



STAGE 5

Year 10

ASSESSMENT BOOKLET

2022



Cabramatta High School -2022

CREATIVE ARTS FACULTY 2022



Year 10 Visual Arts Assessment Schedule -2022

TASKS	Weight %	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOTAL:
		Dystopia TERM 1	Appropriation TERM 2	Journeys TERM 3	Installation Art TERM 4	
ART MAKING	60%	<ul style="list-style-type: none"> BOW: Painting Digital Artwork with Dystopic theme Small Pen drawings 20% 	<ul style="list-style-type: none"> BOW: A series of 5 photographs appropriating works throughout Art history 15% 	<ul style="list-style-type: none"> Moleskin Diary – submission of minimum 8 double pages relating to weekly themes. 15% 	<ul style="list-style-type: none"> BOW: Kusama pumpkins BOW: Coral sculpture 10% 	60
DUE		TERM 1 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 10	TERM 4 WEEK 6	
ART HISTORICAL & CRITICAL STUDIES	40%	Case Study: <ul style="list-style-type: none"> Tim Maguire Nuria Riaza Banksy -Dismaland 10%	Case Study: <ul style="list-style-type: none"> historical research of famous artists 10%	Contemporary Artist study: <ul style="list-style-type: none"> Nik Bantok 10%	Case Study: <ul style="list-style-type: none"> Yayoi Kusama Morel Doucet Courtney Mattison 10%	40
DUE		TERM 1 WEEK 8	TERM 2 WEEK 10	TERM 3 WEEK 5	TERM 4 WEEK 3	
TOTAL	100%	30	25	20	25	100
SYLLABUS OUTCOMES		5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	



YEAR 10 VISUAL ARTS 2022

COURSE OUTLINE:

Studying year 10 Visual Arts allows students to investigate the world as a source of ideas, concepts and subject matter, make informed choices to develop and extend concepts and different meanings and to develop technical accomplishment and refinement in making artworks. Year 10 Visual Arts students participate in the Artist In Residence program, and work with Abdul Abdullah (Painter), Di Turner (Ceramist), and Angus Fisher (Printmaker). Students engage in developing a portfolio of work using the techniques and practices of these artists in addition to completing a research task on each.



**CAPA Assessment Schedule
2022**

Course: 10 Visual Arts

Teachers:

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Installation Project/ Alice in Wonderland	Still Life Drawing & Experimental Drawing	Moleskin Diary	Paper Art	
Weight %	30	25	35	10	
Due Date	Term 1 Week 10	Term 2 Week 5	Term 3 Week 10	Term 4 Week 5	
Description	Practical Folio Art Diary	Drawing Folio Case Study	Practical Folio Case Study	Practical Folio	
Outcomes Component	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10	TOTAL
Critical/ Historical	5	15	10		30
Making	25	10	25	10	70
TOTAL	30	25	35	10	100



DIGITAL MEDIA DESIGN YEAR 10 ASSESSMENT GRID (Digital Media Design)-2022

COURSE OUTLINE:

Studying year 10 Photographic and Digital Media allows students to begin to investigate the world as a source of ideas, concepts and subject matter, make informed choices to think about and develop concepts and different meanings and to develop technical accomplishment and refinement in photography. Year 10 Photographic and Digital Media Students also develop skills in Photoshop and are encouraged to build on their photography skills and concepts. Engage in developing a portfolio of work using Photoshop techniques and photography practices on focused artist and teacher’s demonstrations.

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/photo-digital-media.html

2019	Weight	Task 1	Task 2	Task 3	Task 4	Total
DMD ASSESSMENT		LUNA PARK Book/ Poster	APPRORIATION Post Modernism	ANIMATION/FIM	BODY OF WORK & VAPD	
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 3	Term 4 Week 4	
Schedule						
	TASK:	BODY OF WORK & VAPD	BODY OF WORK	RESEARCH TASK	BODY OF WORK	50
ART MAKING	50%	20	10		20	50
ART HISTORICAL & CRITICAL STUDIES	50%	15	15	20		100
TOTAL	100%	35	25	20	20	100
OUTCOMES		P1,2,3,4,5,6,7,8,9,10	P1,2,3,4,5,6,7,8,9,10	P13,4,5,6,7	P1,2,3,4,5,6,7,8,9,10	



Cabramatta High School -2022

DIGITAL MEDIA DESIGN SCOPE AND SEQUENCE - Stage 5 -2022

Visual Design (100 hours)	Term 1/2				Term 2				Term 3				Term 4			
Practice Making, Critical and Historical Interpretations	Typography An exploration of the use of text in advertising material. Use Publisher to create the final documents.				Totem A ceramic installation of a totem in the school. Totem pieces will be based on seed pods and natural shapes.				Mini Me Exploring the environment through photography, then, working in Photoshop to manipulate the image and place them-selves into the photo				Cartoon An investigation of cartooning styles. Students will create either a flipbook or a comic strip to make a comment on a social issue.			
Forms	PRINT – advertising material for the school concert				OBJECT - installation				SPACE/TIME – fantasy images				PRINT – flipbook or comic strip			
Frames	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
Key Artists/ Examples									Jenny Orchard							
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10			

Photography (100 hours)	Term 1				Term 2				Term 3				Term 4			
Practice Making, Critical and Historical Interpretations	LUNA PARK An investigation and exploration of Luna park – students visit to access imagery for photo-shopped manipulated images.				THE PAST - APPROPRIATION Exploring the self and art history through photography, then, working in Photoshop to manipulate the image appropriation and cultural references.				STREET ART COMES ALIVE A stop motion animation exploring street art in a social and political viewpoint.				INDEPENDENT BOW Students choose their chosen media and concept to create a BOW. An investigation on a chosen photographer and concept must be present in their artwork.			
Forms	Photoshop – Digital prints (Photo book and poster design)				APPROPRIATION, ART HISTORY THE SELF				Stop motion – ANIMATION				Individual BOW			
Frames	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern	Subjective	Structural	Cultural	Postmodern
Conceptual Framework	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience	Artist	Artwork	World	Audience
Key Artists/ Examples	Luna Park Martin Sharpe, Sidney Nolan, Deborah Klein				Morimura, Cindy Sherman				Banksy, various street artists							
Outcomes	5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10				5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10			



