



STAGE 5

Year 10

ASSESSMENT BOOKLET

2023



CREATIVE ARTS FACULTY 2023



Cabramatta High School -2023

Visual Arts Assessment Grid

Year 10 Visual Arts Assessment Schedule -2023

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



YEAR 10 VISUAL ARTS 2023

COURSE OUTLINE:

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



CAPA Assessment Schedule 2023

Course: Stage 5 Visual Arts – Year 10 Visual Arts
Teachers:

	HALF YEARLY REPORT		YEARLY REPORT		
Task No.	Task 1	Task 2	Task 3	Task 4	
Title	Ceramics	VAD and folio	Assignment	Practical Folio	
Weight %	25%	25%	20%	30%	
Due Date	Term 1, Week 10	Term 2, Week 5	Term 3, Week 5	Term 4, Week 2	
Description	Ceramics and VAPD	Painting and VAPD	Case Study	Folio of works from Term 3 and 4	
Outcomes	5.1, 5.2, 5.3,	5.7, 5.8, 5.9,	5.7, 5.8, 5.9,	5.1, 5.2, 5.3,	TOTAL
Component	5.4, 5.5, 5.6	5.10	5.10	5.4, 5.5, 5.6	
Critical/ Historical	5	10	20	5	
Making	20	15		25	
TOTAL	25	25	20	30	



DIGITAL MEDIA DESIGN YEAR 10 ASSESSMENT GRID (Digital Media Design)-2023

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



CAPA Assessment Schedule 2023

Course: Year 10 DMD

Teachers: Kyprianou

HALF YEARLY REPORT			YEARLY REPORT	
Task No.	Task 1	Task 2	Task 3	Task 4
Title	Animation Film "The Moving Image"	Photoshop Appropriation	Studio Photography Black & White	Painting "Looking Back"
Weight %	35	25	35	15
Due Date	T1 W10	T2 W5	T3 W10	T4 W5
Description	Making – Stop Motion animation/Film Theory - Research Task.	Making - Series of Photoshop techniques. Theory - VAD Notes.	Making - Series of Black & White Photographs Portrait & Still Life Theory - Research Task.	Making – Painting referencing select art style/Genre Theory -VAD Notes.
Outcomes Making	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6	5.1, 5.2, 5.3, 5.4, 5.5, 5.6
Outcomes Theory	5.7,5.8,5.9,5.10	5.7,5.8,5.9,5.10	5.7,5.8,5.9,5.10	5.7,5.8,5.9,5.10
Component				
Making	20	10	20	10
Critical/ Historical	15	5	15	5
TOTAL	25%	30%	20%	25%



Cabramatta High School -2023



CAPA Assessment Schedule

Course: Stage 5 Music – Year 10

Teachers:

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



ENGLISH AND EAL/D FACULTIES 2023



ENGLISH FACULTY-YEAR 10 SCOPE AND SEQUENCE 2023

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.



Cabramatta High School -2023

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, Week 2	<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 2023



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 -2023

INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10

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

ASSESSMENT GRID

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

Syllabus Link -

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



INFORMATION AND SOFTWARE TECHNOLOGY YEAR 10 SCOPE AND SEQUENCE

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



HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE) FACULTY



Cabramatta High School -2023

Human Society and Its Environment (HSIE) Faculty

YEAR 10 GEOGRAPHY

COURSE OUTLINE:

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

YEAR 10 GEOGRAPHY ASSESSMENT GRID

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

HEAD TEACHER – A. Mikulic

SUBJECT COORDINATOR – R. Hussayni & C. Phung

YEAR 10 GEOGRAPHY SCOPE AND SEQUENCE

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



Cabramatta High School -2023

YEAR 10 HISTORY

COURSE OUTLINE:

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

YEAR 10 HISTORY ASSESSMENT GRID

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

HEAD TEACHER – A. Mikulic

SUBJECT COORDINATOR – R. Hussayni & C. Phung

YEAR 10 HISTORY SCOPE AND SEQUENCE

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

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



Cabramatta High School -2023

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 -2023

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 8	Term 2, Week 4	Term 3, Week 9	Term 4, Week 4
OUTCOMES ASSESSED	COM5-1, COM5-4, COM5-5, COM5-7, COM5-8	COM5-1, COM5-4, COM5-5, COM5-8	COM5-1, COM5-5, COM5-6, COM5-8, COM5-9	COM5-1, COM5-4, COM5-5, COM5-8

