



**KINROSS
COLLEGE**

Believe · Act · Achieve

Year 10 Course Outlines

Semester 2 - 2017



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Dear Parent/Caregiver

The information contained in this booklet outlines the key curriculum content and assessment which will be covered for students at Kinross College for Semester 2 2017.

The exact timing of assessments may vary from this outline, however the general curriculum plan will remain in place and students will be notified in advance of any prospective changes.

I would suggest that you read through the information with your child and help them to prepare for the heaviest assessment periods. This could be done by working out a study plan and creating a space at home where completion of work and study can be conducted away from the hustle and bustle of family life.

In order to ensure each student is catered for, all students have been allocated a TAG teacher. Students will see their TAG (Teacher Advisory Group) teacher, in TAG class for a 40 minute session each Thursday, as well as at specially organised times or events. The TAG teacher is often the best 'first point of contact' in many cases regarding your child on either a pastoral or academic front. Alternatively, you could contact relevant subject teachers directly. Year Coordinators can also be a useful contact. The Year 10 Coordinator is Miss Melissa Posener, who can be reached on 9306 6000 or melissa.posener2@education.wa.edu.au.

In the booklet, nearly all subjects offered to Year 10 students have been included. Some additional outlines will be added in the near future. Please note that semester-based courses may have less than 100% of assessment schedule, due to ongoing assessment next term. Updates to curriculum information will be provided via an e-bulletin link as they occur.

If you have any curriculum queries, please contact the relevant Head of Faculty.

Regards

Dale Beaton

Associate Principal (School Services)

(08) 9306 6000

August 2017

Faculty of English
Year 10 ENGLISH
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
<p>Term 3 1</p>	<p>Shakespeare unit: Begins Term 2 Weeks 8-10</p> <p>1. Through comparison of the similarities and differences in a variety of texts/film explored in class, consider how visual, spoken and written language features and conventions shape audience response.</p> <p>2. Students consider the purpose of texts/film and how knowledge of context can influence meaning.</p> <p>3. Students will look at evaluating the impact of description and imagery within Macbeth.</p> <p>Task 1: Given in Week 8 Term 2 - due Week 1 Term 3</p> <p>Responding: In-class – short answer format, responding in one to two paragraphs per question.</p> <p>1. ‘Explain one way in which your reading/viewing of a studied text has been influenced by knowledge of the context in which it was created.</p> <p>2. Briefly explain how significant language features and conventions shaped your response to a studied text/film.’</p>	<p>Ongoing Assessments: Journal Writing Task 5%</p> <p>Task 1: 10%</p>
<p>2-5</p>	<p>Advertising Unit:</p> <p>Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)</p> <p>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1567)</p> <p>Evaluate the impact on audiences of different choices in the representation of still and moving images (ACELA1572)</p> <p>Analyse and explain how text structures, language features and visual features of texts and the context in which texts are experienced may influence audience response (ACELT1641)</p> <p>Task 2: Given in week 2 due week 5</p> <p>Analysing: Class and home. All drafting and editing to be submitted</p> <p>‘Analyse an advertisement and discuss how it persuades the intended audience about a particular issue or idea.’</p> <p>1. Annotated advertisement</p> <p>2. Analysis of advertisement</p>	<p>Task 2: 15%</p>
<p>6-7</p>	<p>Film Unit: Schindler’s List:</p> <p>Critically examine the effect of stylistic choices in texts and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives.</p> <p>Investigate the representation of ideas, attitudes and voices</p>	<p>Task 3: 15%</p>

