



Year 10 Unit Outlines Semester 1

ARTS

Culture and Costume

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding. Students demonstrate knowledge and understanding of the art form studied, including concepts, processes, the use of subject specific terminology and the role of the art form in original or displaced contexts. Students demonstrate use of acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.
- Criterion B: Developing Skills. Students demonstrate the acquisition and development of the skills and techniques of the art form studied. Students demonstrate the application of skills and techniques to create, perform and/or present art.
- Criterion C: Thinking creatively. Students develop a feasible, clear, imaginative and coherent artistic intention and present a range and depth of creative-thinking behaviours. Students demonstrate the exploration of ideas to shape artistic intention through to a point of realisation.
- Criterion D: Responding. Students construct meaning and transfer learning to new settings and create an artistic response that intends to reflect or impact on the world around them. Students critique the artwork of self and others.

Units Of Inquiry	
Culture & Costume [9/10 Visual Arts] Statement of Inquiry: Cultural symbols and conventions used to convey meaning to audiences are influenced by time and space. Does culture guide and shape our daily lives? How does our social context influence our identity? Can our identity impact the culture around us?	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Course work effort	Ongoing
Cultural Integrity Unit: Thoughts about Hermannsburg: persuasive writing task.	week 7
Story Pot: in class design and ceramics project [3D].	Week 9
Telling the World: Illustrated written response	Week 13
Big Culture: in-class research, design, IT, Mixed Media, illustration project [2D].	Week 14
More Culture: in-class student directed project [2D/ 3D/4D]	Week 19

Drama

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Units of Inquiry	
Devising and Analysing Original Works Statement of Inquiry: Form guides the creative process and structure of a work, which shapes presentation and audience impact.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Performance task 1 – Script Performance and Presentation to a public audience	Week 10
Performance Task 2 – Script in class Performance	Week 15
Script writing	Week 16

Music – All You Need Is Music

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Units of Inquiry	
Performance; Theme & Variation; Persuasive Writing; Remix	
Statements of Inquiry:	
<ul style="list-style-type: none"> • Time, place & space need to be considered when presenting an authentic performance to an audience. • Development is key in composing a piece to engage the audience. • Creative use of the elements of music can result in an innovative remix. 	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Process Journal	Ongoing
Ensemble Performance	Week 4
Arrangement	Week 8
Analysis task	Week 12
Performance 2	Week 16
Composition	Week 16

DESIGN

Digital Design

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Inquiring and Analysing - Students analyse a group of similar products that inspire a solution to the problem. Students analyse a group of similar products that inspire a solution to the problem. Students develop a design brief, which presents the analysis of relevant research.
- Criterion B: Developing ideas – Students present a range of feasible design ideas, which can be correctly interpreted by others. Students present the chosen design and outlines the reasons for its selection with reference to the design specification. Students develop accurate planning drawings/diagrams and outlines requirements for the creation of the chosen solution.
- Criterion C: Creating a Solution - Students demonstrate excellent technical skills when making the solution. Students follow the plan to create the solution, which functions as intended and is presented appropriately. Students explain changes made to the chosen design and the plan when making the solution. Students present the solution as a whole.
- Criterion D: Evaluating - Students describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution. Students explain the success of the solution against the design specification. Students describe how the solution could be improved.

Units of Inquiry	
Digital Design – E-portfolio Statement of Inquiry: Science and Technological innovation have brought us to a time in which Web design skills are becoming increasingly necessary for academic and career opportunities.	
Digital design – Spreadsheets as a design solution Statement of Inquiry: Designers use spreadsheets to create solutions to a range of real-life problems.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Digital portfolio component A	Week 4
Digital portfolio component B	Week 5
Digital portfolio component C	Week 10
Digital portfolio component D	Week 11
Chessboard project	Week 16

Food Technology: Basic Ingredients and Methods

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Units of Inquiry	
Herbs & Spices, Vegetables, Cereals, & Meats Statement of Inquiry: Developing knowledge of the physical and sensory properties of ingredients and how they enable design.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Spiced Biscuit Design	Week 7
Potato Dish Design	Week 12
Rice Dish Design	Week 16
Workflows and Demonstration Grids	Week 16
Practical Assessments	Week 17

