Cross Country, Shot-put, Javelin, Discus, 50m Sprint, Horizontal Jump, Plank, T Agility Test, Max Push Ups. + novelty events (free throw challenge, max vortex throw, max rugby kick).	Throughout this unit, students will transfer knowledge and skills developed from previous learning to new sports to learn specialised movement skills and promote enjoyment in lifelong physical activity.	Throughout this unit, students will develop an understanding of different roles required to conduct sporting events (Volleyball), before partaking in Dance, where they will explore features of movement and composition and be assessed on their performance of a selected dance.	Throughout this unit, students will participate in a range of culturally significant World Games (Softball, Gaelic Football, Gridiron, Indigenous Games) before finishing Stage 5 PDHPE by completing Fitness Testing activities to compare to their results from the beginning of Stage 5.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> THS Year 10 Decathlon Continuous Assessment Term 1 Weeks 2 - 11 50% of Practical Mark (25% Total Course Mark). PD5-4, PD5-11	There will be no summative assessment during this unit, however, students will complete learning activities with the aim of being plotted on the Physical Literacy Continuum .	<u>Assessment Task 2</u> Dance Performance Continuous Assessment Term 3 Weeks 5 - 10 25% PD5-4, PD5-9, PD5-11	There will be no summative assessment during this unit, however, students will complete learning activities with the aim of being plotted on the Physical Literacy Continuum .

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:

Subject	Faculty	Head Teacher
Child Studies	TAS	Mr P Chapman
Dance	CAPA	Mrs K Fotheringham
Design and Technology- Better Living	TAS	Mr P Chapman
Drama	CAPA	Mrs K Fotheringham
Food Technology	TAS	Mr P Chapman
Industrial Technology – Engineering	TAS	Mr P Chapman
Industrial Technology – Timber	TAS	Mr P Chapman
iSTEM	TAS	Mr P Chapman
Music	CAPA	Mrs K Fotheringham
PASS – Physical Activity and Sport Studies	PDHPE	Mr B Remington (Relieving)
Photography	CAPA	Mrs K Fotheringham
Visual Arts	CAPA	Mrs K Fotheringham

Year 10 Child Studies 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 (25 hours)	Term 2 (25 hours)	Term 3 (25 hours)	Term 4 (25 hours)
Name of Unit	HEALTH AND SAFETY IN CHILDHOOD	MEDIA AND TECHNOLOGY IN CHILDHOOD	PLAY AND THE DEVELOPING CHILD	CHILDREN AND CULTURE
Concepts	Students identify the symptoms, treatment, preventative strategies and classroom interventions relevant to physical and mental health.	Students recognise and assess the impact of technology on the lifestyle and learning of children and explore how technology can enrich and support learning in different settings.	Students develop an understanding of play-based learning and its benefits to the child. They examine play-based learning environments and activities and describe how childcare services can play an active role in increasing the knowledge and appreciation of cultural diversity.	Students develop an understanding of how cultural practices and traditions influence the health and wellbeing of children.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Safety presentation Term 1 Week 9 25%	<u>Assessment Task 2</u> Media Proposal Term 2 Week 6 25%	<u>Assessment Task 3</u> Practical and folio Term 3 Week 5 25%	<u>Assessment Task 4</u> Cultural Presentation Term 4 Week 5 25%

Year 10 Dance 2022

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

Year 10 Design and Technology- Better Living 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2-11 (10 weeks)	Term 2 Weeks 1-10 (10 weeks)	Term 3 Weeks 1-10 (10 weeks)	Term 4 Weeks 1-11 (11 weeks)
Name of Unit	BREAD BAKING BASICS	PASTRIES and SLICES	CAKES and ICINGS	BISCUITS and CHRISTMAS
Concepts	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
Assessments Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Bread Report Term 2 Week 2 20% MOC 11, MOC12, MOC13 <u>Practical Task 1</u> Term 1 15% MOC 1, MOC 2, MOC 3, MOC 5	<u>Practical Task 2</u> Term 2 15% MOC 1, MOC 2, MOC 3, MOC 5	<u>Assessment Task 2</u> Research Task Term 4 Week 2 20% MOC 7, MOC 10, MOC 16, MOC 18 <u>Practical Task 3</u> Term 3 15% MOC 1, MOC 2, MOC 3, MOC 5	<u>Practical Task 4</u> Term 4 15% MOC 1, MOC 2, MOC 3, MOC 5