Cabramatta High School -2022

Course: Stage 5 Music – Year 10

Teachers: Mr. Barkho, Mr. Lees

	HALF YEARLY REPORT		YEARLY REPORT			
Task No.	Task 1	Task 2	Task 3	Task 4	Task 5	
Title	Popular Music Performance	School Concert Performance	Composition	Research Task	Yearly Performance and Aural	
Weight %	10%	20%	20%	20%	30%	
Due Date	Term 1, Week 9	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4	Term 4, Week 5	
Description	Group Performance of Popular Music	Live Audition for School Concert Performance	Popular Music	Australian Art Music	Rock Music Performance and Aural Exam	
Outcomes	5.1, 5.2, 5.3	5.1, 5.2, 5.3	5.1, 5.2, 5.3 5.4, 5.5, 5.6	5.7, 5.8, 5.9, 5.10,	5.1, 5.2, 5.3 5.7, 5.8, 5.9	TOTAL
Component						
Performing	10%	20%			20%	50%
Composition			20%			20%
Aural				20%	10%	30%
TOTAL	10	20	20	20	30	100%



Cabramatta High School -2022

Scope & Sequence: Year 10 Music 2022											
Week #	1	2	3	4	5	6	7	8	9	10	11
TERM I	<p style="text-align: center;">UNIT TITLE: Popular Music</p> <p>In this topic, students will explore the musical features of Western Popular Music through analysis of chart topping hits over the past 30 years, up until recently. Particular focus will be placed on the similarities and common elements that link these hits and the defining features that determine style. Popular music structure and common chord progressions will also be examined. Throughout this topic, students will work on performance works for the School Concert.</p> <p style="text-align: center;">Assessment: Group Performance</p> <p style="text-align: center;">Outcomes Assessed: 5.1, 5.2, 5.3</p>										
TERM II	<p style="text-align: center;">UNIT TITLE: Music for Small Ensembles</p> <p>This unit focuses on developing students' understanding of style and genre by analysing the texture, tone colour and expressive techniques exhibited in a variety of chamber, jazz and popular contemporary ensembles. Students will be expected to complete individual musicological research and aural analysis of a specific ensemble style and compose/record their own interpretation with an accompanying log book.</p> <p style="text-align: center;">Assessment: Popular Music Composition</p> <p style="text-align: center;">Outcomes Assessed: 5.1, 5.2, 5.3, 5.4, 5.5, 5.6</p>										
TERM III	<p style="text-align: center;">UNIT TITLE: Australian Music</p> <p>This unit covers two areas of Australian Music, contemporary popular music and contemporary Australian Art Music in the last 30 years. Students will engage in aural, musicology and performance activities highlighting the subject areas of many Australian pieces and how they focus on moral, storytelling and locality of Australia.</p> <p style="text-align: center;">Assessment: Australian Art Music Biography Research Task</p> <p style="text-align: center;">Outcomes Assessed: 5.1, 5.2, 5.3, 5.7, 5.8, 5.9, 5.10</p>										
TERM IV	<p style="text-align: center;">UNIT TITLE: The Concepts of Music</p> <p>Students demonstrate an overarching appreciation and understanding of The Concepts of Music, and apply the principals of the concepts to group performance and aural analysis and discussion.</p> <p style="text-align: center;">Assessment: Yearly Performance and Aural Examination</p> <p style="text-align: center;">Outcomes Assessed: 5.1, 5.2, 5.3, 5.8, 5.9, 5.10</p>										



ENGLISH AND EAL/D FACULTIES 2022



ENGLISH FACULTY-YEAR 10 SCOPE AND SEQUENCE 2022

Conflicting Views War and Peace	The Classics	Close Study of Shakespeare	Real Life Stories
Term 1, Week 1 to Term 1, Week 10	Term 2, Week 1 to Term 2, Week 10	Term 3, Week 1 to Term 3, Week 10	Term 4, Week 1 to Term 4, Week 11
<p>Students will study a variety of texts, with a focus on poetry, which represent conflicting views about war and peace. They will study how composers use language to create a specific style to convey ideas.</p>	<p>Students will investigate the features of a classic text and how context can change what is valued in texts.</p> <p>Students will also consider character, setting, themes and plot as part of their study of the classic text.</p>	<p>This unit will engage students with language and dramatic forms, features and structures that will enhance understanding of the development of character and themes in their study of Shakespeare’s work.</p> <p>Students will develop skills in critical analysis of text through the composition of an extended response.</p>	<p>Students will study real life stories through film and written text. Students will develop an understanding of how stories are told in documentaries and other non-fiction texts, in order to position the audience to a particular point of view.</p> <p>Teachers may consider choosing a theme that students research through studying a variety of non-fiction texts including film and written texts.</p>
<p>Outcomes Assessed</p> <p>1A, 2A, 3B, 4B, 5C, 6C, 7D, 9E</p>	<p>Outcomes Assessed</p> <p>1A, 3B, 5C, 7D, 8D</p>	<p>Outcomes Assessed</p> <p>1A, 3B, 4B, 5C, 7D, 9E</p>	<p>Outcomes Assessed</p> <p>1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D</p>
<p>Text Type Focus</p> <p>Poetry</p>	<p>Text Type Focus</p> <p>Fiction</p>	<p>Text Type Focus</p> <p>Drama</p>	<p>Text Type Focus</p> <p>Non-fiction / Film</p>
<p>Cross-curriculum Priorities</p>	<p>Cross-curriculum Priorities</p>	<p>Cross-curriculum Priorities</p>	<p>Cross-curriculum Priorities</p> <p>(optional)</p> <p>Aboriginal Perspectives</p> <p>Asia and Australia’s engagement with Asia</p> <p>Sustainability</p>
<p>Teachers should continue to explicitly teach literacy skills through spelling and vocabulary lists and SRA as appropriate.</p>			