Textile Technology

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Units of Inquiry	
Wool4School – Design Competition Statement of Inquiry: Fashion products can be influenced by developments in technology, which enhance their form and function while still meeting ergonomic requirements.	
Farm Fibres to Felt Statement of Inquiry: Products are influenced and enhanced by culture.	
It is Hoody time Statement of Inquiry: Designers adapt the form in which information is communicated in order to make it accessible to the end-user.	
Little Monsters Statement of Inquiry: By understanding the perspective of others we can empower designers to give to the community.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Wool4Schools Design Assignment	Week 4
Practical Task and Design Folio: Cultural Integrity Wool Item	Week 8
Practical Task and Design Folio: It’s Hoody Time	Week 16
Practical Task: Little Monsters	Week 19

Wood Design

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Units of Inquiry	
Safety Statement of Inquiry: Design is the communication and collaboration of interconnecting perspectives.	
Design planning and construction Statement of Inquiry: Design is the communication and collaboration of interconnecting perspectives.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Safety Booklet	Week 2
Design task 1	Week 9
Design Task 2	Week 18

INDIVIDUALS AND SOCIETIES

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students use a wide range of terminology in context. Students demonstrate knowledge and understanding of subject-specific content and concepts, through developed descriptions, explanations and examples.
- Criterion B: Investigating - Students formulate/choose a clear and focused research question, explaining its relevance. Students formulate and follow an action plan to investigate a research question. Students use methods to collect and record relevant information. Students evaluate the process and results of the investigation, with guidance.
- Criterion C: Communicating - Students communicate information and ideas in a way that is appropriate for the audience and purpose. Students structure information and ideas according to the task instructions. Students create a reference list and cite sources of information.
- Criterion D: Thinking critically - Students analyse concepts, issues, models, visual representation and/or theories. Students summarize information to make valid, well-supported arguments. Students analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations. Students recognize different perspectives and explain their implications.

Units of Inquiry	
World War Two Statement of Inquiry: Changes in one society can lead to worldwide conflict	
Geography of Wellbeing Statement of Inquiry: Where you live determines how you live	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
IDU unit with Language and Literature Common Analytical Essay	Week 10
Inquiry Presentation	Week 13
Knowledge and Understanding Test	Week 19

LANGUAGE ACQUISITION

French

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
- Criterion B: Comprehending written and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand basic conventions including aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to spoken and/or written and/or visual text. Students interact in rehearsed and unrehearsed exchanges. Students communicate with a sense of audience and purpose.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Qu'est qui-definit nos relations? Comment communique-t-on? Statement of Inquiry: The relations and links that we form with others help shape our personality. The way we communicate has changed over the years and it is important to understand what an effective communication is.	
Comment la nourriture peut-elle représenter la culture et l'identité d'un pays? Statement of Inquiry: Food is instrumental in preserving cultural identity	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	Ongoing
Listening	Week 5
Reading – Comprehension text	Week 6 and 15
Speaking - Presentation	Week 8
Writing – Writing a personal response	Week 12

Indonesian

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Units of Inquiry	
Ada apa dengan cinta? - What's up with love? Statement of Inquiry: Meaningful communication is the basis of all relationships. Different relationships require different language conventions.	
Kehidupan pekerjaan saya dan kehidupan pribadi saya- My work life and my personal life. Statement of Inquiry: Achieving our aspirations requires us to use conventions to convey our purpose and identity.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Reading comprehension test	Week 5
Listening assessment	Week 7
Oral interview	Week 9
Interactive task	Week 14

Japanese Phase 1

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
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- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to spoken and/or written and/or visual text. Students interact in rehearsed and unrehearsed exchanges. Students communicate with a sense of audience and purpose.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Me, Myself and Japan Statement of Inquiry: Language is culture in motion. It is through language that we understand ourselves and the culture which we belong to.	
Family Relationships Statement of Inquiry: Connections are shaped through different contexts and require different language patterns.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Responding Test	Week 9
Conversation Task	Week 13
Family Assignment	Week 15

Japanese Phase 3

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Comprehending spoken and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand conventions. Students engage with the spoken and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
- Criterion B: Comprehending written and visual text - Students show understanding of information, main ideas and supporting details, and draw conclusions. Students understand basic conventions including aspects of format and style, and author's purpose for writing. Students engage with the written and visual text by identifying ideas, opinions and attitudes and by making a response to the text based on personal experiences and opinions.
- Criterion C: Communicating in response to spoken and/or written and/or visual text - Students respond appropriately to spoken and/or written and/or visual text. Students interact in rehearsed and unrehearsed exchanges. Students communicate with a sense of audience and purpose.
- Criterion D: Using language in spoken and/or written form - Students write and/or speak using a range of vocabulary, grammatical structures and conventions; when speaking, use clear pronunciation and intonation. Students organize information and use a range of basic cohesive devices. Students use language to suit the context.