YEAR 10 COMMERCE SCOPE AND SEQUENCE

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



INDUSTRIAL ARTS FACULTY 2023



Cabramatta High School -2023

INDUSTRIAL ARTS – YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING

COURSE OUTLINE:

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

INDUSTRIAL ARTS - YEAR 10 INDUSTRIAL TECHNOLOGY ENGINEERING ASSESSMENT GRID

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

Syllabus Link -

Stage 5 Scope and Sequence Plan-*Industrial Technology – Engineering*

Term	Year 9 Engineering 1 (structures) Engineering 2 (Mechanisms)	Year 10- Specialised Modules
1	Common content for Core Module Engineered Structures (20 Weeks)	Control technology CO2 Racer/Weathervane (19 Weeks)
2		
3	Common content for Core Module Engineered Mechanics (20 Weeks)	Alternative Energy Transport-Hydrogen Fuel Cells Wind Turbines & Solar Cars (18 Weeks)
4		



Cabramatta High School -2023

INDUSTRIAL ARTS - YEAR 10 GRAPHICS TECHNOLOGY ASSESSMENT GRID

COURSE OUTLINE:

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

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
UNIT	Engineering Drawing	Graphics Design & Communication	Product & Technical Illustration	Computer Animation
WEIGHTING	30%	30%	30%	10%
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	Module7: Graphics Design and Communication
3	Module 1: Architectural Drawing	Module 9: Product and Technical Illustration
4	Module 2: Australian Architecture	Module5: Computer Animation



INDUSTRIAL ARTS - YEAR 10 INDUSTRIAL TECHNOLOGY TIMBER 1

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

COMPONENT	TASK 1	TASK 2	TASK 3
UNIT	Research	Small table	Small cabinet
WEIGHTING	30%	40%	30%
DATE	T2 W5	T2 W9	T4 W8
OUTCOME	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,	IND5-1, IND5-2, IND5-3, IND5-4, IND5-5, IND5-6, IND5-7, IND5-8, IND5-9,

Syllabus Link –

Stage 5 Scope and Sequence Plan-Industrial Technology – Timber

Term	Year 9 Timber 1	Year 10 Specialised Modules
1	Toolbox (15 Weeks)	Small Table (20 Weeks)
2	Stool (14 Weeks)	
3	Chopping Board (10 Weeks)	Cabinet Making (19 Weeks)



LANGUAGES FACULTY 2023



2022 LANGUAGES

YEAR 10 CHINESE

COURSE OUTLINE:

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

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

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



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	Listening Reading Research	Speaking Writing	Listening Reading Research	Speaking Writing
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 8-10	Term 2 Weeks 2-4	Term 3 Weeks 8-10	Term 4 Weeks 2-4
OUTCOMES ASSESSED	LKO5-2C, LKO5-3C, LKO5-5U, LKO5-6U	LKO5-1C, LKO4-4C, LKO5-5U, LKO5- 6U, LKO5-7U	LKO5-2C, LKO5-3C, LKO5-5U, LKO5-6U	LKO5-1C, 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 Korean alphabet Consonants and vowels Korean Names DAILY ROUTINE Daily schedule and Korean verbs and tenses	SHOPPING Currency Prices and quality of goods Shop services Honorific terms Restaurant services	TRAVELLING Means of transport Buying tickets Getting around Tourist attractions Honorific terms	CAREERS Occupations Resume writing Future tense Honorific terms Hanja characters



2022 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	Listening Reading	Speaking Listening Research	Listening Reading
TASK DESCRIPTION	20% 20% 20%	20% 20%	20% 20% 20%	20% 20%
DATE	Term 1 Weeks 8-10	Term 2 Weeks 2-4	Term 3 Weeks 8-10	Term 4 Weeks 2-4
OUTCOMES ASSESSED	LVIE5-1C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVI5-7U	LVIE5-2C, LVIE5-3C, LVIE5-5U, LVIE5-6U	LVIE5-1C, LVIE5-4C, LVIE5-5U, LVIE5-6U, LVI5-7U	LVIE5-2C, LVIE5-3C, LVIE5-5U, LVIE5-6U