Year 10 Drama 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2– 11 (10 weeks)	Term 2 Weeks 1 - 10 (10 weeks)	Term 3 Weeks 1 - 10 (10 weeks)	Term 4 Weeks 1 - 11 (11 weeks)
Name of Unit	THEATRE TO CHANGE THE WORLD	THE MONOLOGUE	SCRIPTED DRAMA	ENTER THE AUDIENCE
Concepts	<ul style="list-style-type: none"> Improvisation for theatre building Performing devised work as a small ensemble Didactic theatre styles such as protest theatre, verbatim theatre Issue-based play-building and devising methods from stimuli Linear and Non-Linear, Narrative, collage and Episodic structures Transitions and Transformations The Elements of Drama and Production Elements Dramaturgical research The Drama Logbook 	<ul style="list-style-type: none"> Monologues as a dramatic form Performing as an individual for an audience Characterisation, voice work and physicality Movement on stage for visual storytelling Improvisation for workshopping The Elements of Drama and Production Elements Establishing and controlling actor/audience relationships Dramaturgical research The Drama Logbook Verbal and written critical reflections 	<ul style="list-style-type: none"> Performing scripted materials Introduction to techniques and conventions of various Dramatic Styles Understanding differing actor/audience relationships according to Dramatic Style Performing scripted work as a small ensemble Introduction to the Performance Essay Introduction to the written drama essay The Elements of Drama and Production Elements Verbal and written critical reflections 	<ul style="list-style-type: none"> Preparation for the CAPA annual MADD Night Improvisation exercises workshopping and rehearsal techniques Narrative, collage and issue-based playbuilding methods Rehearsal of scripted work Preparing a production for stage (production elements) Working on a large stage with a backstage area The Elements of Drama Verbal and written critical reflections
Assessments Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Group Performance and Logbook Term 1 Week 10 30% 5.1.2, 5.1.4, 5.3.3	<u>Assessment Task 2</u> Individual Performance and Logbook Term 2 Week 10 40% 5.1.1, 5.2.1, 5.3.1, 5.3.2	<u>Assessment Task 3</u> Group Performance Essay Term 3 Week 10 30% 5.1.3, 5.2.2, 5.2.3	<i>Formative Assessment during progress and contributions to preparations for the MADD Night Performances</i>

Year 10 Food Technology 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Time/ Duration	Term 1 Weeks 2-9 (8 weeks)	Term 3 Weeks 1-10 (10 weeks)	Term 4 Weeks 1-10 (10 weeks)	Term 4 Weeks 1-11 (11 weeks)
Name of Unit	FOOD SERVICE AND CATERING	FOOD FOR SPECIFIC NEEDS	FOOD FOR SPECIAL OCCASIONS	FOOD TRENDS
Concepts	Food service and catering are important areas of the food industry. They provide people with both food and employment. Students examine food service and catering ventures and their ethical operations across a variety of settings and investigate employment opportunities. Practical experiences - Students plan and prepare safe and appealing foods appropriate for catering for small or large-scale functions.	Foods for specific needs arise for a variety of reasons including age, health, lifestyle choices, cultural influences or logistical circumstances. Students explore a range of foods for specific needs and the means to satisfy these. Practical experiences - Students plan and prepare safe and nutritious foods to meet specific food needs in various circumstances.	Food is an important component of many special occasions. Students explore a range of special occasions including social, cultural, religious, historical and family. They examine small and large-scale catering establishments. Practical experiences - Students plan and prepare safe food for special occasions, demonstrating appropriate food-handling and presentation skills.	Food trends influence food selection, food service and food presentation. Students examine historical and current food trends and explore factors that influence their appeal and acceptability. Practical experiences - Students plan, prepare and present safe, appealing food that reflects contemporary food trends.
Assessments Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Restaurant Plan Term 1 Week 8 20% FT5-2, FT5-4, FT5-5, FT5-10, FT5-1	<u>Assessment Task 2</u> Practical Assessment Terms 2, 3, 4 Weeks 3, 5, 7 60% FT5-1, FT5-2, FT5-5, FT5-10, FT5-1	<u>Assessment Task 3</u> Research Report Term 3 Week 8 20% FT5-6, FT5-7, FT5-8, FT5-13	

Year 10 Industrial Technology: Engineering 2022

Unit	Unit 3	Unit 4
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 3 and 4 (21 weeks)
Name of Unit	CORE MODULE 4 (ALTERNATIVE ENERGY)	CORE MODULE 3 (CONTROL SYSTEMS)
Concepts	<ul style="list-style-type: none"> Design make and test a project powered by alternative energy CO₂ Vehicle – Solar Vehicle 	<ul style="list-style-type: none"> Design make and test a control system Hydraulic Arm – Red and Green Flasher
Assessments Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> CO₂ Vehicle design and construction Term 2 Week 5 40%</p>	<p><u>Task 2</u> Hydraulic Arm design and construction Term 4 Week 2 40%</p> <p><u>Task 3</u> Examination Term 4, Week 5 20%</p>