Cabramatta High School -2022

<p>English Textual Concepts</p> <p>Representation - Students understand that representation embeds attitudes, beliefs and values.</p> <p>Style – Students, through their widening engagement with different types of texts, understand that styles vary and are valued differently.</p>	<p>English Textual Concepts</p> <p>Context – Students understand how the complexity of their own and of other contexts shapes composition and response to texts.</p> <p>Literary Value – Students understand that texts are valued within personal and cultural value systems and that these may change in different historical and cultural contexts.</p>	<p>English Textual Concepts</p> <p>Character – Students understand that characters can represent types of people, ideas and values.</p> <p>Theme – Students understand that the elements of a text work together to support the theme.</p>	<p>English Textual Concepts</p> <p>Argument – Students understand that argument requires the logical development of a supported thesis with the purpose of bringing audiences to a new intellectual or emotional understanding.</p> <p>Code and Convention – Students understand that codes and conventions reflect and shape power relationships and culture.</p> <p>Narrative – Students understand that narrative provides structures for expressing ideas and values.</p>
<p>Assessment</p> <p>Assessment Journal (10%) – designed to assist students plan, compose and present their multi-modal task. This will be checked and marked by the class teacher. The journal should have four entries:</p> <ul style="list-style-type: none"> o model of task, identifying key features o planning pages for students to make notes from texts studied in class o draft of introduction and presentation o reflection of process <p>Multi-modal (15%) – (speaking / composing / representing / listening) students will demonstrate their understanding of the topic and concepts by composing a PowerPoint or Keynote presentation which is aimed at informing the audience. Students may choose to film their presentation.</p>	<p>Assessment</p> <p>Responding (15%) - students will respond to comprehension questions based on an unseen text on the topic of war and peace and/or a classic text. At least one of the texts should be a poem.</p> <p>Composing (10%) – students will compose a persuasive or informative response to a stimulus. This will be an in-class assessment.</p>	<p>Assessment</p> <p>Processed Writing: students will demonstrate their understanding of the topic and English Textual Concept by composing an imaginative or discursive text.</p> <p>Assessment Journal (10%) – designed to assist students plan and compose their writing. This will be checked and marked by the class teacher. The journal should have four entries:</p> <ul style="list-style-type: none"> o model of form, identifying key features o planning pages for students to make notes o draft of students written text o reflection of writing process <p>Published Writing (15%) – students will publish the text they have been planning in their Assessment Journal.</p>	<p>Assessment</p> <p>Responding (15%) – students will respond to comprehension questions based on unseen texts centred on the English Textual Concept of Character or Theme. At least one question should look at the connections between texts. This will be an in-class assessment.</p> <p>Composing (10%) – students will compose an imaginative or discursive response to a stimulus. This will be an in-class assessment.</p> <p>Formative Assessment – teacher to design an end of year task suitable for the ability of class. This could include a project-based task, class debate, poster or written response to the text/s studied.</p>



Cabramatta High School -2022



ENGLISH FACULTY-YEAR 10 ASSESSMENT SCHEDULE

COURSE OUTLINE: Students engage with various text types of increasing complexity and create their own increasing complex texts in certain text types. Students will be assessed on what is stipulated in the syllabus; speaking, reading, writing, listening and viewing.

ENGLISH FACULTY – Year 10 ASSESSMENT SCHEDULE

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Conflicting Views War and Peace	The Classics	Close Study of Shakespeare	Real Life Stories
TASK DESCRIPTION	<ul style="list-style-type: none"> ● Assessment Journal 10% ● Multi – modal Task 15% 	<ul style="list-style-type: none"> ● Responding Task 15% ● Composing Task 10% 	<ul style="list-style-type: none"> ● Assessment Journal 10% ● Published Writing Task 15% 	<ul style="list-style-type: none"> ● Responding Task 15% ● Composing Task 10%
DATE	<ul style="list-style-type: none"> ● Assessment Journal = Term 1, Week 10 ● Multi – modal Task = Term 1, Week 10 	<ul style="list-style-type: none"> ● Responding Task = Term 2, Week 4 ● Composing Task = Term 2, Week 2 	<ul style="list-style-type: none"> ● Assessment Journal = Term 3, Week 10 ● Published Writing = Term 3, Week 10 	<ul style="list-style-type: none"> ● Responding Task = Term 4, Week 3 ● Composing Task = Term 4, Week 3
OUTCOMES	1A, 2A, 3B, 4B, 5C, 6C, 7D, 9E	1A, 3B, 5C, 7D, 8D	1A, 3B,4B, 5C, 7D, 9E	1A, 2A, 3B 4B, 5C, 6C, 7D, 8D



HOME ECONOMICS FACULTY 2022



YEAR 10 FOOD TECHNOLOGY

COURSE OUTLINE: The aim of Food Technology in years 9 and 10 is to actively engage students in learning about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. Students develop confidence and proficiency in their practical interactions with and decisions regarding food.

Semester 1

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
UNIT	Food Product Development	Food Product Development	Food Product Development	Food Service and Catering	Food Product Development and Food Service and Catering
TASK DESCRIPTION	Food product design task and practical	Half yearly exam	Book mark	Catering Venture Plan	Practicals
WEIGHTING	20%	15%	10%	15%	40%
DATE	Term 1 Week 8	Term 1 Week 10	Term 1	Term 2 Week 4	Term 1 & 2
OUTCOMES ASSESSED	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-8, FT5-9, FT5-10, FT5-11	FT5-3, FT5-7, FT5-12, FT5-13	FT5-3, FT5-11	FT5-7, FT5-8, FT5-9	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11

Semester 2

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Food Equity	Food Service and Catering and Food Equity	Food Equity	Food Equity and Food Trends
TASK DESCRIPTION	Research Task	Yearly Exam	Book mark	Practicals
WEIGHTING	20%	30%	10%	40%
DATE	Term 3 Week 8	Term 4 Week 1	Term 3 Week 8	Term 3 & 4
OUTCOMES ASSESSED	FT5-6, FT5-8, FT5-9, FT5-11, FT5-13	FT5-3, FT5-6, FT5-7, FT5-13	FT5-6, FT5-11, FT5-13	FT5-1, FT5-2, FT5-4, FT5-5, FT5-10, FT5-11



SCOPE AND SEQUENCE

	Unit	Outcomes
Term 1	Focus Area: <i>Food Product Development</i>	FT5-1, FT5-2, FT5-5, T5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
Term 2	Focus Area: <i>Food service and catering</i>	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-10, FT5-11, FT5-12, FT5-13
Term 3	Focus Area: <i>Food Equity</i>	FT5-1, FT5-2, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13
Term 4	Focus Area: <i>Food Trends</i>	FT5-1, FT5-2, FT5-3, FT5-4, FT5-5, FT5-6, FT5-7, FT5-8, FT5-9, FT5-10, FT5-11, FT5-12, FT5-13



Cabramatta High School -2022 INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10

COURSE OUTLINE: The aim of the Information and Software Technology course is to develop students' knowledge and understanding, confidence, and creativity in analysing, designing, developing, and evaluating information and software technology solutions.

ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4	Task 5
UNIT	Option 2: <ul style="list-style-type: none"> Authoring & Multimedia 	Core topic: <ul style="list-style-type: none"> People Issues Past, current & emerging Technologies 	Option 8 Software development & Programming	Core topic 2 Core topic 5 Core topic 6 Option 2 Option 8	Option 3 Database Design
TASK DESCRIPTION	Stop Motion Animation (20%)	Assessment task 3: People Research Project (20%)	Android App Project (30%)	Yearly examination (30%)	Database Development Practical (Not weighted)
DATE	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	Term 4 Week 2	Term 4
OUTCOMES ASSESSED	5.2.1, 5.2.2, 5.2.3	5.5.3, 5.3.1, 5.4.1	5.2.1, 5.2.2, 5.2.3	5.2.1, 5.2.2, 5.2.3, 5.5.3, 5.3.1, 5.4.1	5.2.1, 5.2.2, 5.2.3

Syllabus Link -

http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/info_soft_tech_710_syl.pdf



Cabramatta High School -2022

INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10 SCOPE AND SEQUENCE

Topic	Outcomes	Duration	Weeks
Option 2: Authoring & Multimedia	5.2.1, 5.2.2, 5.2.3, 5.3.2	9 Weeks	Term 1: Week 1 – 9
Core Topic 6: People Core Topic 5: Issues	5.5.3 5.3.1	8 Weeks	Term 1: Week 10 Term 2: Week 1 – 7
Core Topic 2: Past, Current & Emerging Technologies	5.4.1	5 Weeks	Term 2: Week 8-10
Option 8: Software Development & Programming	5.2.1, 5.2.2, 5.2.3	10 Weeks	Term 3: Week 1-10 Term 4: Week 1-3
Option 3: Database design	5.2.1, 5.2.2, 5.2.3	7 weeks	Term 4 Week 4-10



HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) FACULTY



Cabramatta High School -2022

Human Society and Its Environment (HSIE) Faculty

YEAR 10 GEOGRAPHY

COURSE OUTLINE:

A study of Geography builds on students' prior learning and experience to enable them to explain patterns, evaluate consequences and contribute to the management of physical, social, cultural and built environments.

YEAR 10 GEOGRAPHY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Environmental change and management	Environmental change and management	Human wellbeing	Human wellbeing
TASK DESCRIPTION	Class tasks	Research Task	Class tasks	Examination
DATE	Ongoing	Term 3, Week 9	Ongoing	Term 4, Week 4
OUTCOMES ASSESSED	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-2, GE5-3, GE5-4, GE5-5, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8	GE5-1, GE5-2, GE5-6, GE5-7, GE5-8

HEAD TEACHER – A. Mikulic

SUBJECT COORDINATOR – R. Hussayni & C. Phung

YEAR 10 GEOGRAPHY SCOPE AND SEQUENCE

TERM	TOPIC	SUBTOPIC	WEEK	SKILLS/TOOLS ASSESSED	Assessment Task	Week	Weight
3	Environmental change and management	Environments Environmental Change Environmental Management	1 – 10	Skills - acquiring, processing and communicating geographical information Tools - maps, fieldwork, graphs and statistics, spatial technologies, visual representations	Research Task	Term 3 Week 9	35%
4	Human wellbeing	Human wellbeing and development Spatial variations in human wellbeing Human wellbeing in Australia Improving human wellbeing	1 – 10	Skills - acquiring, processing and communicating geographical information Tools - maps, graphs and statistics, spatial technologies, visual representations	Examination	Term 4 Week 4	40%
					Google Quizzes	Ongoing	10%
					Class Tasks	Ongoing	10%
					Book Mark	Ongoing	5%



YEAR 10 HISTORY

COURSE OUTLINE:

A study of history builds students' knowledge and skills to inquire into the past so that students are able to explain how people, events and forces from the past have shaped our world.

YEAR 10 HISTORY ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Rights and Freedoms	Rights and Freedoms Migration Experiences	Migration Experiences	Migration Experiences Vietnam War
TASK DESCRIPTION	Class tasks	Research	Class tasks	Examination
DATE	Ongoing	Term 1, Week 9	Ongoing	Term 2, Week 5
OUTCOMES ASSESSED	HT5-2,HT5-3,HT5-6, HT5-8,HT5-9,HT5-10	HT5-2,HT5-3,HT5-6, HT5-8,HT5-9,HT5-10	HT5-1, HT5-3,HT5-4, HT5-5, HT5-7, HT5-9, HT5-10	HT5-1, HT5-2, HT5-4, HT5-5, HT5-7, HT5-9, HT5-10

HEAD TEACHER – A. Mikulic

SUBJECT COORDINATOR – R. Hussayni & C. Phung

YEAR 10 HISTORY SCOPE AND SEQUENCE

TERM	TOPIC	WEEK	SKILLS/TOOLS ASSESSED	Assessment task	Week	Weight
1	Rights and Freedoms	1 – 8	Skills - acquiring, processing and communicating geographical information Tools - maps, fieldwork, graphs and statistics, spatial technologies, visual representations	Research Task	Term 1 Week 9	35%
	Migration Experiences	9 – 10		Class Tasks	Ongoing	10%
2	Migration Experiences	1 – 3	Skills - acquiring, processing and communicating geographical information Tools - maps, graphs and statistics, spatial technologies, visual representations	Examination	Term 2 Week 4	40%
	Vietnam War	4 – 10		Goggle quizzes	Ongoing	10%
				Book Mark	Ongoing	5%

<http://syllabus.bos.nsw.edu.au/hsie/history-k10/>



**YEAR 10 ELECTIVE HISTORY
STAGE 5 ELECTIVE HISTORY ASSESSMENT GRID**

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Holocaust Weeks Palaeontology	Palaeontology 7 Wonders of the Modern World	Historical Investigation Fact or Fiction	Teotihuacán
TASK DESCRIPTION	In-class test	Presentation	Research project	Examination
DATE	Term 1, Week 9	Term 2, Week 4	Term 3, Week 8	Term 4, Week 4
OUTCOMES ASSESSED	HTE5-2, HTE5-4, HTE5-9 HTE5-1, HTE5-6, HTE5-10	HTE5-1, HTE5-6, HTE5-10 HTE5-3	HTE5-3, HTE5-8, HTE5-10 HTE5-6	HTE5-5, HTE5-7

http://www.boardofstudies.nsw.edu.au/syllabus_sc/history-elective-7-10-syllabus.html

STAGE 5 ELECTIVE HISTORY SCOPE AND SEQUENCE

TERM	TOPIC	WEEK	Outcomes
1	Holocaust Weeks	1 – 9	HTE5-2, HTE5-4, HTE5-9
	Palaeontology	10	HTE5-1, HTE5-6, HTE5-10
2	Palaeontology	1 – 7	HTE5-1, HTE5-6, HTE5-10
	7 Wonders of the Modern World	8 – 10	HTE5-3
3	Historical Investigation	1 – 7	HTE5-3, HTE5-8, HTE5-10
	Fact or fiction	8 – 10	HTE5-6
4	Teotihuacán	1 – 10	HTE5-5, HTE5-7



COURSE OUTLINE:

Studying commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues.