6-7 (Cont)	<p>in texts/film.</p> <p>Task 3: -In class essay - Set Week 7 - due Week 9) Responding: In-class – essay on extended text/Film. ‘Discuss how one extended text /film you have studied has been constructed to present a particular perspective.’</p> <p style="text-align: center;">OR</p> ‘Evaluate the effectiveness of one extended text/film you have studied in representing ideas, attitudes and voices.’	
8	<p>Study an extended text, feature film, documentary, a website to determine how texts represent the world and human experience.</p> <ul style="list-style-type: none"> • Critically examine the effect of stylistic choices in texts and the ways in which these choices position audiences for particular purposes, revealing and/or shaping attitudes, values and perspectives. 	
9	<ul style="list-style-type: none"> • Looking at essay structure • Viewing terms: Codes and conventions. 	In-class essay
10	<p><u>Persuasive Multimodal Unit</u> Apply knowledge of text form and type to create a persuasive multimodal text that presents a perspective and shapes audience response.</p> <p>* Study an extended text (such as novel, a hybrid text e.g. graphic novel, biography, autobiography, play, feature film, documentary, a website) to determine how texts represent the world and human experience.</p> <p>Research the context of a text and author of choice to discuss how understandings of this text have been influenced by contextual factors.</p> <ul style="list-style-type: none"> • Using appropriate form, content, style and tone for different purposes and audiences in real and imagined contexts <p>Task 4: Home and School. (Set Week 10 due Week 12) Creating: Oral presentation. ‘Research the context of a text and the author/creator of the text not studied in class. In an oral presentation, discuss the extent to which your understanding of the text has been influenced by your research and by an awareness of your own personal context.’</p>	Task 4: 10%

Faculty of English
Year 10 ENGLISH
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 4 1-2	Examine the language, structure and features of imaginative, interpretive and persuasive texts, including: <ul style="list-style-type: none"> • explaining the ways language features, text structures and conventions communicate ideas and perspectives • explaining the ways text structures, language features and stylistic choices are used in different types of texts • Analysing how vocabulary, idiom and rhetoric are used for different purposes and contexts 	Week 2 Oral presentations
3	<u>Documentary Unit</u> Study an extended text, documentary to determine how texts represent the world and human experience. Evaluating the effectiveness of texts in representing ideas, attitudes and voices. Task 5: Documentary assessment task: 15% Set week 13, due week 15 <ul style="list-style-type: none"> - ATAR-In class essay - General- Film Review 	Task 5: 15%
4	Reflect on their own and others' texts, views by: <ul style="list-style-type: none"> • analysing the values and attitudes expressed in texts 	
5	<ul style="list-style-type: none"> • Looking at the impact of language and structural choices on shaping own and others' interpretations. • Looking at the ways ideas, attitudes and voices are represented 	Documentary assessment due.
6	<u>Revision</u> <ul style="list-style-type: none"> • Review syllabus content. • Review individual strengths and areas for focus. • Review time management skills for test conditions. Review short answer and essay response formats.	Revision
7	YEAR 10 EXAM	Exam 30%
8	<u>Speech Writing</u> Year 10 Graduation speech <ul style="list-style-type: none"> • explaining how speeches are created in and for different contexts • analysing how language choices are made for different purposes and in different contexts. Task 6: Given: Week 8 session1. Due session 4. To write a speech about your time in Kinross. Winning speech to be read out at Graduation	Task: 6

<p>English (Cont)</p> <p>Week 9</p>	<p><u>Current Affairs</u> Building on syllabus content and texts covered from the commencement of Term 3, work cooperatively to create a news/current affairs program which represents the world in a particular way.</p> <ul style="list-style-type: none"> • using imaginative, interpretive and persuasive elements for different purposes, contexts and audiences <p>Task :Given in week 8 due week 10 Creating: Oral presentation. ‘Working in pairs or a small group, present programme on news or current affairs which represents the world and human experience in a particular way.’ (Group mark and individual oral presentation mark.) Marks to be forwarded to HOD English.</p>	<p>Task 7:</p>
<p>10</p>	<ul style="list-style-type: none"> • experimenting with text structures, language features and multimodal devices • developing and sustaining voice, tone and style <p>selecting and applying appropriate textual evidence to support arguments</p>	<p>Presentations.</p>

Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of English
Year 10 Creative Writing
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting(%)
Term 3		
1	Introduction to Creative Writing Analysis of "School" by Peter Cowan	Journal (ongoing) 25%
2	Non-linear narrative structure: using flashbacks Drafting	
3	Descriptive writing	
4	Genre study	
5	Genre study	
6	Writing for a competition Planning Drafting	
7	Drafting and peer assessment	
8	Refining story Good copy	Short story writing completion entry 25%
9	Observational writing	
10	Advice from professional authors – Ted Talks	

Faculty of English
Year 10 Creative Writing
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/Weighting (%)
Term 3		
1	Introduction to Spoken Word Poetry Techniques	
2	Drafting	
3	Peer assessment	
4	Rehearsal Performance	Spoken Word Poetry assessment 25%
5	Creating interesting characters	
6	Writing from the senses	
7	Creating an anthology of work based on a passion of the student Planning	
8	Drafting	
9	Editing Publishing	Anthology of work 25%
10	Catch up week	

Please note that dates are a guide only and may change to suit teacher/student needs.

