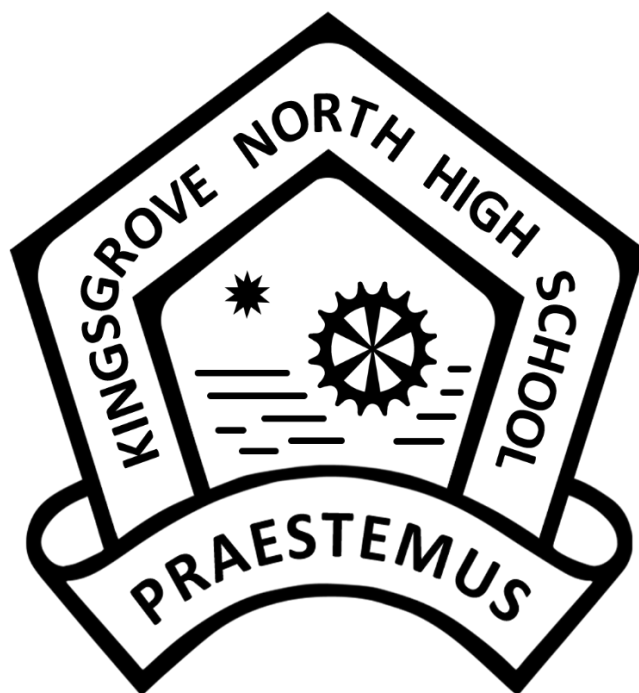


# Year 7 Assessment

# Handbook

Kingsgrove North High School



# 2024

# Contents

General Information	3
School Assessment Policy	4
Course Information	6
Stage 4 Year 7 – English	7
Stage 4 Year 7 – Geography	8
Stage 4 Year 7 – History	9
Stage 4 Year 7 – Mathematics	10
Stage 4 Year 7 – Music	11
Stage 4 Year 7 – Personal Development Health & Physical Education (PDHPE)	12
Stage 4 Year 7 – Science	13
Stage 4 Year 7 – Technology Mandatory	14
Stage 4 Year 7 – Visual Arts	15
Yr 7 Assessment Planner 2024	16
Yr 7 Self Evaluation 2024	17

# General Information

## 1. INTRODUCTION

The purpose of this booklet is to outline the assessment policy of Kingsgrove North High School for Year 7. This document is developed to help students plan and prepare for assessments. Please read it carefully and ask your teachers if you have any concerns.

The Kingsgrove North High School Assessment Policy is designed to standardise procedures between subject areas and to give students and teachers a clear statement of their rights and responsibilities.

It is the responsibility of the school to communicate the assessment requirements to the students.

It is the responsibility of the students to meet the requirements and to make every effort to resolve problems and/or disputes.

### **What is Assessment?**

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Stage 4 course those purposes include:

- assisting student learning
- evaluating and improving teaching and learning programs
- providing evidence of satisfactory achievement and completion of a course
- providing information on student learning and progress in a course in relation to the syllabus outcomes
- report on the achievement by each student at the end of a course

# School Assessment Policy

## 2. INTRODUCTION

### Rationale

Kingsgrove North High School ensures that all assessment tasks undertaken in years 7, 8 and 9 meet the school and the **New South Wales Educational Standards (NESA)** requirements.

### Aim:

- Every student will be made fully aware of NESA, School and KLA requirements for all formal assessment tasks
- Consistent practices will be embedded across the school when formally assessing students.

