



STAGE 5

Year 10

ASSESSMENT BOOKLET

2021



Cabramatta High School -2021

CREATIVE ARTS FACULTY

2021



YEAR 10 VISUAL ARTS 2021

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.



Visual Arts Assessment Grid

Year 10 Visual Arts Assessment Schedule -2021

| 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 | |



Cabramatta High School -2021

YEAR 10 VISUAL ARTS SCOPE AND SEQUENCE-2021

| Year 10 | Term1 / 2 | | | | Term 2 | | | | Term 3 | | | | Term 4 | | | |
|---|--|------------|----------|------------|--|------------|----------|------------|---|------------|----------|------------|--|------------|----------|------------|
| Practical Artmaking, Critical and Historical Studies | All About Alice A Postmodern exploration of printmaking based on the Mad hatter's Tea Party from Alice in Wonderland | | | | Drawings with a Difference An experimental program tracing drawing from the traditional to the latest contemporary developments. | | | | Moleskin Diary A themed compilation of drawings from the previous unit in a diary format. | | | | Environment A subjective exploration of the environment and related issues | | | |
| Forms | Printmaking | | | | Drawing | | | | Mixed Media | | | | Fibre/Mixed Media (Experimental) | | | |
| 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 | Clarissa Reagan | | | | Durer, Da Vinci, Goya, Picasso, Klee, Chuck Close, Brett Whitely, Mike Parr | | | | Nik Bantok | | | | Linda Bowden Nicole Barracat | | | |
| 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 | | | |



DIGITAL MEDIA DESIGN YEAR 10 ASSESSMENT GRID (Digital Media Design)-2021

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 | |
| Schedule | | Term 1 Week 10 | Term 2 Week 10 | Term 3 Week 3 | Term 4 Week 4 | |
| | 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 | |



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DIGITAL MEDIA DESIGN SCOPE AND SEQUENCE - Stage 5 -2021

| 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 | | | |



YEAR 10 MUSIC 2021

COURSE OUTLINE: In the Music elective course, students are required to develop further knowledge, understanding and skills in a range of musical contexts through the study of a compulsory topic and additional topics. There are 3 main areas of focus: Performance, Composition & Listening/Aural.

YEAR 10 MUSIC ASSESSMENT GRID

Semester 1

| COMPONENT | TASK 1 | TASK 2 | TASK3 | TASK 4 |
|--------------------------|---|---------------------------------------|---|--|
| UNIT | COMPOSITION | PERFORMANCE | MUSICAOLGY | PERFORMANCE |
| TASK DESCRIPTION | Write a Melody with an accompanying Chord pattern (25%) | Group performance Popular Music (25%) | Research the musical developments of a chosen era (25%) | Write out a melody line over a chord pattern and record into garage band (25%) |
| DATE | Term 1, Week 7 | Term 1, Week 8 | Term2, Week 7 | Term2, Week 8 |
| OUTCOMES ASSESSED | 5.1,5.8,5.9, 5.11,5.12 | 5.1,5.3,5.4,5.8, 5.11,5.12 | 5.2, 5.4, 5.5, 5.6, 5.7,5.10, 5.11, 5.12 | 5.1, 5.3, 5.4, 5.5, 5.8,5.10,5.11,5.12 |

Semester 2

| COMPONENT | TASK 1 | TASK 2 | TASK3 | TASK 4 |
|--------------------------|---|--------------------------------|--|---|
| UNIT | COMPOSITION | PERFORMANCE | MUSICAOLGY | PERFORMANCE |
| TASK DESCRIPTION | Create a piece of film Music based on a given video (25%) | Performance as a soloist (25%) | Present to the class a musical analysis of a chosen piece of music (25%) | Performance of a piece of chamber music (25%) |
| DATE | Due Date Term 3, Week 6 | Term 3, Week 10 | Due Date Term 4, Week 4 | Term 4, Week 5 |
| OUTCOMES ASSESSED | 5.2,5.4,5.5,5.6,5.7, 5.10,5.11,5.12 | 5.1,5.3,5.4,5.8, 5.11,5.12 | 5.2,5.4,5.5,5.6,5.7, 5.10,5.11,5.12 | 5.1,5.2,5.3,5.4,5.7 5.8,5.10, 5.11,5.12 |