Kinross College – Mathematics
Year 10 Mathematics
 Semester 2 2017

Week	Key Concepts / Essential Content	Assessment
Term 3		
1 - 4	Statistics and Probability: Statistics	Test 1 (15%): Statistics
	<ul style="list-style-type: none"> • Sorting data: frequency tables, column graphs and histograms • Graphical forms: dot plots and stem-and-leaf plots • Range and measure of centre • Quartiles and outliers • Boxplots • Time series data • Bivariate data and scatter plots • Line of best fit by eye 	
5-6	Number and Algebra: Quadratic Equations	
	<ul style="list-style-type: none"> • Solve quadratics equations using a variety of techniques • Grouping • Completing the square • The quadratic formula • Choosing two integers with the required product and sum 	
7-8	Patterns and Algebra: The Parabola	Test 2 (15%): Expanding and factorising
	<ul style="list-style-type: none"> • Sketching graphs of parabolas and circles • Applying translations, reflections and stretches to parabolas and circles • Sketching the graphs of exponential functions using transformations 	
9 - 10	Measurement and Geometry: Geometry	
	<ul style="list-style-type: none"> • Apply Pythagoras' Theorem • Trigonometric Ratios • Using Trigonometry to calculate side length and angles • Solve right-angled triangle problems including those involving direction and angles of elevation and depression 	

Mathematics continued

Term 4		
1 - 2	Measurement and Geometry: Geometry	Test 3 (15%): Congruence and Similarity
	<ul style="list-style-type: none"> • Congruent triangles • Similar triangles • Congruence and Proofs 	
3 - 4	Number and Algebra: Algebraic Fractions	
	<ul style="list-style-type: none"> • Solve a wide range of linear equations, including those involving one or two simple algebraic fractions, and checking solutions by substitution. • Represent word problems, including those involving fractions, as equations and solving them to answer the question. 	
5 - 6	Statistics and Probability: Statistics	Test 4: Compound interest investigation (15%)
	<ul style="list-style-type: none"> • Review of percentages • Applications of percentages • Income • Budgeting • Simple interest and application • Compound interest • Investments and loans • Comparing interest using technology 	
7	<u>EXAM WEEK</u>	EXAM (30%)
8 - 10	Measurement and Geometry: Geometry	
	<ul style="list-style-type: none"> • Apply Pythagoras' Theorem and trigonometry to problems in surveying and design. 	

Overall (10%): Class attitude and homework/extra assessments contribute to about 10% of all students' final semester grade. ***Please note that dates are guidelines only and may change to suit teacher/student needs.***

SCIENCE COURSE OUTLINE SUMMARY 2017

The Science curriculum for 2017 will be delivered in 16 week blocks, with most topic rotations occurring half way through. For example, three Year 9 classes will study Biology and the other three will study Chemistry. After 7-8 weeks they will swap topics. This time frame allows for sufficient depth in a course, whilst also providing students with sufficient breadth. It also maximises the resources available to staff teaching each topic. Classes will continue to run right up to the holiday break, with a quick revision at the start of the next term, followed by continuation of the topic, thus maximising effective teaching time.

Two full rotations of 16 weeks allows for most of Term 4 to be negotiated with students to best reflect their area of interest and need. For example Year 10 students wishing to study more difficult Science subjects in Year 11 will be encouraged to select extension classes. A focus on process skills can also occur during this time. Students in Years 7-9 will study courses that will assist their learning in the following year. e.g Year 8s will study Biology (body parts) to assist their Year 9 Biology course (Body system interactions).

Please encourage your child to retain their notes over the holidays for study purposes.

ASSESSMENT AND REPORTING

Process skills will be assessed continuously throughout the year. Knowledge and understanding of specific Science fields will depend on the topics being taught in each rotation.

The Semester 1 report will reflect achievement from the first rotation (i.e. the first 16 weeks of the year). The Semester 2 report will reflect achievement in the second rotation.

If you have any questions regarding your child's education in Science please contact me at the College on 9306 6000.