### Procedures

- All students will receive an assessment booklet each year that outlines when all tasks are due for all subjects studied
- Students will receive a formal 'Notification of Assessment Task' at least **2 weeks** prior to the submission date
- Students are expected to submit tasks **by 8:50am** on the due date with the Assessment Cover Sheet attached to the front of the task, unless otherwise specified on the task
- Upon submission of a task, a student **must sign a register**, which is to be retained as proof of submission
- All students are expected to submit or sit for all assessment tasks by the due date
- An assessment task not submitted on time will be marked on a sliding scale:
  - **1st day late:** minus 10%
  - **2nd day late:** minus 20%
  - **3rd day late:** minus 30%; then 0 after three days (weekends count as one day).
- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other unforeseen circumstances. In each case the incident must be supported by appropriate documentation such as a doctor's certificate. *Technological issues, family holidays and other non-emergencies are not justifiable reasons* for not completing an assessment task by the due date. The Head Teacher of the KLA will determine if the reason is acceptable.
- All junior assessment tasks will be marked using both a sliding number score as well as the correlating grade for the outcomes covered in each task (i.e. students will be awarded a mark and a grade).
- If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher at least **one week** before the due date of the assessment.
- When a student fails to complete an assessment task due to a valid reason then the student will be given an amended due date for that task. In some instances, an alternate task may be provided.

- Students who are deemed to make a **non-serious attempt** at any assessment task will be awarded **zero**. This includes only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task.
- If a student fails to complete an assessment task then contact will be made with the parent/guardian indicating that the syllabus outcomes have not been achieved and the task has been awarded a zero mark.
- Work submitted in an assessment task must be only that of the student. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task they will receive a **zero mark** and the task will need to be re-submitted. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
- For all in-class tests, the school mobile phone policy applies. If students are caught talking or communicating with others during an exam then their test paper will be removed and a mark of zero may be issued, along with a letter sent home to the parents.
- If students have concerns regarding the assessment procedures followed for an assessment task then they have the right to appeal the process in writing via the form which can be found on the school website. On the school website if you go to the downloads tab, the document is called: **Assessment Appeal Request Review form**.
- All assessment tasks should be marked, and written feedback provided to the students within 3 weeks of the submission date.

**COURSE  
INFORMATION**

## Stage 4 Year 7- English 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 10 2024	TASK 3 Term 3, Week 8 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	Type of Task	Critical Response	Poetry Exam	Creative Writing Portfolio	Story-Board and Reflection
Outcomes		EN4-URA-01 EN4-ECA-01 EN4-ECB-01	EN4-URB-01 EN4-ECA-01 EN4-RVL-01	EN4-URA-01 EN4-ECB-01 EN4- URC-01	EN4-URA-01 EN4-ECA-01 EN4-URB-01
TOTAL	100%	25%	25%	25%	25%

### OUTCOMES

EN4-URA-01-Analyses how meaning is created through the use of and response to language forms, features and structures	EN4-ECA-01-creates personal, creative and critical texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas
EN4-URB-01-Examines and explains how texts represents ideas, experiences and values	EN4-RVL-01-uses a range of personal, creative and critical strategies to read texts that are complex in their ideas and construction
EN4-URC-01-Identifies and explains ways of valuing texts and the connections between them	EN4-ECB-01-uses processes of planning, monitoring, revising and reflecting to support and develop composition of texts

## Stage 4 Year 7- Geography 2024

	<b>Syllabus Weighting</b>	<b>TASK 1</b> Term 2 Week 2, 2024	<b>TASK 2</b> Term 3 Week 8, 2024	<b>TASK 3</b> Term 4 Week 4, 2024
<b>Assessment Component</b>	<b>Type of Task</b>	<b>Landforms and Landscapes Topic Test</b>	<b>Place and Liveability PBL Group Reflection</b>	<b>Place and Liveability PBL Group Project</b>
<b>Develop knowledge and understanding</b>	40%	20%	5%	15%
<b>Acquire, process and communicate geographical information</b>	40%	10%	20%	10%
<b>Apply geographical tools</b>	20%	5%		15%
<b>Outcomes</b>		GE4.1, GE4.2, GE4.4, GE4.5, GE4.7	GE4.3, GE4.6, GE 4.7, GE4.8	GE4.3, GE4.4, GE4.6, GE4.8
<b>TOTAL</b>	100%	35%	25%	40%