Syllabus Link - http://www.boardofstudies.nsw.edu.au/syllabus_sc/pdf_doc/music_710_syllabus.pdf



| | | |
|----------------------------------|--|--|
| Unit 1 | History of Rock Music | |
| Duration | Term 1 | |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 | |
| 3 lessons/cycle with a focus on: | Aural skills Students are required to learn the concepts of music and produced detailed answers in preparation for senior studies. Aural awareness of notating melodies and rhythms Aural ability to begin writing a detailed response to a HSC style aural question | Practical Focus (3 Lessons/Cycle): • Learning to work in a selected group, performing a Popular Music piece in its entirety ready to be placed on stage |
| 2 lessons/cycle with a focus on: | Technology (Learning the basics of Garage band Software / Note Flight in the creative process). Addition of students into Edmodo and creating an interactive classroom Ability to write a melody over a given chord pattern | |
| Unit 2 | Music of a Culture | |
| Duration | Term 2 | |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 | |
| 3 lessons/cycle with a focus on: | How music has evolved in different Cultures. Research of the Musical Developments of Music of a Culture Ethnomusicologists and their roles in music Focusing on Japanese, Balkans, Island and Chinese Aural skills Students are required to learn the concepts of music and produced detailed answers in preparation for senior studies. Aural awareness of notating melodies and rhythms Aural ability to begin writing a detailed response to a HSC style aural question | Practical Focus (3 Lessons/Cycle): Choose a Song from another culture Extension Students: • Create a composition which focuses on music of a culture utilising the characteristics they present |
| 2 lessons/cycle with a focus on: | Research a Music of a Culture and Present to the class | |
| Unit 3 | Film Music | |
| Duration | Term 3 | |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 | |
| 3 lessons/cycle with a focus on: | History of Film Music from silent films to modern day. Creating Mood, Setting & Place Use of Themes, Diegetic and Non-Diegetic sounds Evoking emotion through soundscape Aural skills Students are required to learn the concepts of music and produced detailed answers in preparation for senior studies. Aural awareness of notating melodies and rhythms | Practical Focus (3 Lessons/Cycle): • Selection of Film Themes • Young and Beautiful by Lana Del Ray • Soloist performance |



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| | | |
|----------------------------------|---|--|
| | Aural ability to begin writing a detailed response to a HSC style aural question | |
| 2 lessons/cycle with a focus on: | Technology (Using Garageband Software with video to create a soundtrack). | |
| Unit 4 | Chamber Music | |
| Duration | Term 4 | |
| Outcomes | 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 5.10, 5.11, 5.12 | |
| 3 lessons/cycle with a focus on: | <p>Musical analysis of a chosen piece of music</p> <p>Traits of Chamber Music</p> <p>The History of Chamber Music and why it is important</p> <p>Aural skills Students are required to learn the concepts of music and produced detailed answers in preparation for senior studies.</p> <p>Aural awareness of notating melodies and rhythms</p> <p>Aural ability to begin writing a detailed response to a HSC style aural question</p> <p>Contemporary examples of Chamber Music</p> <p>How Expressive Techniques create interest in performance</p> | <p>Practical Focus (3 Lessons/Cycle):</p> <ul style="list-style-type: none"> • Performance of a piece of Chamber Music (Small Ensemble) <p>Extension Students:</p> <ul style="list-style-type: none"> • Chamber Music composition – String Quartet completed in groups |
| 2 lessons/cycle with a focus on: | Technology (Use of NoteFlight / Sibelius to create a string quartet. | |



Cabramatta High School -2021

ENGLISH AND EAL/D FACULTIES

2021



ENGLISH FACULTY-YEAR 10 SCOPE AND SEQUENCE 2021

| 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 |
| 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. | Students will investigate the features of a classic text and how context can change what is valued in texts. Students will also consider character, setting, themes and plot as part of their study of the classic text. | 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. Students will develop skills in critical analysis of text through the composition of an extended response. | 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. Teachers may consider choosing a theme that students research through studying a variety of non-fiction texts including film and written texts. |
| Outcomes Assessed 1A, 2A, 3B, 4B, 5C, 6C, 7D, 9E | Outcomes Assessed 1A, 3B, 5C, 7D, 8D | Outcomes Assessed 1A, 3B, 4B, 5C, 7D, 9E | Outcomes Assessed 1A, 2A, 3B, 4B, 5C, 6C, 7D, 8D |
| Text Type Focus Poetry | Text Type Focus Fiction | Text Type Focus Drama | Text Type Focus Non-fiction / Film |
| Cross-curriculum Priorities | Cross-curriculum Priorities | Cross-curriculum Priorities | Cross-curriculum Priorities (optional) Aboriginal Perspectives Asia and Australia's engagement with Asia Sustainability |

Teachers should continue to explicitly teach literacy skills through spelling and vocabulary lists and SRA as appropriate.