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

SCOPE AND SEQUENCE

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



LITERACY 2023



Year 10 Literacy– Scope and Sequence 2023

Term	Week	Topic	Outcomes	Assessments	Date
1	1-10	Setting the standards: <i>Understanding HSC Minimum Standards</i>	Area of focus: Writing Outcomes: UnT11, CrT11, GrA11	In-class quiz	Term 1 Week 2-3
2	1-10	Understanding senior school Reading and viewing <i>Road safety</i>	Area of focus: Reading and comprehension Outcomes: UnT11, CrT11, GrA11	HSC Minimum Standards	From Term 1 Week 10
3	1-10	Beyond Year 10 (1)	Area of focus: Writing and understanding applications Outcomes: UnT11, CrT11	In-class quiz	Term 3 Week 3-4
4	1-10	Beyond Year 10 (2)	Area of focus: Writing – CV, Speaking- Interview skills Outcomes: UnT11, CrT11	Hand in - Cover letter and resume. In class interviews CV – Due week 5 Mock interviews – Due week 7	Term 4 Week 5-7

NOTE: Literacy lessons take place twice every fortnight. These lessons are aimed at developing students' skills in reading, language conventions and writing to improve their outcomes in all learning areas at school. Programs are also designed to develop students' readiness for: key standardised assessments such as NAPLAN and Minimum Standards; senior school; and work. Outcomes for learning are mapped to the National Literacy Learning Progressions and Australian Core Skills Framework.

Cabramatta High School Assessment Policy

Students must apply themselves with diligence and sustained effort in class. Failure to complete course work as set by the class teacher will result in a letter of concern being sent home. Students must attempt ALL tasks in the assessment schedule and submit them by the due date. Please refer to the student information booklet that outlines what to do in the event of students being absent on assessment due dates and requests for extensions.

Parent name: _____

Parent signature: _____

Date: _____



MATHEMATICS

FACULTY

2023



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
NAME of TASK	Term 1 TEST	Term 2 TEST	Half Yearly Examination	Take Home TASK	Yearly Examination
TOPICS	Measurement, Indices and Surds	Indices and Surds, Probability	All topics to date	Properties of Geometrical Figures, Trigonometry	All topics to date
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	Written test 45 Minutes	Written test 45 Minutes	Investigation	Written test 45 Minutes
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA4-4NA, MA4- 12MG, MA4-12MG MA4-15MG, MA4- 17MG, MA4-18MG, MA4-19SP, MA4-20SP, MA4-21SP	MA5.1-4NA, MA5.2- 4NA, MA5.2-6NA, MA5.2-8NA, MA5.3- 5NA	MA5.2-5NA, MA5.1- 9NA, MA5.1-10MG, MA5.1-4NA, MA5.2- 4NA, MA5.2-6NA, MA5.2-8NA, MA5.3-5N	MA5.2-14MG, MA5.3-16MG, MA5.2-13MG, MA5.3-15M	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
TERM 2	Indices and Surds,	Probability
TERM 3	All Topics	
TERM 4	Properties of Geometrical Figures,	Trigonometry



Cabramatta High School -2023

MATHEMATICS YEAR 10 (STAGE 5.2) ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
Name of TASK	Take Home Task	Term 1 Test	Half Yearly Examination	Term 3 Test	Yearly Examination
TOPICS	Rates and Ratios, Algebraic Techniques	Area and Surface Area, Volume	All topics to date	Single Variable and Bivariate Statistics, Trigonometry Equations, formulae and Inequalities	All topics to date
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	Written test 45 Minutes	Written test 45 Minutes	Yearly 45 Minutes
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA5.2-5NA MA5.2-6NA	MA5.2-5NA MA5.2-6NA	MA5.2-5NA MA5.2-6NA MA5.2-5NA MA5.2-6NA MA5.2-4NA	MA5.2-15SP MA5.2-16SP MA5.2-8NA MA5.2-13M	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



Cabramatta High School -2023

MATHEMATICS YEAR 10 (STAGE 5.1) ASSESSMENT GRID

	TASK 1	TASK 2	TASK 3	TASK 4	TASK 5
NAME OF TASK	Take home task	Term 1 Test	Half yearly Examination	Term 3 Test	Yearly Examination
TOPICS	Financial Mathematics	Algebra and Indices	All topics to date	Single Variable Data, Linear Relationships	All topics to date
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	Written Test 45 Minutes	Written test 45 Minutes	Written Test 45 Minutes
WEIGHT	10%	25%	15%	15%	35%
OUTCOMES ASSESSED	MA5.1-4NAc	MA5.1-5NA MA5.1-9NA	MA5.1-8MG MA5.1-9MG MA5.1-5NA MA5.1-9NA MA5.1-4N	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