YEAR 10 COMMERCE ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Law, Society and Political Involvement (CORE)	Law in Action The Economic and Business Environment	The Economic and Business Environment Travel	Towards Independence Our Economy
TASK DESCRIPTION	Research task	Examination	Research task & Individual presentation	Examination
DATE	Term 1, Week 8	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
OUTCOMES ASSESSED	COM5-1, COM5-4, COM5-5, COM5-7, COM5-8	COM5-1, COM5-4, COM5-5, COM5-8	COM5-1, COM5-5, COM5-6, COM5-8, COM5-9	COM5-1, COM5-4, COM5-5, COM5-8

YEAR 10 COMMERCE SCOPE AND SEQUENCE

Term	Weeks	Syllabus Topic	Assessment Task	Date	Weight
1	1 - 8	Law, Society and Political Involvement - CORE	Task 1: Topic test COM5-2, COM5-3, COM5-5, COM5-8	T1-W8	25%
	9 - 10	Law in Action			
2	1 - 2	The Economic and Business Environment - CORE	Task 2: Research task/ Presentation COM5-1, COM5-2, COM5-3, COM5-4, COM5-7	T2-W4	25%
	3 - 10				
3	1 - 2	Travel	Task 3: Travel research task COM5-5, COM5-6, COM5-7, COM-8	T3-W9	25%
	3 - 10				
4	1 - 6	Towards Independence	Task 4: Yearly Examination COM5-2, COM5-4, COM5-5, COM5-8	T4-W 4	25%
	7 - 10	Our Economy			



INDUSTRIAL ARTS FACULTY 2022



Cabramatta High School -2022

INDUSTRIAL ARTS – YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING

COURSE OUTLINE:

The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes whilst related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

INDUSTRIAL ARTS - YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	Engineered Structures	Control Technology	Alternative Energy
TASK DESCRIPTION	Trebuchet	Arduino	Wind Turbine
DATE	T1 W8	T2 W9	T3 W9
OUTCOMES ASSESSED	IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-9	IND5-1, IND5-2, IND5-3, IND5-5, IND5-6, IND5-7, IND5-9	IND5-1, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-10

Syllabus Link -

Stage 5 Scope and Sequence Plan-Industrial Technology – Engineering

Term	Year 9 Engineering 1 (structures) Engineering 2 (Mechanisms)	Year 10- Specialised Modules
1	Common content for Core Module Engineered Structures (20 Weeks)	Control technology Arduino Coding – various projects (19 Weeks)
2		
3	Common content for Core Module Engineered Mechanics (20 Weeks)	Alternative Energy Wind Turbines & Solar Cars (18 Weeks)
4		



Cabramatta High School -2022

INDUSTRIAL ARTS - YEAR 10 GRAPHICS TECHNOLOGY ASSESSMENT GRID

COURSE OUTLINE:

Graphics Technology enables students to practise logical thought and decision-making while developing skills applicable to a range of domestic, commercial and leisure activities. They engage in both manual and digital forms of image generation and manipulation and develop knowledge of the wide application of graphics in a variety of contexts and an ever-increasing range of vocations. Graphics Technology also develops students' technical and visual literacy, equipping them for participation in a technological world. The study of Graphics Technology develops in students an understanding of the significance of graphical communication and the techniques and technologies used to convey technical and non-technical ideas and information. They learn about the application of these techniques and technologies in industrial, commercial and domestic contexts.

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Engineering Drawing	Graphics Design & Communication	Product & Technical Illustration	Computer Animation
TASK DESCRIPTION	Prepare CAD drawing of selected engineering products	Design to solve a given problem using appropriate techniques	Present technical illustrations of selected products	Demonstrate CAD animations
DATE	T1 W9	T2 W8	T3 W6	T4 W6
OUTCOMES ASSESSED	GT5-1, GT5-2, GT5-3, GT5-4, GT5-5, GT5-7, GT5-9, GT5-10, GT5-12	GT5-1, GT5-3, GT5-4, GT5-5, GT5-7, GT5-12	GT5-1, GT5-2, GT5-5, GT5-7, GT5-10, GT5-12	GT5-2, GT5-4, GT5-5, GT5-7, GT5-9, GT5-11, GT5-12

Stage 5 Scope and Sequence Plan

Graphics Technology

Term	Year 9	Year 10
1	Core Module 1: Instrument drawing	Module 6: Engineering Drawing
2	Core Module 2: CAD	Module 7: Graphics Design and Communication
3	Module 1: Architectural Drawing	Module 9: Product and Technical Illustration
4	Module 2: Australian Architecture	Module 5: Computer Animation



INDUSTRIAL ARTS - YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER 1

COURSE OUTLINE: The study of Industrial Technology provides students with opportunities to engage in a diverse range of creative and practical experiences using a variety of technologies widely available in industrial and domestic settings. This includes study in Engineering. This course develops knowledge and understanding of materials and processes whilst related knowledge and skills are developed through a specialised approach to the tools, materials and techniques employed in the planning, development, construction and evaluation of quality practical projects and processes. Critical thinking skills are developed through engagement with creative practical problem-solving activities.