Dennis Majekodunmi
HOD Science
Kinross College
Semester 2 2017

Year 10 SCIENCE**Semester 2 2017**

Topics	Lesson Titles and MLO	Assessment and weightings.
Term 3 Week 1 The Periodic table	<ol style="list-style-type: none"> 1. Science as a human endeavour: Scientist refine theorise and models over time. 2. The structure of an atom determines its properties. 3. Groups in the periodic table have properties in common. 	Pre-test: Assessing prior knowledge. Periodic table.
2	<ol style="list-style-type: none"> 1. Non-metals have properties in common. 2. Metal cations and non-metal anions combine to form ionic compounds. 3. Non-metals combine to form covalent compounds. 	
3	<ol style="list-style-type: none"> 1. Metals form unique bonds. 2. Science as a human endeavour: Nanotechnology involves the specific arrangements of atoms. 3. Topic review. 4. End of topic test. 	Assessing progress and understanding. End of topic test: The Periodic table. Weighting 15%
4 Chemical reactions.	<ol style="list-style-type: none"> 1. Synthesis and decomposition reactions can be represented by equations. 2. Acid reactions depend on strength and concentration. 3. The solubility rule predicts the formation of precipitates. 	Pre-test: Assessing prior knowledge. Chemical reactions.
5	<ol style="list-style-type: none"> 1. Combustion reaction between hydrocarbons and oxygen produces carbon dioxide, water and energy. 2. Polymers are long chains of monomers. 3. Temperature, concentration, surface area and stirring affect reaction rates. 	
6	<ol style="list-style-type: none"> 1. Catalyst increases the rate of a reaction. 2. Science as a human endeavour: Green chemistry reduces the impact of chemicals on the environment. 3. Topic review. 4. End of topic test. 	Assessing progress and understanding. End of topic test: Chemical reactions. Weighting 15%
7 Global systems.	<ol style="list-style-type: none"> 1. The earth's spheres are balanced. 2. Matter cycles through the Earth's spheres. 3. The water cycle is a global cycle. 	Pre-test: Assessing prior knowledge: Global systems.
8	<ol style="list-style-type: none"> 1. Human activity affects the carbon cycle. 2. Evidence supports enhanced global warming. 3. Enhanced global warming has widespread effects. 	
9	<ol style="list-style-type: none"> 1. Science as a human endeavour: Humans can reduce global warming. 2. Topic review. 3. End of topic test. 	Assessing progress and understanding. End of topic test: Global systems. Weighting 15%
10	Revision and catch up	

Topics	Yr 10 Science (Continued) Semester 2, Term 4 Lesson Titles and MLO	Assessment and weightings
Term 4 Week 1	Assessed research assignment that has yet to be decided.	Weighting 15%
2		
3	End of semester 2 exam prep and catch up.	
4	End of semester 2 exam prep and catch up.	
5	End of Semester 2 Exams. Exam week. Exam will cover the following topics: The periodic table. Chemical reactions Global systems	End of Semester 2 Exams. Weighting 20%.

Please note that dates are a guide only and may change to suit teacher/student needs.
Weighting goes on a 16 week cycle.

Faculty of Humanities and Social Sciences

Year 10 - HISTORY

Semester Two 2017

Week	Key Concepts/Essential Content	Assessment/Weighting
Term 3 1	Economics: Marketing and Globalisation <ul style="list-style-type: none"> The four 'Ps' of marketing What is globalisation? What are transnational companies? 	(From Term Two) Business Plan Assignment 10%
2	Economics: Entrepreneurship & Businesses <ul style="list-style-type: none"> How do entrepreneurs affect the economy? What are the key characteristics of an entrepreneur? How can a company increase productivity? 	
3	Economics: Exports and Imports <ul style="list-style-type: none"> What is an export? What is an import? What is the relationship between exports and imports? How can exports lead to economic growth? 	Economics Test 10%
4	OVERVIEW: Historical Concepts & Skills CONCEPTS: Perspectives, continuity and change, cause and effect, evidence, empathy, significance and contestability <ul style="list-style-type: none"> What is the difference between primary and secondary sources? What is perspective? SKILLS: Questioning & research, analysing, evaluation and communication and reflecting <ul style="list-style-type: none"> Give examples of closed and open questions Analyse propaganda posters 	Check bookwork
5	THE MODERN WORLD: OVERVIEW - The interwar years between WW1 and WW2 <ul style="list-style-type: none"> Why did Great Britain, France and Russia emerge as the world's most powerful countries following WW1? The roaring twenties The Great Depression The significance of WW1 	
6	Depth Study: INVESTIGATING WW1 <ul style="list-style-type: none"> What were the causes of WW2? What were the key events of the war in Europe? 	Assessment 10%
7	WW11 TIMELINE: What were the key events of WW2 in the Asia Pacific? <ul style="list-style-type: none"> The rise of fascism in Europe The attack on Pearl Harbour The fall of Singapore The Battle of Midway 	Homework & Learning Area Effort
8	The Holocaust: Using primary sources, students to investigate: <ul style="list-style-type: none"> The scale and significance of the Holocaust. How were Jewish people systematically eliminated? What was the 'final solution'? 	