PDHPE FACULTY



PDHPE- Year 10 Yearly Assessment Schedule

TASK	TOPIC	DATE	YEARLY WEIGHTING
Task 1	Topic 1 (practical)	Ongoing Term 1 Week 9	20%
Task 2	Topic 2 (theoretical)	Term 2 Week 6	30%
Task 3	Topic 3 (practical)	Ongoing Term 3 Week 8	20%
Task 4	Final Exam	Term 4 Week 3	30%

Component	Task 1	Task 2	Task 3	Task 4	Yearly Weighting
	Practical assessment	Writing task	Practical assessment	Final Exam	
	Ongoing Term 1 Week 9	Term 2 Week 6	Ongoing Term 3 Weeks 8	Term 4 Week 3	
Marks	20	30	20	30	100

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



YEAR 10 PASS 2023

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. Participation in physical activity provides opportunities for personal challenge, enjoyment and satisfaction. It also provides for positive interaction with others, in both collaborative and competitive contexts and supports the development of key social skills necessary for strong interpersonal relationships. YEAR 10

PASS- Year 10 Yearly Assessment Schedule

COMPONENT	TASK 1	TASK 2	TASK 3	TASK 4
Unit	Body Systems and Energy for Physical Activity	Enhancing Performance: strategies and techniques	Australia's Sporting Identity	Final Examination combined from Term 1 to Term 4
Task Description	In class evaluation on how principles of training can be applied to a selected sport	Theoretical assessment and practical assessment of principals of coaching and its application in sports	Research task on Physical activity for specific groups and their requirements for engagement	In class yearly examination covering all the topics from Term 1, Term 2, Term 3 and outcomes from Term 4 Option
Date	Term 4 (Week 8)	Term 2 (Week 8)	Term 3 (Week 6)	Term 4 (Weeks 5)
Outcome Assessed	Pass 5-1 Pass 5-2 Pass 5-9	Pass 5-5 Pass 5-6 Pass 5-7	Pass 5-3 Pass 5-4 Pass 5-10	Pass 5-1 Pass 5-2 Pass 5-3
Weighting	25	25	25	25

Syllabus Link - <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/physical-activity-sports-studies-7-10-2019>

YEAR 10 PASS SCOPE AND SEQUENCE

TERM	UNIT	DESCRIPTION	OUTCOMES
1	Body Systems and Energy for Physical Activity	This module examines energy production and the roles and contributions of body systems to efficient movement. Students examine body systems through investigation and participation in one or more movement applications.	PASS 5-1, PASS 5-2, PASS 5-9, PASS 5-10
2	Enhancing Performance: strategies and techniques	This module assesses and develops strategies and techniques to make movement experiences more successful. Students explore a variety of ways to provide feedback to themselves and others to improve their performance.	PASS 5-1, PASS 5-5, PASS 5-6, PASS 5-7, PASS 5-8, PASS 5-9, PASS 5-10
3	Australia's Sporting Identity	This module examines the role of sport in shaping Australia's identity and reputation. Students investigate the factors influencing Australia's sporting identity and the implications these factors can have on players, spectators and Australia's identity. Students explore current and future perspectives and how these could impact on Australia's sporting identity	PASS 5-3, PASS 5-4, PASS 5-10
4	Option – Participating with Safety	This module examines issues of safety and risk management when planning and participating in physical activity. Students explore risk environments and strategies to mitigate risks. Students practically apply injury management strategies to a variety of situations	PASS 5-1, PASS 5-7, PASS 5-8, PASS 5-9, PASS 5-10



SCIENCE FACULTY 2023



Year 10 Science

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

Term 1	Term 2	Term 3	Term 4
Blueprint of Life	Chemical Reaction	Bodies in Motion	The Universe and Global Systems

ASSESSMENT:

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

ASSESSMENT SCHEDULE

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



Cabramatta High School -2023

Year 10 Assessment Schedule Overview

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

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



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