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	Chopping board	Condiment Tray	Toolbox
DATE	T2 W5	T3 W9	T4 W8
OUTCOME	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,

Syllabus Link –

Stage 5 Scope and Sequence Plan-Industrial Technology – Timber

Term	Year 9 Timber 1	Year 10 Specialised Modules
1	Chopping Board (6 Weeks)	Small Table (20 Weeks)
2	Condiment Tray (8 Weeks)	
3	Tool Box (12 Weeks)	Cabinet Making (19 Weeks)
4	Foot Stool (12 Weeks)	



LANGUAGES FACULTY 2022



2022 LANGUAGES

YEAR 10 CHINESE

COURSE OUTLINE:

Year 10 Chinese students study a range of topics. Students explore Chinese texts that give an insight into Chinese and Australian experiences. They study popular and youth culture as well as a range of social and cultural perspectives. They study different types of texts and become conversant with the metalanguage required. They participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL	Speaking Listening Research	Reading Writing	Speaking Listening Research	Reading Writing
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 9-10	Term 2 Weeks 2-3	Term 3 Weeks 9-10	Term 4 Weeks 2-3
OUTCOMES ASSESSED	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C	LCH5-2C, LCH4-3C, LCH5-4C, LCH5-5U, LCH5-6U, LCH5-7U	LCH5-1C, LCH5-2C, LCH5-3C, LCH5-4C	LCH5-2C, LCH4-3C, LCH5-4C, LCH5- 5U, LCH5-6U, LCH5-7U

Term 1	Term 2	Term 3	Term 4
MY CLOTHES Types of clothes Sizes Colours Adjectives for describing clothes	WEATHER Four seasons Weather forecast	MY HOBBIES Sports Like and dislike	MY SCHOOL LIFE Daily routines Subjects and timetable School staff Favourite subjects and teachers



COURSE OUTLINE: Year 10 Korean students study a range of topics. Students explore Korean texts that give an insight into Korean and Australian experiences. They study popular and youth culture as well as a range of social and cultural perspectives. They study different types of texts and become conversant with the metalanguage required. They participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

ASSESSMENT GRID

Table with 5 columns: COMPONENT, TASK 1, TASK 2, TASK 3, TASK 4. Rows include SKILL, TASK DESCRIPTION, DATE, and OUTCOMES ASSESSED.

Syllabus Link - https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages

SCOPE AND SEQUENCE

Table with 4 columns: Term 1, Term 2, Term 3, Term 4. Rows include HANGEUL – KOREAN WRITING SYSTEM, DAILY ROUTINE, SHOPPING, TRAVELLING, and CAREERS.



COURSE OUTLINE: Year 10 Vietnamese students study a range of topics. Students explore Vietnamese texts that give insight into Vietnamese and Australian experiences. They also study popular and youth culture as well as a range of social, gender and cultural perspectives. They study different types of texts and become conversant with the metalanguage required. They participate in a variety of activities that aim to develop their listening, speaking, reading and writing skills.

ASSESSMENT GRID

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
SKILL	Speaking Listening Research	Listening Reading	Speaking Listening Research	Listening Reading
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 8-10	Term 2 Weeks 2-4	Term 3 Weeks 8-10	Term 4 Weeks 2-4
OUTCOMES ASSESSED	LVIE5-1C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVI5-7U	LVIE5-2C, LVIE5-3C, LVIE5-5U, LVIE5-6U	LVIE5-1C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVI5-7U	LVIE5-2C, LVIE5-3C, LVIE5-5U, LVIE5-6U

Syllabus Link - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages>

SCOPE AND SEQUENCE

Term 1	Term 2	Term 3	Term 4
TEEN LIFE Teenage interests and concerns Friendship and peer pressure Technology in teen life	FURTHER EDUCATION University vs TAFE/Trade Careers inspiration Part-time jobs	TRANSPORT AND TRAVEL Means of transport Travelling Tourism (Vietnam/Australia)	LIVING IN AUSTRALIA Comparison of Australian and Vietnamese societies Overview of Australian, Vietnamese and Aboriginal cultures



Cabramatta High School -2022

MATHEMATICS

FACULTY

2022



Cabramatta High School -2022

Course Outline: Students in Year 10 undertake one of three pathways: Stage 5.3, Stage 5.2 and Stage 5.1. The Year 10 assessment is divided into 5 tasks.

MATHEMATICS YEAR 10 (STAGE 5.3) ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
TOPICS	Measurement, Indices and Surds	Indices and Surds, Probability	Single Variable and Bivariate Statistics	Linear Relationships, Properties of Geometrical Figures, Trigonometry	Yearly – All topics
DATE	TERM 1 WEEK 5	TERM 1 WEEK 10	TERM 2 WEEK 4	TERM 3 WEEK 3	TERM 4 WEEK 3
DESCRIPTION	Written test 45 Minutes	Investigation	Half Yearly 45 Minutes	Written test 45 Minutes	Yearly 45 Minutes
WEIGHT	10%	15%	25%	15%	35%
OUTCOMES ASSESSED	MA5.1-11MG MA5.2-12MG MA5.3-13MG MA5.3-14MG MA5.2-7NA MA5.3-6NA	MA5.2-7NA MA5.3-6NA MA5.2-17SP	MA5.2-15SP MA5.2-16SP MA5.3-18SP MA5.3-19SP	MA5.2-9NA MA5.3-5NA MA5.3-7NA MA5.3-8NA MA5.2-14MG MA5.3-16MG MA5.2-13MG MA5.3-15MG	MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.1-7NA MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.1-13SP

YEAR 10 (STAGE 5.3) MATHEMATICS SCOPE AND SEQUENCE

TERM 1	Measurement	Indices and Surds	Probability
TERM 2	Single Variable and Bivariate Statistics	Linear Relationships	Properties of Geometrical Figures
TERM 3	Trigonometry	Financial Mathematics	Quadratic Expressions and Equations
TERM 4	Non-linear Relationships	Circle Geometry	Polynomials



MATHEMATICS YEAR 10 (STAGE 5.2) ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
TOPICS	Rates and Ratios, Algebraic Techniques	Area and Surface Area, Volume	Financial Mathematics	Indices, Single Variable and Bivariate Statistics, Trigonometry	Yearly – All topics
DATE	TERM 1 WEEK 5	TERM 1 WEEK 10	TERM 2 WEEK 4	TERM 3 WEEK 3	TERM 4 WEEK 3
DESCRIPTION	Written test 45 Minutes	Investigation	Half Yearly 45 Minutes	Written test 45 Minutes	Yearly 45 Minutes
WEIGHT	10%	15%	25%	15%	35%
OUTCOMES ASSESSED	MA5.2-5NA MA5.2-6NA	MA5.2-11MG MA5.2-12MG	MA5.2-4NA	MA5.2-7NA MA5.2-15SP MA5.2-16SP MA5.2-13MG	MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.1-7NA MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.1-13SP

YEAR 10 (SATGE 5.2) MATHEMATICS SCOPE AND SEQUENCE

TERM 1	Rates and Ratios	Algebraic Techniques	Area and Surface Area	Volume
TERM 2	Financial Mathematics	Indices	Single Variable and Bivariate Statistics	
TERM 3	Trigonometry	Equations, Formulas and Inequalities	Linear and Non-linear Relationships	
TERM 4	Properties of Geometrical Figures		Probability	