Year 10 Industrial Technology: Metals 2022

Unit	Unit 1	Unit 2
Time/ Duration	Term 1 and Term 2 (50 hours)	Term 3 and Term 4 (50 hours)
Name of Unit	METAL FABRICATION SPECIALISED MODULE 2	METAL MACHINING SPECIALISED MODULE 2
Concepts	Metal Fabrication processes and techniques	Metal Machining processes and techniques
Assessments Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Project and Folio Term 3 Week 9 50%	<u>Assessment Task 2</u> Engineers Vice or Clamp Term 3 Week 9 30% <u>Assessment Task 3</u> Yearly Examination Term 4 Week 6 20%

Year 10 Industrial Technology: Timber 2022

Unit	Unit 1	Unit 2
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 3 and 4 (21 weeks)
Name of Unit	CORE MODULE TIMBER 1	SPECIALISED MODULE TIMBER 2
Concepts	<ul style="list-style-type: none"> • Timber Theory • Product Development • Folio Development 	<ul style="list-style-type: none"> • Timber Theory • Product Development • Folio Development
Assessments Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Initial Design Coffee Table and Folio Term 1 Week 9 10%</p>	<p><u>Assessment Task 2</u> Coffee Table and Folio Practical Term 4 Week 4 75%</p> <p><u>Assessment Task 3</u> Yearly Examination Term 4 Examination Period 15%</p>

Year 10 iSTEM 2022

Unit	Unit 1	Unit 2
Time/ Duration	Terms 1 and 2 (20 weeks)	Terms 2 and 3 (21 weeks)
Name of Units	AUTOMOTIVE ENGINEERING (50 HOURS)	MECHATRONICS ENGINEERING (50 HOURS)
Concepts	<ul style="list-style-type: none"> • STEM theory • Product Development (computer generated drawings) • Folio Development 	<ul style="list-style-type: none"> • STEM theory • Product Development (computer generated drawings) • Folio Development
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Scientific Report - Automotive Engineering Term 2 Week 8 50% 5.1.1, 5.5.2, 5.6.1</p>	<p><u>Assessment Task 2</u> Engineering Report – Mechatronic &Electrical Engineering Term 4 Week 8 50% 5.1.2, 5.2.2, 5.4.2, 5.8.1</p>

Year 10 Music 2022

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	JAZZ MUSIC	THEATRE MUSIC	MUSIC OF A CULTURE	INDIVIDUAL CHOICE
Concepts	<ul style="list-style-type: none"> • A specific style • Comparison of styles • Fusion of styles • Music of a solo artist • Music of a group • The impact of technology • The role of improvisation 	<ul style="list-style-type: none"> • Opera • Ballet • Musicals • Incidental music • Rock Operas • Associated composers • The role of technology 	<ul style="list-style-type: none"> • Traditional and contemporary cultural music • Cultural context of music • Fusion of styles • Stylistic features • Notation • Music for dance 	<ul style="list-style-type: none"> • Choose from: Baroque Music, Classical Music, 19th Century Music, Medieval Music, Renaissance Music, Music for Small Ensembles, Music for Large Ensembles, Music for Radio, Film, Television and Multimedia, Rock Music. • The history of the chosen genre • Stylistic characteristics • Instruments • Music of a composer • Music of a solo artist or group • The impact of technology • The role of improvisation
Assessments Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Listening– Analytical responses to aural excerpts recognising and discussing instruments, genres, and Concepts of Music. Score reading and analysis. Term 1 Week 10 15% 5.7, 5.8, 5.9</p>	<p><u>Assessment Task 2</u> Performance (20%) – Solo or ensemble performance. Term 2 Week 8 20% 5.1, 5.3</p>	<p><u>Assessment Task 3</u> Composition (30%) – Notated composition demonstrating an understanding of harmonic, melodic and rhythmic features of a culture. Term 3 Week 10 30% 5.4, 5.5, 5.6</p>	<p><u>Assessment Task 4</u> Listening (15%) – Research task including concept-based aural analysis. Performance (20%) - Solo or ensemble performance. Term 4 Week 6 35% 5.2, 5.7, 5.9, 5.10</p>

Year 10 Physical Activity and Sports Studies (PASS): Theory 2022

Unit	Unit 1	Unit 2	Unit 3
Time/ Duration	Term 1 Week 2 - Term 2 Week 2 (12 weeks)	Term 2 Week 3 –Term 3 Week 6 (14 weeks)	Term 3 Week 7 – Term 4 Week 11 (15 weeks)
Name of Unit	BODY SYSTEMS AND ENERGY FOR PHYSICAL ACTIVITY	ISSUES IN PHYSICAL ACTIVITY AND SPORT	<u>SPORTS COACHING</u>
Concepts	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.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Examination Term 2 Week 2 50% of theory marks PASS5-1, PASS5-2, PASS5-10	<u>Assessment Task 2</u> 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 (PASS): Practical 2022