### OUTCOMES

GE4-1	Locates and describes the diverse features and characteristics of a range of places and environments	GE4-5	Discusses management of places and environments for their sustainability
GE4-2	Describes processes and influences that form and transform places and environments	GE4-6	explains differences in human wellbeing
GE4-3	Explains how interactions and connections between people, places and environments result in change	GE4-7	Acquires and processes geographical information by selecting and using geographical tools for inquiry
GE4-4	Examines perspectives of people and organisations on a range of geographical issues	GE4-8	Communicates geographical information using a variety of strategies



## Year 7 History 2024

	Syllabus Weighting	TASK 1 Term 2 Week 2, 2024	TASK 2 Term 3 Week 3, 2024	TASK 3 Term 4 Week 3, 2024
Assessment Component	Type of Task	Source Based Task	Research Task	Writing Task
Knowledge and understanding of content	25%	10%	10%	5%
Source analysis skills	25%	15%	5%	5%
Historical inquiry and research	25%		15%	10%
Communication of historical understanding in appropriate forms	25%	5%	10%	10%
Outcomes		HT4-1, HT4-5, HT4-6, HT4-9	HT4-5, HT4-6, HT4-8	HT4-2, HT4-3, HT4-9, HT4-10
<b>TOTAL</b>	100%	30%	40%	30%

### OUTCOMES

<p><b>HT4-1</b> A student describes the nature of history and archaeology and explains their contribution to an understanding of the past.</p> <p><b>HT4-2</b> A student describes major periods of historical time and sequences events, people and societies from the past</p> <p><b>HT4-3</b> A student describes and assesses the motives and actions of past individuals and groups in the context of past societies</p> <p><b>HT4-4</b> A student describes and explains the causes and effects of events and developments of past societies over time</p>	<p><b>HT4-5</b> A student identifies the meaning, purpose and context of historical sources</p> <p><b>HT4-6</b> A student uses evidence from sources to support historical narratives &amp; explanations</p> <p><b>HT4-7</b> A student identifies &amp; describes different contexts, perspectives &amp; interpretations of the past</p> <p><b>HT4-8</b> A student locates, selects &amp; organises information from sources to develop an historical inquiry</p> <p><b>HT4-9</b> A student uses a range of historical terms &amp; concepts when communicating an understanding of the past</p> <p><b>HT4-10</b> A student selects and uses appropriate oral, written, visual and digital forms to communicate about the past</p>
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## Stage 4 Mathematics – Year 7 2024 updated

	Syllabus Weighting	TASK 1 Term 1, Week 5 2024	TASK 2 Term 2, Week 5 2024	TASK 3 Term 3, Week 6 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	Type of Task	Open Book Topic Test Integers	Formative Task Percentages	Topics Test Algebra, Indices, Probability	Yearly Exam All Topics
Concepts and Skills	50%	15%		20%	15%
Working Mathematically	50%	10%	15%	10%	15%
Outcomes		MA4-INT-C-01 MAO-WM-01	MAO-WM-01	MA4-ALG-C-01 MA4-IND-C-01 MA4-EQU-C-01 MAO-WM-01	MA4-INT-C-01, MA4-FRC-C-01 MA4-RAT-C-01, MA4-ALG-C-01 MA4-IND-C-01, MA4-EQU-C-01 MA4-LEN-C-01 MA4-ANG-C01 MAO-WM-01
<b>TOTAL</b>	100%	25%	15%	30%	30%

### OUTCOMES

MA4-INT-C-01	Computation with Integers	MA4-GEO-C-01	Properties of Geometrical Figures
MA4-FRC-C-01	Fractions, Decimals and Percentages	MA4-DAT-C-01	Data Analysis
MA4-RAT-C-01	Rates and Ratios	MA4-PRO-C-01	Probability
MA4-ALG-C-01	Algebraic Techniques	<b>Working Mathematically is across all topics</b>	
MA4-IND-C-01	Indices	MAO-WM-01	Develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing, and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MA4-EQU-C-01	Equations		
MA4-LEN-C-01	Length		
MA4-ARE-C-01	Area		
MA4-VOL-C-01	Volume		
MA4-ANG-C-01	Angle Relationships		