MATHEMATICS YEAR 10 (STAGE 5.1) ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
TOPICS	Financial Mathematics	Algebra and Indices	Measurement	Probability, Single Variable Data, Linear Relationships	Yearly – All topics
DATE	TERM 1 WEEK 5	TERM 1 WEEK 10	TERM 2 WEEK 4	TERM 3 WEEK 3	TERM 4 WEEK 3
DESCRIPTION	Investigation	Written Test 45 Minutes	Half Yearly 45 Minutes	Written test 45 Minutes	Yearly 45 Minutes
WEIGHT	10%	15%	25%	15%	35%
OUTCOMES ASSESSED	MA5.1-4NAc	MA5.1-5NA MA5.1-9NA	MA5.1-8MG MA5.1-9MG	MA5.1-13SP MA5.1-12SP MA5.1-6NA	MA5.1-4NA MA5.1-5NA MA5.1-6NA MA5.1-7NA MA5.1-8MG MA5.1-9MG MA5.1-10MG MA5.1-11MG MA5.1-12SP MA5.1-13SP

YEAR 10 (SATGE 5.1) MATHEMATICS SCOPE AND SEQUENCE

TERM 1	Financial Mathematics	Algebra and Indices
TERM 2	Measurement	Probability Single Variable Data
TERM 3	Linear Relationships	Properties of Geometrical Figures
TERM 4	Right-angled Triangles	Quadratic Equations



PDHPE FACULTY



Cabramatta High School -2022

PDHPE- Year 10 Yearly Assessment Schedule

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Net/ court (practical)	Ongoing Term 2 Week 2	20%
Task 2	Positive Relationships (theoretical)	Term 2 Week 2	20%
Task 3	The Party (theoretical)	Term 3 Week 10	20%
Task 4	Invasion Games (practical)	Ongoing Term 4 Week 2	20%
Task 5	Final Exam	Term 4 Week 4	20%

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Yearly Weighting
	Practical assessment	Persuasive writing task	Extended writing task	Practical assessment	Final exam	
	ongoing Term 2 Week 2	Term 2 Week 2	Term 3 Weeks 10	ongoing Term 4 Week 2	Term 4 Week 2	
Report Outcomes						
Marks	20	20	20	20	20	100

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/physical-activity-sports-studies.html



**Year 10 PDHPE 2022
Scope and Sequence**

Timeline		Stage 5		
		Year 10		
		PDH	PE	Assessment
TERM 1	Week 1	Better Safe Than Sorry	Fast & Furious - Invasion Games - Crossing the Line (Oz Tag, Dragon Flag, Ultimate Frisbee, Touch Football)	Fast & Furious <i>(Practical)</i> <i>(Ongoing completion T2, Week 2)</i> 20%
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
TERM 2	Week 1	Turning Knowledge Into Action	Indigenous Games - (Ball Games, Chasing and Tagging Games, Throwing Games)	Better Safe Than Sorry <i>(Theoretical - Week 2, Term 2)</i> 30%
	2			
	3			
	4			
	5		On the Court - Net/Court - (Badminton, Volleyball, Tennis, Mini Tennis, Table Tennis, Squash, Dodgeball)	
	6			
	7			
	8			
	9			
	10			
TERM 3	Week 1	Making a Difference	Initiatives & Challenges - Recreational and Lifelong Physical Activity - (Orienteering, Rogaining, Walking, Physical Fitness, Recreation Activities)	On the Court <i>(Practical)</i> <i>(Ongoing completion T3, Week 6)</i> 20%
	2			
	3			
	4			
	5		Teachers Choice (European Handball, Sofcrosse, Tourney, Quidditch, Archery, Cricket, Softball, Netball)	
	6			
	7			
	8			
	9			
	10			
TERM 4	Week 1	The Next Chapter	Teachers Choice (European Handball, Sofcrosse, Tourney, Quidditch, Archery, Cricket, Softball, Netball)	Final Examination <i>(Theoretical - Week 2)</i> 30%
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			



Cabramatta High School -2022

CHILD STUDIES- Year 10 Yearly Assessment Schedule 2022

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Play And The Developing Child	Term 1 Week 9	25%
Task 2	Food And Nutrition In Childhood	Term 2 Week 4	25%
Task 3	Health And Safety In Childhood	Term 3 Week 8	25%
Task 4	Media And Technology In Childhood	Term 4 Week 2	25%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
	Theoretical and Practical Application	Practical Application	Information Report	ICT Assessment Task	
	Term 1 Week 9	Term 2 Week 4	Term 3 Week 8	Term 4 Week 2	
Marks	25	25	25	25	100



Year 9 & 10 Child Studies Scope and Sequence

Timeline	Stage 5	Stage 5
	Year 9	Year 10
	Child Studies	Child Studies
TERM 1		
Week 1		
2		
3		
4	Module 1	Module 6
5	Preparing For Parenthood	Play and the developing child
6	(28 lessons)	(28 lessons)
7		
8		
9		
10		
TERM 2		
Week 1		
2		
3	Module 2	Module 7
4	Conception to Birth	Health and safety in childhood
5	(28 lessons)	(28 lessons)
6		
7		
8		
9	Module 3	Module 8
10	Family Interactions	Food and nutrition in childhood
	(28 lessons)	(28 lessons)
Week 1		
2		
3		
4		
5		
6	Module 4	Module 11
7	Newborn Care	Media and technology in childhood
8	(28 lessons)	(28 lessons)
9		
10		
TERM 4		
Week 1		
2		
3		
4		
5	Module 5	Module 13
6	Growth and Development	Childcare services and
7	(28 lessons)	career opportunities
8		(28 lessons)
9		
10		

Optional Modules - The Diverse needs of Children

- Aboriginal Cultures and Childhood
- Children and Culture



YEAR 10 PASS 2022

COURSE OUTLINE: Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation. Areas of study include; team games focusing on defensive and offensive strategies, sporting events and their impact on society, event management and human body.