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| English Textual Concepts | English Textual Concepts | English Textual Concepts | English Textual Concepts |
|--|---|--|---|
| <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>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>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>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> |
| Assessment | Assessment | Assessment | Assessment |
| <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"> ○ model of task, identifying key features ○ planning pages for students to make notes from texts studied in class ○ draft of introduction and presentation ○ 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>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>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"> ○ model of form, identifying key features ○ planning pages for students to make notes ○ draft of students written text ○ reflection of writing process <p>Published Writing (15%) – students will publish the text they have been planning in their Assessment Journal.</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> |



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 10Multi – modal Task = Term 1, Week 10 | <ul style="list-style-type: none">Responding Task = Term 2, Week 4Composing Task = Term 2, Week2 | <ul style="list-style-type: none">Assessment Journal = Term 3, Week 10Published Writing = Term 3, Week 10 | <ul style="list-style-type: none">Responding Task = Term 4, Week 3Composing 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

2021



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 -2021

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: • Authoring & Multimedia | Core topic: • People • Issues • Past, current & emerging Technologies | Option 8 Software development and 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



INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10 SCOPE AND SEQUENCE

| Topic | Outcomes | Duration | Weeks |
|---|-------------------------------|----------|---------------------------------------|
| Option 2: Authoring and 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 and Emerging Technologies | 5.4.1 | 5 Weeks | Term 2: Week 8-10 |
| Option 8: Software Development and 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 | 9 weeks | Term 4 Week 4-11 |



HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) FACULTY



Cabramatta High School -2021

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 |
|-----------|-------------------------------------|---|--------|---|
| 3 2021 | 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 |
| 4 2021 | 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 |



Cabramatta High School -2021

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 |
|-----------|-----------------------|--------|---|
| 1 2021 | Rights and Freedoms | 1 – 8 | Skills - acquiring, processing and communicating geographical information Tools - maps, fieldwork, graphs and statistics, spatial technologies, visual representations |
| | Migration Experiences | 9 – 10 | |
| 2 2021 | Migration Experiences | 1 – 3 | Skills - acquiring, processing and communicating geographical information Tools - maps, graphs and statistics, spatial technologies, visual representations |
| | Vietnam War | 4 – 10 | |

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



Cabramatta High School -2021

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 |



Cabramatta High School -2021

YEAR 10 COMMERCE

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 9 | Term 2, Week 5 | 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 | Topic – Short Descriptions | Assessment Task |
|------|--------|--|---|
| 1 | 1 – 10 | Law, Society and Political Involvement | Task 1: Media Portfolio & Report |
| 2 | 1 – 4 | Law in Action | Task 2: Half-yearly examination |
| | 5 – 10 | The Economic and Business Environment | |
| 3 | 1 – 4 | The Economic and Business Environment | Task 3: Travel Research Task – ICT/Individual Presentation |
| | 5 – 10 | Travel | |
| 4 | 1 – 6 | Towards Independence | Task 4: Yearly examination |
| | 7 – 10 | Our Economy | |



INDUSTRIAL ARTS FACULTY



Cabramatta High School -2021

INDUSTRIAL ARTS – YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING -2021

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 | Control Technology | Control Technology | Alternative Energy |
| TASK DESCRIPTION | Break switch system | STEAM Challenge | Research assignment |
| 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 (10 Weeks) | Control technology (19 Weeks) |
| 2 | Engineered Structures (15 Weeks) | |
| 3 | Engineered Mechanics (15 Weeks) | Alternative Energy (18 Weeks) |
| 4 | | |



Cabramatta High School -2021

INDUSTRIAL ARTS - YEAR 10 GRAPHICS TECHNOLOGY ASSESSMENT GRID-2021

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 |



LANGUAGES FACULTY



2021 LANGUAGES

YEAR 10 KOREAN

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

| 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 | Term 2 Weeks 2 | Term 3 Weeks 9 | Term 4 Weeks 2 |
| OUTCOMES ASSESSED | LKO5-1C, LKO5-2C, LKO5-3C, LKO4-4C, LKO5-5U, LKO5-6U | LKO4-2C, LKO4-3C, LKO4-4C, LKO5-5U, LKO5-6U, LKO5-7U | LKO5-1C, LKO5-2C, LKO5-3C, LKO4-4C, LKO5-5U, LKO5-6U | LKO4-2C, LKO4-3C, LKO4-4C, LKO5-5U, LKO5-6U, LKO5-7U |