## Stage 4 Year 7- Music 2024

	<b>Syllabus Weighting</b>	<b>TASK 1</b> Term 1, Week 10 2024	<b>TASK 2</b> Term 2, Week 5 2024	<b>TASK 3</b> Term 3, Week 9 2024	<b>TASK 4</b> Term 4, Week 4 2024
<b>Assessment Component</b>	<b>Type of Task</b>	Elements of Music	Instruments of the Orchestra	Orchestral Music	Australian Music
<b>Musicology/Listening</b>	40%		10%	15%	15%
<b>Performance</b>	40%	15%	15%		10%
<b>Composition</b>	20%	10%		10%	
<b>Outcomes</b>		4.1 4.3, 4.4, 4.5, 4.12	4.1, 4.2, 4.7, 4.8, 4.9, 4.12	4.5, 4.6, 4.9, 4.10	4.1, 4.2 4.3 4.7, 4.8, 4.9
<b>TOTAL</b>	100%	25%	25%	25%	25%

### OUTCOMES

<p><u>Performing:</u></p> <p>4.1 Performs in a range of musical styles demonstrating an understanding of musical concepts</p> <p>4.2 Performs music using different forms of notation and different types of technology across a broad range of musical styles</p> <p>4.3 Performs music demonstrating solo and/or ensemble awareness</p> <p><u>Composing:</u></p> <p>4.4 Demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing</p> <p>4.5 Notates compositions using traditional and/or non-traditional notation</p> <p>4.6 Experiments with different forms of technology in the composition process</p>	<p><u>Listening:</u></p> <p>4.7 Demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas</p> <p>4.8 Demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire</p> <p>4.9 Demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study</p> <p>4.10 Identifies the use of technology in the music selected for study, appropriate to the musical context</p> <p><u>Value and Appreciation:</u></p> <p>4.11 Demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an art form</p> <p>4.12 Demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences.</p>
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## Stage 4 Year 7- Personal Development Health & Physical Education (PDHPE) 2024

	<b>Syllabus Weighting</b>	<b>TASK 1</b> Term 1, Week 7 2024	<b>TASK 2</b> Term 1, Week 8 2024	<b>TASK 3</b> Term 2, Weeks 1-10 2024	<b>TASK 4</b> Term 3, Week 8 2024
<b>Assessment Component</b>	<b>Type of Task</b>	<b>Topic Test</b>	<b>Practical Assessment</b>  <b>Modified Team Building</b>	<b>Practical Assessment-Ongoing in class</b>  <b>Net/Court Games</b>	<b>PSA Assessment Task</b>
<b>Knowledge and understanding of content</b>	50%	25%		25%	
<b>Skills</b>	50%		25%		25%
<b>Outcomes</b>		PD4-1, PD4--10	PD4-1, PD4-2, PD 4-3 PD4--9, PD 4-10	PD4--4, PD 4-5, PD4-10	PD4--4, PD4-5, PD4-11
<b>TOTAL</b>	100%	25%	25%	25%	25%