Week	Year 10 HISTORY (Continued)	
9	<p>The atomic bomb: Students to explore and investigate:</p> <ul style="list-style-type: none"> • The race to build the atomic bomb. Why was this technology so important? • Why were the atomic bombs dropped on Japan? • How did this affect the outcome of WW2? 	
10	<p>WW2 –Impact on Australia: What is the significance of the Kokoda Trail?</p> <ul style="list-style-type: none"> • The bombing of Darwin • The Japanese submarine attack on Sydney and • (c) The sinking of ships off the Australian coast impact on Australia at a local and national level? 	Assessment 10%
Term 4 1	<p>WW11: Australian Experiences</p> <ul style="list-style-type: none"> • Life on the home front • Indigenous Australians at war • International relationships • Migration • Foundation of the UN 	
2	<p>Revision of depth study: Students to revise the five key concepts of this Depth Study:</p> <ol style="list-style-type: none"> 1. Causes of WW2 2. Key events in the Pacific 3. The Holocaust 4. The Atomic Bomb 5. WW2s impact upon Australia 	Assessment 10%
3	<p>Depth study: RIGHTS & FREEDOMS 1945 – PRESENT:</p> <ul style="list-style-type: none"> • Students to revise the origin and significance of the Universal Declaration of Human Rights. • What was Australia’s involvement? • Students to describe account of past experiences of Aboriginal people who were forcibly removed from their families. 	
4	<p>US Civil Rights movement:</p> <ul style="list-style-type: none"> • What were the ‘Freedom Rides’ in the United States? • How did this action inspire civil rights campaigners in Australia? • How did this impact upon Indigenous Australians? • What was the significance of Martin Luther King? 	In Class Assessment 10%
5	<p>Significant Rights & Freedoms: What significance did the 1962 right to vote federally, 1967 Referendum, Mabo, ‘Bringing Them Home’ report and ‘The Apology’ have on Australian society? Aboriginal and non-Aboriginal perspective.</p>	Homework & Learning Area Effort
6	<p>Charles Perkins / Jack Patten: Investigate significant Australians such as Charles Perkins and Jack Patten What role did television have in bringing ‘rights’ and ‘freedoms’ to national attention?</p>	Test 10%
7	EXAMINATION WEEK	Examination 30%
8	<p>POPULAR CULTURE: What is popular culture? How did popular culture change in Australia after WW2? Students to identify popular sports, music, advertising and film. How did the arrival of television and America’s cultural influence affect and change Australian society?</p>	

Week	Year 10 HISTORY (Continued)	
9	<p>Popular culture: Women's Rights</p> <ul style="list-style-type: none"> • How did Hollywood (US), Bollywood (India) and animation (Japan – China) influence Australia's popular culture? • How were women's roles changing? • What impact did this have on society? • How and why did gender equality become an issue? • Feminism – Germaine Greer & The Female Eunuch 	Peer Assessment
10	<p>Multicultural Australia:</p> <ul style="list-style-type: none"> • What forces / pressures caused Australia to change political policies – assimilation to multiculturalism? • What is multiculturalism? What is assimilation? • What was Australia's Immigration Policy? Who came to Australia and why? E.g. 'The £10 Pom' • Why did so many other Europeans – Italy, Croatia, and Greece etc. wish to leave Europe and make Australia home? • What has been the contribution to Australian culture? 	

Please note that dates are a guide only and may change to suit teacher/student needs.