PASS- Year 10 Yearly Assessment Schedule

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Events Management	Term 1 Week 7	10%
Task 2	Body systems & energy	Term 2 Week 5	25%
Task 3	Enhancing performance	Term 3 Week 3	20%
Task 4	Coaching	Term 3 Week 9	20%
Task 4	Final Exam	Term 4 Week 4	25%

Component	Task 1	Task 2	Task 3	Task 4	Task 5	Yearly Weighting
	Practical & theory assessment	Theory assessment	Practical & theory assessment	Practical assessment	Final Exam	
	Term 1 Week 7	Term 2 Week 5	Term 3 Week 2	Term 3 Week 9	Term 4 Week 4	
Marks	10	25	20	20	25	100



		Stage 5 PASS Scope and Sequence 2022	
Timeline		Year 10	
		Assessment	
TERM 1	Week 1	Option 1	
	2		
	3		
	4		
	5		
	6	Option 1 <i>Week 5 (Teacher Orientated)</i> 10%	
	7		
	8		
	9		
	10		
TERM 2	Week 1	Body Systems and Energy for Physical Activity (AoS-1)	
	2		
	3		
	4		
	5		
	6	Body Systems & Energy <i>Week 5</i> 25%	
	7		
	8		
	9		
	10		
TERM 3	Week 1		
	2		
	3		
	4		
	5		
	6	Enhancing Performance Strategies (AoS-3)	
	7		
	8		
	9		
	10		
TERM 4	Week 1		
	2		
	3		
	4		
	5		
	6	Coaching (AoS-3)	
	7		
	8		
	9		
	10		
TERM 4	Week 1		
	2		
	3		
	4		
	5		
	6	Option 2	
	7		
	8		
	9		
	10		

OPTIONS

Indigenous Games (school-developed)

Nutrition and Physical Activity (AoS-1)

Lifestyle, Leisure & Recreation (AoS-2)

Opportunities and Pathways in Physical Activity and Sport (AoS-2)

Event Management (AoS-3)

Physical Activity for Health (AoS-1)



Year 10 Dance

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Dance Technique	Term 1 (Week 6)	25%
Task 2	Deconstructing Dance	Term 2 (Week 4)	25%
Task 3	Technologies	Term 3 (Week 9)	25%
Task 4	Final Exam	Term 4 (Week 4)	25%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
Task Type	Practical	Theoretical	Practical	Theoretical	
Marks	25	25	25	25	100

YEAR 10 REPORT OUTCOMES – HALF YEARLY

A student:

- demonstrates an understanding of safe dance practice and appropriate dance technique with increasing skill and complexity in the performance of combinations, sequences and dances (5.1.1)
- demonstrates an understanding and application of aspects of performance quality and interpretation through performance (5.1.3)
- describes and analyses dance as the communication of ideas within a context (5.3.1)
- identifies and analyses the link between their performances and compositions and dance works of art (5.3.2)

YEAR 10 REPORT OUTCOMES – YEARLY

A student:

- explores the elements of dance as the basis of the communication of ideas (5.2.1)
- composes and structures dance movement that communicates an idea (5.2.2)
- describes and analyses dance as the communication of ideas within a context (5.3.1)
- applies understandings and experiences drawn from their own work and dance works of art (5.3.3)



Cabramatta High School -2022
Stage 5 DANCE
Scope and Sequence 21

Timeline		Stage 5	
		Year 10	
			Assessment
TERM 1	Week 1	Dance Technique	Dance Technique Week 5 25%
	2		
	3		
	4		
	5		
	6	Deconstructing Dance	
	7		
	8		
	9		
	10		
TERM 2	Week 1	Deconstructing Dance	Deconstructing Dance Week 4 25%
	2		
	3		
	4		
	5		
	6	Choreographic Forms	
	7		
	8		
	9		
	10		
TERM 3	Week 1	Improvisation	Technologies Week 9 25%
	2		
	3		
	4		
	5		
	6	Technologies	
	7		
	8		
	9		
	10		
TERM 4	Week 1	Dance Through the Ages	Final Exam Week 4 25%
	2		
	3		
	4		
	5		
	6		
	7		
	8		
	9		
	10		



Cabramatta High School -2022

SCIENCE FACULTY

2022



Year 10 Science

COURSE OUTLINE: Studying science allows students to develop a distinctive view and understanding about and of the relationship between the biological, physical, geological and chemical worlds. Areas of study include the relationship between energy, forces and motion, energy conservation, evolution of the model of the Earth and the model of the Universe, geological activities such as plate tectonics and volcanoes, biological systems, technological developments, scientific models and chemical reactions.

Term 1	Term 2	Term 3	Term 4
Blueprint of Life	Chemical Reaction	Objects in Motion	Earth and Space

ASSESSMENT:

Assessment is based upon application to the course outcomes and performance in tests, assignments and activities.

ASSESSMENT SCHEDULE

TASK DESCRIPTION, WEIGHTING	DATE	OUTCOMES
Topic Test (20%)	Term 1, Week 9	SC5-16CW, SC5-17CW, SC5-12ES, SC5-13E
Practical Exam (25%)	Term 2, Week 5	SC5-10PW, SC-14LW, SC5-17CW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9W
Student Research Task (25%)	Term 3, Week 7	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9W
Yearly Exam (30%)	Term 4, Week 4	SC5-10PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-16CW, SC5-17CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS



Cabramatta High School -2022 Year 10 Assessment Schedule Overview

Semester 1			
Term 1		Term 2	
1			
2		English/ EALD Korean	Vietnamese PDHPE (Practical & theory)
3			
4		English/ EALD Food Technology Elective History	Mathematics Dance
5	Mathematics	History Commerce	PASS Science
6	Dance	Information & Software Technology (IST)	
7	Music	PASS	Music
8	Visual Arts (Critical/ Historical studies) Music	Food Technology Industrial Technology Engineering	Music Graphics Technology
9	Information & Software Technology (IST) History Elective History Commerce	Graphics Technology Korean Vietnamese Science	Industrial Technology Engineering
10	Visual Arts (Art making) Digital Media & Design English/ EALD	Food Technology Mathematics	Visual Arts (Art making) Digital Media & Design

Semester 2			
Term 3		Term 4	
1		Food Technology	Vietnamese
2		Information & Software Technology Korean	PDHPE (Practical)
3	Digital Media & Design Mathematics	PASS	English/ EALD Mathematics
4		Digital Media & Design Music Geography Elective History Commerce	PDHPE (Theory) PASS Dance Science
5	Visual Arts (Critical/ Historical studies)	Music	
6	Music	Graphics Technology	Visual Arts (Art making) Graphics Technology
7	Science		
8	Food Technology	Elective History	
9	Information & Software Technology (IST) Geography Commerce Industrial Technology	Engineering Korean Vietnamese PASS Dance	
10	Visual Arts (Art making) Music	English/ EALD PDHPE (Theory)	



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