### OUTCOMES

<b>PD4-1</b>	Examines and evaluates strategies to manage current and future challenges	<b>PD4-7</b>	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
<b>PD4-2</b>	Examines and demonstrates the role help-seeking strategies and behaviours play in supporting themselves and others	<b>PD4-8</b>	Plans for and participates in activities that encourage health and a lifetime of physical activity
<b>PD4-3</b>	Investigates effective strategies to promote inclusivity, equality and respectful relationships	<b>PD4-9</b>	Demonstrates self-management skills to effectively manage complex situations
<b>PD4-4</b>	Refines, applies and transfers movement skills in a variety of dynamic physical activity contexts	<b>PD4-10</b>	Applies and refines interpersonal skills to assist themselves and others to interact respectfully and promote inclusion in a variety of groups or contexts
<b>PD4-5</b>	Transfers and adapts solutions to complex movement challenges	<b>PD4-11</b>	Demonstrates how movement skills and concepts can be adapted and transferred to enhance and perform movement sequences
<b>PD4-6</b>	Recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health, safety, wellbeing and participation in physical activity		

## Stage 4 Year 7- Science 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 4 2024	TASK 3 Term 3, Week 3 2024	TASK 4 Term 4, Week 4 2024
Assessment Component	Type of Task	Research Project	Student Research Project	Practical Skills	Yearly Exam
Values and Attitudes Knowledge and Understanding Skills	100%	20%	25%	25%	30%
Outcomes		7WS 9WS 15LW	4WS, 5WS, 6WS 7WS, 8WS 9WS	4WS, 6WS, 7WS, 9WS	4WS, 7WS, 9WS, 10PW 12ES, 13ES, 14LW, 11PW, 16CW, 17CW
<b>TOTAL</b>	100%	20%	25%	25%	30%

### OUTCOMES

SC4-1VA	Appreciates the importance of science in their lives and the role of scientific inquiry in increasing understanding of the world around them	SC4-9WS	Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations
SC4-2VA	Shows a willingness to engage in finding solutions to science-related personal, social and global issues, including shaping sustainable futures	SC4-10PW	Describes the action of unbalanced forces in everyday situations
SC4-3VA	Demonstrates confidence in making reasoned, evidence-based decisions about the current and future use and influence of science and technology, including ethical considerations	SC4-11PW	Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations
SC4-4WS	Identifies questions and problems that can be tested or researched and makes predictions based on scientific knowledge science ideas, findings and information to a given audience using appropriate scientific language, text types and representations	SC4-12ES	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
SC4-5WS	Collaboratively and individually produces a plan to investigate questions and problems	SC4-13ES	Explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management
SC4-6WS	Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually	SC4-14LW	Relates the structure and function of living things to their classification, survival and reproduction
SC4-7WS	Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions	SC4-15LW	Explains how new biological evidence changes people's understanding of the world
SC4-8WS	Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems	SC4-16CW	Describes the observed properties and behaviour of matter, using scientific models and
		SC4-17CW	Theories about the motion and arrangement of particles explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life

## Stage 4 Year 7- Technology Mandatory 2024

	Syllabus Weighting	TASK 1 Term 1, Week 10 2024	TASK 2 Term 2, Week 6 2024	TASK 3 Term 3, Week 9 2024	TASK 4 Term 4, Week 6 2024
Assessment Component	Type of Task	Practical Task	Design Folio/Theory Task	Practical Task	Design Folio/Theory Task
Design & production skills	60%	25%	5%	25%	5%
Knowledge & understanding	40%	5%	15%	5%	15%
Outcomes		TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TE4-5AG, TE4-6FO, TE4-7DI, TE4-8EN, TE4-9MA, TE4-10TS
<b>TOTAL</b>	100%	30%	20%	30%	20%

### OUTCOMES

TE4-1DP	Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities	TE4-6FO	Explains how the characteristics and properties of food determine preparation techniques for healthy eating
TE4-2DP	Plans and manages the production of designed solutions	TE4-7DI	Explains how data is represented in digital systems and transmitted in networks
TE4-3DP	Selects and safely applies a broad range of tools, materials and processes in the production of quality projects	TE4-8EN	Explains how force, motion and energy are used in engineered systems
TE4-4DP	Designs algorithms for digital solutions and implements them in a general-purpose programming language	TE4-9MA	Investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
TE4-5AG	Investigates how food and fibre are produced in managed environments	TE4-10TS	Explains how people in technology related professions contribute to society now and into the future