Faculty of Technology and Enterprise
Year 10 – Creative Cooking

Semester 2 2017

Week	Key concepts/Essential Content	Assessment Weighting
Term 3 1a	<ul style="list-style-type: none"> • Overview of course and assessment. Requirements: apron optional, hair tied back, closed shoes, container, pen • Containers – \$1 for a container or 20c for a bag. NO credit is given • Safety & Hygiene – go through how you work in the room • Move to the cooking benches of teacher choice and groups 	Bookwork term mark /25
1b	<ul style="list-style-type: none"> • Revise food collection procedures. • Demonstration and practical Palmiers • Demonstration for class consumption Thermomix Sorbet • Complete Palmiers questions. 	
2a	<ul style="list-style-type: none"> • Practical Fruit spread in Thermomix or saucepan for class • Demonstration Jam filled biscuits • Complete biscuits questions 	
2b	<ul style="list-style-type: none"> • Students to read through recipe. • Once students have set up bench; allocate students to collect ingredients and begin making their biscuits. • Use class set of fruit spread to fill. • Dust with icing sugar and present. 	
3a	<ul style="list-style-type: none"> • Practical - Pizza and garlic bread • Working with dough 	
3b	<ul style="list-style-type: none"> • Practical - Double chocolate muffins • Cleaning of muffin pans • Testing if muffins are cooked. • Key attributes – rounded not mountain tops, no air bubbles or tough texture from over mixing 	
4a	<ul style="list-style-type: none"> • Demonstration - Churros & sauces • Shallow frying, safety, oil temperature • Melting chocolate 	
4b	<ul style="list-style-type: none"> • Practical - Churros • Group work, time management 	Assessment /25
5a	<ul style="list-style-type: none"> • Demonstration and Practical - Waffles • Batters, egg separation, healthy toppings 	
5b	<ul style="list-style-type: none"> • Design Brief 1 planning • Adapting a recipe of choice from previous ones cooked 	
6a	<ul style="list-style-type: none"> • Chicken pie Demonstration and practical - Pastry • Blind baking, short crust pastry 	
6b	<ul style="list-style-type: none"> • Practical - Chicken Pie filling • Thickening agents, meat choice, leftovers 	
7a	<ul style="list-style-type: none"> • Perogies Part 1 • Dough making, preparation of vegetables 	

7b (Cont)	<ul style="list-style-type: none"> • Perogies Part 2 • Mash, choice of cooking method – steam or shallow fry 	
8a	<ul style="list-style-type: none"> • Practical Design Brief 1 • Group work, time management, adaptation 	Cooking Component Total Marks /25
8b	<ul style="list-style-type: none"> • Demonstration and Practical - Meringue • Egg separation, stages of egg beating 	
9a	<ul style="list-style-type: none"> • Cranberry Scones • Group work, time management 	Recipe following, glazing. Assessment /25
9b	<ul style="list-style-type: none"> • Pasta Carbonara • Traditional versus other methods. Nutrition and fat concepts 	
10a	<ul style="list-style-type: none"> • Butter Tarts • Revision of dough making, use of sugar and nutrition concepts 	
10b	<ul style="list-style-type: none"> • Own Scone filling and use of choice o filling • Rubbing in, nutrition concepts 	