Units of Inquiry	
Schedules Statement of Inquiry: Word choice allows us to express our personal and cultural practices within our communities.	
Beauty Statement of Inquiry: Cultural contexts and biases shape how we express personal messages about beauty.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Responding Test	Week 9
Speaking Test	Week 13
Writing Test	Week 15

LANGUAGE AND LITERATURE

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Analysing - Students identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among texts. Students identify and explain the effects of the creator's choices on an audience. Students justify opinions and ideas, using examples, explanations and terminology. Students interpret similarities and differences in features within and between genres and texts.
- Criterion B: Organizing - Students employ organizational structures that serve the context and intention. Students organize opinions and ideas in a coherent and logical manner. Students use referencing and formatting tools to create a presentation style suitable to the context and intention.
- Criterion C: Producing text - Students produce texts that demonstrate thought, imagination and sensitivity, while exploring and considering new perspectives and ideas arising from personal engagement with the creative process. Students make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience. Students select relevant details and examples to develop ideas.
- Criterion D: Using language - Students use appropriate and varied vocabulary, sentence structures and forms of expression. Students write and speak in an appropriate register and style. Students use correct grammar, syntax and punctuation. Students spell (alphabetic languages), write (character languages) and pronounce with accuracy. Students use appropriate non-verbal communication techniques.

Units of Inquiry

Novel Study - Power & Injustice

Statement of Inquiry: Literature explores the theme of inequality through texts and contexts for the purpose of exploring what it means to be human.

Shakespeare – Characters & Context

Statement of Inquiry: Shakespeare explores perspectives of complex and flawed characters and their context and connections with others.

Assessment Task

Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Creative Response

Week 7

Analytical Essay (IDU)

Week 10

Oral Presentation

Week 15

PHYSICAL & HEALTH EDUCATION

MYP Assessment Criteria

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achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students' work.

- Criterion A: Knowing and understanding - Students explain physical and health education factual, procedural and conceptual knowledge. Students apply physical and health education knowledge to analyse issues and solve problems set in familiar and unfamiliar situations. Students apply physical and health terminology effectively to communicate understanding.
- Criterion B: Planning for performance - Students develop goals to enhance performance. Students design, explain and justify a plan to improve physical performance and health.
- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry

Practical - Athletics, Cross Country, Striking, Throwing and Catching, Kicking, Racquet Sports, Dance

Statements of Inquiry:

- We adapt and refine our skills to perform complex movements in game situations using different types of equipment.
- Team members must work together to develop interconnected, responsive movement patterns to maintain positional balance.

Health - Mental Health, Party Safe.

Statements of Inquiry:

- We explore the functions of body systems that support physical wellbeing.
- We accept and support the complex nature of mental health issues facing adolescents, whilst balancing relationships.

Assessment Task

Due Date

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.

Cross Country	To be negotiated by the classroom teacher.
Striking	To be negotiated by the classroom teacher.
Throwing and Catching	To be negotiated by the classroom teacher.
Kicking	To be negotiated by the classroom teacher.
Racquet Sports	To be negotiated by the classroom teacher.
Mental Health	Week 8
Party Safe	Week 14
Dance	Week 19

Advanced Outdoor Education

MYP Assessment Criteria

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- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Coastal Appreciation Statement of Inquiry: Identities and relationships are formed through connections between people through an inquiry into the importance of open communication.	
Advanced Safety Rope Techniques Statement of Inquiry: Students will learn that communication and connections are a vital part of establishing safe practices through an inquiry into identities and environment.	
Fitness Statement of Inquiry: Performers respond and adapt to changing environments, challenges and situations.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Fitness	Ongoing each week.
Coastal Camp.	Week 9
Photo Journal from Camp	Week 10
Group research presentation	Week 15
Ropes Camp	Week 16

Exercise Science

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- Criterion C: Applying and performing - Students demonstrate and apply a range of skills and techniques effectively. Students demonstrate and apply a range of strategies and movement concepts effectively. Students analyse and apply information to perform effectively.
- Criterion D: Reflecting and improving performance - Students explain and demonstrate strategies to enhance interpersonal skills. Students analyse and evaluate the effectiveness of a plan based on the outcome. Students analyse and evaluate performance.