Unit	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Time/ Duration	Term 1 Weeks 2 – 11 (10 weeks)	Term 2 Weeks 1 – 5 (5 weeks)	Term 2 Weeks 1 – 5 (5 weeks)	Term 3 Weeks 1 – 5 (5 weeks)	Term 3 Weeks 6 – 1 (5 weeks)	Term 4 Weeks 1 – 11 (11 weeks)
Name of Unit	INTERNATIONAL SPORTS	GOLF	BADMINTON / TABLE TENNIS	EUROPEAN HANDBALL	SOFT LACROSSE	RECREATIONAL PURSUITS
Concepts	<p>Modules: <i>Enhancing performance – strategies and techniques.</i></p> <p>Throughout this unit students will participate in activities with a multicultural flavour, such as Gaelic Football, AFL, Bocce & Floor Hockey.</p>	<p>Modules: <i>Fundamentals of movement skill development.</i></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>Modules: <i>Enhancing performance – strategies and techniques.</i></p> <p>Throughout this unit students will participate in drills and games of Badminton.</p>	<p>Modules: <i>Enhancing performance – strategies and techniques.</i></p> <p>Throughout this unit students will participate in drills and games of European Handball.</p>	<p>Modules: <i>Enhancing performance – strategies and techniques.</i></p> <p>Throughout this unit students will participate in drills and games of Soft Lacrosse.</p>	<p>Modules: <i>Lifestyle, leisure and recreation</i></p> <p>Throughout this unit students will participate in recreational activities.</p>
Assessment Number Type Timing Weighting Outcomes	<p><u>Assessment Task 1</u> Continuous Assessment Term Weeks 2 - 11 25% of the Practical mark</p>	<p>No summative assessment during this unit.</p>	<p><u>Assessment Task 2</u> Continuous Assessment Term 2 Weeks 1 - 5 25% of the Practical mark</p>	<p><u>Assessment Task 3</u> Continuous Assessment Term 3 Weeks 1 - 5 25% of the Practical mark</p>	<p><u>Assessment Task 4</u> Continuous Assessment Term 1 Weeks 6 - 10 25% of the Practical mark</p>	<p>No summative assessment during this unit.</p>

Year 10 Photographic and Digital Media 2022

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	STRANGE WORLDS	DIGITAL PORTRAITS	SOCIAL ISSUES	DECAY AND SUBURBIA
Concepts	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.	Artmaking processes applied to tasks, to enhance aesthetic outcomes for photographic images, digital manipulation and straight photography, artist case studies as inspiration for student work.
Assessment Number Type Timing Weighting Outcomes	<u>Assessment Task 1</u> Photographs (15%) Artist case studies (15%) Term 1 Week 10 30% 5.2, 5.4, 5.7	<u>Assessment Task 2</u> Photographs (15%) Artist case study essay (10%) Term 2 Week 10 25% 5.1, 5.3, 5.9	<u>Assessment Task 3</u> Photographs Term 3 Week 10 30% 5.5, 5.6	<u>Assessment Task 4</u> Yearly Examination Term 4 Examination Period 15% 5.8, 5.9, 5.10

Year 10 Visual Arts 2022

Unit	Unit 1		Unit 2		Unit 3
Time/ Duration	Term 1 Weeks 2- 11 Term 2 Weeks 1- 4 (14 weeks)		Term 2 Weeks 5-10 Term 3 Weeks 1-10 (15 weeks)		Term 4 Weeks 1-11 (11 weeks)
Name of Unit	POST MODERN SCULPTURE		DECORATIVE AESTHETICS		PLACES AND SPACES
Concepts	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.
Assessments Number Type	<u>Assessment Task 1</u> Art Making: Practical Component - 5% Art Criticism and Art History Component: 15% Assignment/VAPD		<u>Assessment Task 2</u> Art Making: Sculpture		<u>Assessment Task 3</u> Art Making: Practical component-10% Art Criticism and Art History Component: 25%
Timing Weighting Outcomes	Term 1 Week 11 20% 5.1, 5.4, 5.7, 5.10		Term 2 Week 6 25% 5.5, 5.6		Term 3 Week 10 35% 5.2, 5.3, 5.8,5.9
					<u>Assessment Task 4</u> Art Making: Practical Component: Drawing/Painting Term 4 Week 4 20% 5.5, 5.6