Faculty of Technology and Enterprise
Year 10 – Creative Cooking

Semester 2 2017

Week	Key concepts/Essential Content	Assessment/Weighting
Term 4 1a	<ul style="list-style-type: none"> • Demonstration and Practical - Sausage Rolls • Use of bread crumbs to soak up fat • Use of vegetables for flavour, colour and texture 	Bookwork term mark /25
1b	<ul style="list-style-type: none"> • Design Brief 2 Planning • Planning recipe for group cooking 	Cooking Component Total Marks /25
2a	<ul style="list-style-type: none"> • Demonstration and Practical - Calzones • Dough, yeast use 	
2b	<ul style="list-style-type: none"> • Demonstration and Practical - French Toast with Apple syrup • Sugar caramelisation, batters reviewed 	Assessment /25
3a	<ul style="list-style-type: none"> • Demonstration and Practical - Creamy Indian Curry • Rice cooking methods, cooking off spices 	
3b	<ul style="list-style-type: none"> • Demonstration and Practical - Mocha Butterfly cakes • Cake flavouring options 	
4a	<ul style="list-style-type: none"> • Practical - Design Brief 2 	
4b	<ul style="list-style-type: none"> • Class demonstration of LCM bars. Store bought v homemade and healthy options 	
5a	<ul style="list-style-type: none"> • Demonstration and Practical - Samosas • Use of spices to flavour. Vegetarian options 	Assessment /25
5b	<ul style="list-style-type: none"> • Ready Steady Cook! Challenge 	
6a	<ul style="list-style-type: none"> • Demonstration and Practical - Macaroons • French macaroons v coconut macarons. Flavouring 	
6b	<ul style="list-style-type: none"> • Demonstration and Practical - Bread • Yeast revisited 	
7a	<ul style="list-style-type: none"> • Demonstration and Practical - Coconut Rough Slice • Baking methods explored 	
7b	<ul style="list-style-type: none"> • EXAM WEEK 	
8a	<ul style="list-style-type: none"> • Demonstration and Practical - Chocolate Tart Part 1 • Pastry 	
8b	<ul style="list-style-type: none"> • Chocolate Tart Part 2 • Filling 	
9a	<ul style="list-style-type: none"> • Nutrition Concepts reviewed 	
9b	<ul style="list-style-type: none"> • Catch up lesson 	
10a	<ul style="list-style-type: none"> • Ready Steady Cook! Challenge 	
10b	<ul style="list-style-type: none"> • Year 10 Fun Day 	

Faculty of Technology and Enterprise
Year 10 – Food Production
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/ Weighting
Term 3		
1a 1b	Chocolate fondants Assignment: Design brief - Dessert	Assessment /25
2a 2b	Hummingbird Cake Upside Down Cake	
3a 3b	Apple pie Coffee Service <ul style="list-style-type: none"> • Demonstrate ability to make several hot beverages to standard • Demonstrate comprehension of hot beverage types 	Assessment /25
4a 4b	Fruit Cobbler Chocolate mousse	
5a 5b	Host morning tea <ul style="list-style-type: none"> • Demonstrate involvement in cooking and front of house operations for a morning tea service Pavillion Restaurant excursions	Assessment /25
6a 6b	Profiteroles Fill profiteroles and decorate with ganache	
7a 7b	Honeycomb Cheese taste test	
8a 8b	Caramel slice Cheese straws	
9a 9b	Chocolate coconut bars Butterfly cakes	
10a 10b	Dessert practical Evaluation of 3-course meal components	Cooking component of design brief

Faculty of Technology and Enterprise
Year 10 – Food Production
 Semester 2 2017

Week	Key Concepts/Essential Content	Assessment/ Weighting
Term 4 1a 1b	Naan bread Tzatsiki	
2a 2b	Sausage Rolls Meal design	
3a 3b	Test Chicken fajitas	Test /25
4a 4b	Veal parmigiana Beef stroganoff	
5a 5b	Own meal practical (Mexican Feast) Chicken nuggets and chips	
6a 6b	Garnishes Garnishes	
7	EXAM WEEK	
8a 8b	Gingerbread biscuits Tiramisu	
9a 9b	Mocktails Viennese biscuits	
10	Reward Excursion Days	

Please note that dates are a guide only and may change to suit teacher/student needs.

Year 10 – ART AND DESIGN

Semester 2 2017

Week	Essential Content	Assessment
Term 3	Introduction to the course.	
Week 1	Drawing skills. Introduction to primates	
2 - 3	Project One – Research primates to construct a clay sculpture. Students will draw and work with colour theory and practice clay construction and sculpture	Research and final design 15 marks
4-7	Students make their own clay primate head, dry it, kiln and paint their work. (Students have the choice to use ceramic paints if they wish)	Finished piece 20 marks
8- 10	Project Two - Ink/water colour snapshot of an extreme sport. Design an image that captures their chosen extreme sport and use inks or/and water colours to bring it to life.	Finished piece 15 marks
Term 4	Project Three –Australian artist study and acrylic painting Students will learn about 3 Australian contemporary painters, analyse and practice their techniques and choose one to apply to a canvas for their own work.	Artist analysis 5 marks Practice work 5 marks Resolved canvas work 30 Marks
Week 1-7		
8-10	Project Four – Pastel painting ‘Environmental Cause’ Students will choose an environmental concern, design and create a pastel painting depicting this concern.	10 Marks