Units of Inquiry	
Sports Science – The Human Body	
Statements of Inquiry:	
<ul style="list-style-type: none">• We explore the functions of body systems that support physical wellbeing.• We adapt techniques to a different context and apply scientific principles to refine movements.• We understand appropriate ways to refine techniques required to adapt and progress our performance.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Functional Anatomy Test	Week 5
Components of Fitness Assignment	Week 9
Biomechanics Skill Analysis	Week 12
Sports Medicine Assessment	Week 16

MATHEMATICS

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Knowing and understanding – Students select appropriate mathematics when solving problems in both familiar and unfamiliar situations. Students apply the selected mathematics successfully when solving problems. Students solve problems correctly in a variety of contexts.
- Criterion B: Investigating patterns – Students select and apply mathematical problem-solving techniques to discover complex patterns. Students describe patterns as general rules consistent with findings. Students prove, or verify and justify, general rules.
- Criterion C: Communicating – Students use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations. Students use appropriate forms of mathematical representation to present information. Students move between different forms of mathematical representation. Students communicate complete, coherent and concise mathematical lines of reasoning. Students organize information using a logical structure.
- Criterion D: Applying mathematics in real-life contexts – Students identify relevant elements of authentic real-life situations. Students select appropriate mathematical strategies when solving authentic real-life situations. Students apply the selected mathematical strategies successfully to reach a solution. Students justify the degree of accuracy of a solution. Students justify whether a solution makes sense in the context of the authentic real-life situation.

Units of Inquiry	
Consumer Maths Statement of Inquiry: Students will understand risks and rewards linked with borrowing money through calculations involving simple and compound interest.	
Measurement Statement of Inquiry: Students will understand the relationship between dimensions and volume of objects through calculations involving surface area and volume of composite solids.	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Consumer Arithmetic Test; MoneySmart tasks	Week 5
Flags Assignment	Week 12
Linear Algebra Test	Week 15
In class assessment: CO ₂ in the atmosphere	Week 18

SCIENCES

MYP Assessment Criteria

Students are assessed against four equally weighted assessment criteria. Each criterion has eight possible achievement levels (1–8), divided into four bands with unique descriptors that teachers use to make judgments about students’ work.

- Criterion A: Knowing and understanding - Students explain scientific knowledge. Students apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations. Students analyse and evaluate information to make scientifically supported judgments.
- Criterion B: Inquiring and designing - Students explain a problem or question to be tested by a scientific investigation. Students formulate a testable hypothesis and explain it using scientific reasoning. Students explain how to manipulate the variables, and explain how data will be collected. Students design scientific investigations.
- Criterion C: Processing and evaluating - Students present collected and transformed data. Students interpret data and explain results using scientific reasoning. Students evaluate the validity of a hypothesis based on the outcome of the scientific investigation. Students evaluate the validity of the method. Students explain improvements or extensions to the method.
- Criterion D: Reflecting on the impacts of science - Students explain the ways in which science is applied and used to address a specific problem or issue. Students discuss and evaluate the various implications of using science and its application to solve a specific problem or issue. Students apply scientific language effectively. Students document the work of others and sources of information used.

Units of Inquiry	
Force and Motion Statement of Inquiry: Students will learn that the movement of objects can be predicted through a study of Newton's laws of motion and practical application of balanced and unbalanced forces.	
Genetics and Evolution Statement of Inquiry: How can genetic models explain heredity and the consequences of gene transformation which lead to evolutionary change and what evidence is there that this occurs?	
Assessment Task	Due Date
Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.	
Test: Motion	Week 6
Practical report: Newton's Second Law of Motion	Week 7
Scientific Poster Research Assignment: Genetic Disease	Week 14
Test: Genetics	Week 16