## Stage 4 Year 7-Visual Arts 2024

	<b>Syllabus Weighting</b>	<b>TASK 1</b> Term 1, Week 10 2024	<b>TASK 2</b> Term 2, Week 5 2024	<b>TASK 3</b> Term 3, Week 8 2024	<b>TASK 4</b> Term 4, Week 3 2024
<b>Assessment Component</b>	<b>Type of Task</b>	Portraiture Assignment	Practical portraiture art making tasks & VAD	Fantastic Animals Assignment	Practical Fantastic Animal art making tasks & VAD
<b>Art Making</b>	70%	10%	20%	15%	25%
<b>Art History and Art Criticism</b>	30%	5%	10%	5%	10%
<b>Outcomes</b>		4.1, 4.3, 4.4, 4.5, 4.6	4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8,	4.2, 4.3, 4.6, 4.7, 4.9	4.1, 4.3, 4.4, 4.6, 4.7, 4.8
<b>TOTAL</b>	100%	15%	30%	20%	35%

### OUTCOMES

4.1 Uses a range of strategies to explore different art making conventions and procedures to make artworks	4.6 Selects different materials and techniques to make artworks
4.2 Explores the function of and relationships between artist –artwork – world –audience	4.7 Explores aspects of practice in critical and historical interpretations of art
4.3 Makes artworks that involve some understanding of the frames	4.8 Explores the function of and relationships between the artist –artwork – world – audience
4.4 Recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts	4.9 Begins to acknowledge that art can be interpreted from different points of view
4.5 Investigates ways to develop meaning in their artworks.	4.10 Recognises that art criticism and art history construct meanings

# Assessment Planner Year 7 2024

Term 1		Term 2	
Week 1		Week 1	
Week 2		Week 2	History – Source Based Task Geography – Topic Test
Week 4		Week 4	Science – Student Research Project
Week 5	Maths – Open Book Topic Test Integers	Week 5	Music – Instruments of the Orchestra Visual Arts – Practical Portraiture Art Making Tasks and VAD
Week 6		Week 6	Maths – Formative Task Percentages Tech Mandatory – Design Folia/Theory Task
Week 7	PDHPE – Topic Test	Week 7	
Week 8	PDHPE – Prac Assessment. Modified Team Building	Week 8	
Week 9		Week 9	
Week 10	English- Critical Response Music – Elements of Music Visual Arts – Portrait Assignment Tech Mandatory – Practical Task Science – Research Project	Week 10	English- Poetry Exam

PDHPE –  
Weeks 1-10  
Practical  
Assessments  
ongoing in class.  
Net/Court games



## Assessment Planner Year 7 2024

Term 3		Term 4	
<b>Week 1</b>		<b>Week 1</b>	
<b>Week 2</b>		<b>Week 2</b>	
<b>Week 3</b>	Science – Practical Skills  History – Research Task	<b>Week 3</b>	Visual Arts – Practical Fantastic Animal Art Making Tasks and VAD  History – Writing Task
<b>Week 4</b>		<b>Week 4</b>	English – Story Board and Reflection  Maths – Australian Music  Music – Australia Music  Geography – Group Project  Science – Yearly Exam
<b>Week 5</b>		<b>Week 5</b>	
<b>Week 6</b>	Topic Test – Algebra, Indices and Probability	<b>Week 6</b>	Tech Mandatory – Design Folio/Theory Task
<b>Week 7</b>		<b>Week 7</b>	
<b>Week 8</b>	English-Creative Writing Portfolio  PDHPE – PSA Assessment Task  Visual Arts – Fantastic Animals Assignment  Geography – PBL Group Reflection	<b>Week 8</b>	
<b>Week 9</b>	Tech Mandatory – Practical Task  Music – Orchestral Music	<b>Week 9</b>	
<b>Week 10</b>		<b>Week 10</b>	