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 |
|--|-----------------------------|---------------------|------------------|
| HANGEUL – KOREAN WRITING SYSTEM | SHOPPING | TRAVELLING | CAREERS |
| Korean alphabet | Currency | Means of transport | Occupations |
| Consonants and vowels | Prices and quality of goods | Buying tickets | Resume writing |
| Korean Names | Shop services | Getting around | Future tense |
| DAILY ROUTINE | Honorific terms | Tourist attractions | Honorific terms |
| Daily schedule and Korean verbs and tenses | Restaurant services | Honorific terms | Hanja characters |



2021 LANGUAGES

YEAR 10 VIETNAMESE

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 | Reading Writing | Speaking Listening Research | Reading Writing |
| TASK DESCRIPTION | 20% 20% 20% | 20% 20% | 20% 20% 20% | 20% 20% |
| DATE | Term 1 Weeks 9 | Term 2 Weeks 2 | Term 3 Weeks 9 | Term 4 Weeks 1 |
| OUTCOMES ASSESSED | LVIE5-1C, LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U | LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVIE5-7U | LVIE5-1C, LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U | LVIE5-2C, LVIE5-3C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVIE5-7U |

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 -2021

MATHEMATICS

FACULTY

2021



YEAR 10 MATHEMATICS STAGE 5 ASSESSMENT GRID

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 (SATGE 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 |



Cabramatta High School -2021

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 | |



Cabramatta High School -2021

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



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 2021 Scope and Sequence

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



Cabramatta High School -2021

CHILD STUDIES- Year 10 Yearly Assessment Schedule 2021

| 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 |



Cabramatta High School -2021

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 | Module 1 | Module 6 |
| 4 | Preparing For Parenthood | Play and the developing child |
| 5 | (28 lessons) | (28 lessons) |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| TERM 2 | | |
| Week 1 | Module 2 | Module 7 |
| 2 | Conception to Birth | Health and safety in childhood |
| 3 | (28 lessons) | (28 lessons) |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | Module 3 | Module 8 |
| 10 | Family Interactions | Food and nutrition in childhood |
| | (28 lessons) | (28 lessons) |
| TERM 3 | | |
| 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 |



Cabramatta High School -2021

| | | |
|----|--------------|-----------------------------|
| 7 | (28 lessons) | career opportunities |
| 8 | | (28 lessons) |
| 9 | | |
| 10 | | |

Optional Modules - The Diverse needs of Children

- Aboriginal Cultures and Childhood
- Children and Culture



Cabramatta High School -2021

YEAR 10 PASS 2021

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 |



Cabramatta High School -2021

| Stage 5 PASS Scope and Sequence 2021 | | |
|--------------------------------------|------------|--|
| Timeline | Year 10 | |
| | Assessment | |
| TERM 1 | Week 1 | Option 1 Week 5 (Teacher Orientated) 10% |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| TERM 2 | Week 1 | Body Systems and Energy for Physical Activity (AoS-1) Body Systems & Energy Week 5 25% |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| TERM 3 | Week 1 | Enhancing Performance Strategies (AoS-3) Enhancing Performance Week 2 20% |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| TERM 4 | Week 1 | Coaching (AoS-3) Coaching Week 9 20% |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 7 | |
| | 8 | |
| | 9 | |
| | 10 | |
| TERM 4 | Week 1 | Option 2 Final Exam Week 4 25% |
| | 2 | |
| | 3 | |
| | 4 | |
| | 5 | |
| | 6 | |
| | 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)



Cabramatta High School -2021

Stage 5 Dance Yearly Assessment Schedule- 2021

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)

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



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 | | |



SCIENCE FACULTY



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 |
|------------------------|--------------------|-----------|----------|
| From Theory to Reality | Chemical Reactions | Our Place | Power Up |

ASSESSMENT:

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

ASSESSMENT SCHEDULE

| TASK DESCRIPTION, WEIGHTING | DATE | OUTCOMES |
|---|--|--|
| Student Research Task (25%) | Term 1, Week 9 Friday 26/03/21 Period 6 | SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS |
| Half Yearly Exam (20%) From Theory to Reality and Chemical Reactions | Term 2, Week 5 Wednesday 19/05/21 Period 1 and 5 | SC5-16CW, SC5-17CW, SC5-12ES, SC5-13ES |
| Practical Exam (25%) | Term 3, Week 7 Wednesday 25/08/21 Period 1 and 5 | SC5-10PW, SC5-14LW, SC5-17CW SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS |
| Yearly Exam (30%) Topics (All) Written Task | Term 4, Week 4 Wednesday 27/10/21 Period 2 and 5 | SC5-10PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-16CW, SC5-17CW, SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS |