



SPECTEMUR AGENDO



# YEAR 7 ASSESSMENT INFORMATION 2022

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## ASSESSMENT AND REPORTING IN STAGE 4

### A-E Grading

The A to E grading scale lets teachers report student academic achievements at any point in time using clear standards.

Achievement standards have two important components. These can be thought of in terms of **what** and **how well**.

**What** students are expected to learn and **how well** they have achieved.

The A to E grade scale summarises the standard (or quality) of achievement associated with each grade. The scale describes:

- the depth of knowledge and understanding and
- the range of skills that students working at that standard typically show.

Grades are given for individual achievement. Students will get the grade that best matches the standard of their achievement. Teachers are **not** limited to set numbers of each grade within their class or school.

Grades are one aspect of school reporting to parents. Other important tools include:

- teacher comments
- parent-teacher interviews and
- information about student effort and application.

## THE COMMON GRADE SCALE

### DESCRIBES PERFORMANCE AT EACH OF FIVE GRADE LEVELS

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

**A** The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

**B** The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

**C** The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

**D** The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

**E** The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

## REQUIREMENTS OF STUDENTS

**The class will be given two weeks notice of the specific date and nature of any assessment task.** It is the responsibility of any absent student to ask the teacher about the assessment task. All students are responsible for ensuring that they understand the school's policies on assessment.

**Students are required to complete all assessment tasks in every course.** All tasks must be attempted to the best of their ability so that they demonstrate maximum level of achievement. It is the responsibility of the student to demonstrate, through application and achievement, that they have met the requirements of the course.

**Assessment Tasks/Examinations and non-completion – STAGE 4.** It is essential that students present for and/or complete all assessment tasks/examinations. Where a task cannot be completed on time, the following special procedures will be implemented in all courses in all subjects.

### **Non completion without a valid reason**

Where there is no valid reason for non-completion or late submission of an assessment task/examination, a mark of zero will be awarded, however the student must still complete the task to demonstrate their achievement of the task outcomes.

### **Absence due to illness/misadventure**

The following will be required in order to decide whether or not a student has a valid reason for non-completion of a task:

- a) **PRIOR NOTIFICATION** of absence from the task from a parent/guardian. Other than in exceptional cases (e.g. accident on the way to school) the school/teacher must be contacted **BEFORE** the task takes place, in person, by phone or letter.
- b) A **WRITTEN STATEMENT** from the student's parent/guardian explaining the absence and/or A **DOCTOR'S CERTIFICATE** must be provided where illness is involved. Other official documentation will be required in the case of misadventure.

**NOTE:** A *Parental Statement* and/or a *Doctor's Certificate* must be received at school on **the first day back after the missed task**. This documentation is to be handed to the relevant Head Teacher or Deputy.

### **COVID-19**

Students absent for an assessment due to NSW Health COVID-19 isolation requirements, because they have a confirmed case of COVID-19 or are deemed to be a confirmed household close contact, are to submit evidence to this effect when lodging an illness/misadventure appeal. Evidence would be a sms or email from NSW Health containing information about the relevant COVID-19 case, isolation requirements and specific dates.

If an assessment task is to be submitted electronically, students isolating are expected to submit the task in accordance with the notification unless they are ill. In this case, they will need to lodge an illness/ misadventure appeal as stated above.

**Important Note:** Technology failure is not an acceptable reason for lateness unless the student can provide proof (e.g. printed copy) that the work has been completed.

### **Due to leave other than illness/misadventure**

Leave, for reasons other than illness/misadventure, authorised by the Principal, is a valid reason for non-completion of an assessment task/examination by the due date. Students, however, must see the Head Teacher of that subject to negotiate another time to sit for the assessment. Students who take unauthorised leave will receive a zero mark. The task still needs to be completed in order to demonstrate achievement of outcomes.

### **Students are required to submit their own work and not the work of other students.**

Unethical conduct in an assessment task will result in a zero mark being awarded. If a student uses another person's work without giving credit for that work they are engaging in plagiarism, which will result in a zero mark. Cases of cheating during examinations will also result in zero marks. Parents will be notified in writing of any zero-mark awarded for dishonest and/or unethical conduct.

**Students will be informed of their results for each assessment task.** Students must ensure that any questions that they have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back. Full school reports will be completed twice a year.

**Students who transfer to The Forest High School** after the assessment program has begun will have their final grade prepared based on the assessment tasks completed since their arrival. If insufficient assessment results are available the student's previous school may be contacted for information regarding the student's performance relative to the Common Grade Scale.

### **UNSATISFACTORY ATTENDANCE**

It is the responsibility of students and their parents to ensure that students attend school. The Principal and/or other appropriate staff will interview students who have poor attendance records. Students and parents will be notified in writing if attendance, both whole and partial, is in danger of becoming unsatisfactory. The Principal may determine that, as a result of a student's poor attendance, the course completion criteria may not be met.

## APPENDIX 1

### MISADVENTURE FORM

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Type of Task: \_\_\_\_\_ Date Scheduled: \_\_\_\_\_

Are you seeking special consideration for: (tick)

a) Illness  b) Misadventure  c) Genuine reason for extension  d) Appeal

#### Reasons for Failure to meet Requirements:


Signature Student: \_\_\_\_\_ Date: \_\_\_\_\_

Signature Parent: \_\_\_\_\_ Date: \_\_\_\_\_

Please return to the **Head Teacher** immediately on your return to school. When your absence/late submission is known before the date of the task, this form must be submitted to the Head Teacher BEFOREHAND. Supporting evidence should be attached to this form.

#### Head Teacher Recommendation:


Refer to Assessment Appeal Panel Yes  No

Student Request for an Appeal/Review Yes  No

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Class Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX 2

### SAMPLE LETTER OF UNACCEPTABLE ATTITUDE/APPLICATION IN CLASS

The following letter is sent to parents/guardians when a student is not applying themselves in class.

\*

*Dear Charles & Isabelle Scott*

*Unacceptable Attitude/Application in Music Classes: Bon Scott Year 7*

*Bon Scott has failed to maintain an acceptable level of attitude and application in Music. This behaviour could result in a poor report at the end of the semester unless Bon makes a greater effort. This particular letter has been sent in relation to the incident outlined below:*

*Playing too loudly and disturbing other students.*

*The work Bon is asked to attempt is an essential part of the learning process and this failure to keep up with his work may eventually mean he shall be deemed not to have satisfied some outcomes of the course. Please discuss this matter with Bon.*

*Please do not hesitate to contact me by telephone on 02 94515111 if you would like to discuss this matter further.*

\*

Where the letter includes non-submission or completion of an assessment task, you will be provided a copy of the notification and your child will have two weeks to complete the outstanding work.

If your child requires additional support to complete assessment tasks, contact the Year Adviser for advice on accessing assistance through Learning Support or the Teacher Librarian.





# STAGE 4 COURSES



## English

### Assessment Schedule

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1, Week 7	Oceans of Poetry – Poem	25%	AL2, AL4
Task 2 Term 2, Week 3	Novel Study – Extended Response	25%	AL1, AL3, AL5
Task 3 Term 2, Week 10	Australian Identity – Short Story	25%	AL1, AL2, AL3
Task 4 Term 4, Week 2	In-class Exam	25%	AL4, AL5

Areas of Learning	
<b>AL1</b>	Communicates through speaking, listening, reading, writing, viewing and representing.
<b>AL2</b>	Uses language to shape and make meaning according to purpose, audience and context.
<b>AL3</b>	Expresses ideas in ways that are imaginative, creative, interpretive and critical.
<b>AL4</b>	Expresses themselves and their relationship with others and the world.
<b>AL5</b>	Reflects on their learning through their study of English.

## History

**Note:** History and Geography in year 7 are completed by alternating groups. Half of the year 7 group complete History in semester 1 followed by Geography in semester 2 and half of the year 7 group complete Geography in semester 1 and History in semester 2.

### Semester 1

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
<u>Task 1</u> Term 1 Week 6	Timeline of History (understanding chronology) - Investigating The Past <i>Assessment as learning</i>	40	AL1, AL2, AL3
<u>Task 2</u> Term 2 Week 3	In class extended response – Rome/Egypt <i>Assessment of learning</i>	40	AL2, AL3, AL4
<u>Task 3</u> Term 1 and 2	Classwork	20	AL1, AL4

### Semester 2

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
<u>Task 1</u> Term 3 Week 5	Timeline of History (understanding chronology) - Investigating The Past <i>Assessment as learning</i>	40	AL1, AL2, AL3
<u>Task 2</u> Term 4 Week 3	In class extended response – Rome/Egypt <i>Assessment of learning</i>	40	AL2, AL3, AL4
<u>Task 3</u> Term 3 and 4	Classwork	20	AL1, AL4

### Areas of Learning

AL1	Develop knowledge and understanding of the nature and significance of History.
AL2	Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations.
AL3	Develop skills to undertake the process of historical inquiry.
AL4	Develop skills to communicate their understanding of history.

## Geography

**Note:** History and Geography in year 7 are completed by alternating groups. Half of the year 7 group complete History in semester 1 followed by Geography in semester 2 and half of the year 7 group complete Geography in semester 1 and History in semester 2.

### Semester 1

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
<u>Task 1</u> Term 1 Week 9	Research Task Place and Liveability <i>Assessment for learning</i>	40	AL1, AL2 , AL4, AL5, AL6
<u>Task 2</u> Term 2 Week 2	Skills and Short answer Water and the world <i>Assessment of learning</i>	40	AL1, AL2, AL3, AL4, AL 5
<u>Task 3</u> Term 1 & 2	Class Mark Book work, Homework, Participation	20	AL6

### Semester 2

Task Number and Date	Description of Task	Weighting (%)	Areas of Learning
<u>Task 1</u> Term 3 Week 9	Research Task Place and Liveability <i>Assessment for learning</i>	40	AL1, AL2 , AL4, AL5, AL6
<u>Task 2</u> Term 4 Week 3	Skills and Short answer Water and the world <i>Assessment of learning</i>	40	AL1, AL2, AL3, AL4, AL 5
<u>Task 3</u> Term 3 & 4	Class Mark Book work, Homework, Participation	20	AL6

### Areas of Learning

AL1	Locates and describes the diverse features and characteristics of a range of places and environments and the processes that form and transform them.
AL2	Explains how interactions and connections between people, places and environments result in change and examines different perspectives of people and organisations on a range of geographical issues.
AL3	Discuss management of places and their environments for their sustainability.
AL4	Explains differences in human wellbeing.
AL5	Acquire and process geographical information by selecting and using geographical tools for inquiry.
AL6	Communicate geographical information using a variety of strategies.

## Languages

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 7	Listening, Reading & Writing Assessment for Target Language 1	40%	AL2, AL4
Task 2 Term 2 Week 6	Listening, Reading & Writing Assessment for Target Language 2	30%	AL2, AL4
Task 3 Term 3 Week 7	Listening, Reading & Writing Assessment for Target Language 3	30%	AL2, AL4

Areas of Learning	
<b>AL1</b>	uses target language to interact with others to exchange information, ideas and opinions, and make plans.
<b>AL2</b>	identifies main ideas in, and obtains information from texts.
<b>AL3</b>	applies a range of linguistic structures to compose texts in target language, using a range of formats for different audiences.
<b>AL4</b>	demonstrates understanding of key aspects of target language writing conventions.
<b>AL5</b>	identifies that language use reflects cultural ideas, values and beliefs.

## MATHEMATICS

Students in this course use mathematical terminology, algebraic notation, diagrams, text and tables to communicate mathematical ideas, and link concepts and processes within and between mathematical contexts. They apply their mathematical knowledge, skills and understanding in analysing real-life situations and in systematically exploring and solving problems using technology where appropriate. Students develop fluency within a range of algebraic techniques and in the solution of familiar problems. In solving particular problems, they compare the strengths and weaknesses of different strategies and solutions.

Students undertake informal assessment in the form of topic tests, book marks and class observations. The formal assessment is below and contains four term tests and one assignment. Each test will offer a Part A basic skills section and a Part B application of the content section. Students who are under the learning support program may opt to only attempt Part A. Students are able to bring an A4 hand written reference sheet to each term examination. The marks from these assessments will determine the grades in the Mid-Year and Yearly reports. The final mark will be used to determine placement in classes for the following year.

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 7/8	Test – Integers, Angles	20%	AL1, AL2, AL3
Task 2 Term 2 Week 5	Test – Working with Numbers, Fractions	20%	AL1, AL2
Task 3 Term 3 Week 4/5	Test – Algebra and Equations, Geometry, Decimals	25%	AL1, AL2, AL3
Task 4 Term 3 Week 7/8/9	Assignment – Working Mathematically	10%	AL1
Task 5 Term 4 Week 4	Test – Area and Volume, Number Plane, Analysing Data	25%	AL1, AL2, AL4

Areas of Learning	
AL1	<b>Working Mathematically</b> Students develop understanding and fluency in mathematics through inquiry, exploring and connecting mathematical concepts, choosing and applying problem-solving skills and mathematical techniques, communication and reasoning.
AL2	<b>Number and Algebra</b> Students develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation.
AL3	<b>Measurement and Geometry</b> Students identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems.
AL4	<b>Statistics and Probability</b> Students collect, represent, analyse, interpret and evaluate data, assign and use probabilities, and make sound judgements.

## MUSIC

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 7-10	Rhythm and Keyboard Performance <ul style="list-style-type: none"> <li>- Students will clap short rhythmic patterns of no more than four bars in length.</li> <li>- Students will perform a short piece on keyboard suitable to their ability.</li> </ul>	25%	AL1, AL2
Task 2 Term 2 Week 3/4	Topic Test <ul style="list-style-type: none"> <li>- Students will complete an aural skills and theory knowledge test.</li> </ul>	25%	AL2, AL3
Task 3 Term 3 Week 5	Ukulele Performance <ul style="list-style-type: none"> <li>- Students will perform chords with a given strumming pattern.</li> <li>- Students will perform a song on ukulele whilst singing (this may be a group presentation).</li> </ul>	25%	AL1, AL2
Task 4 Term 4 Week 2/3	Story Composition <ul style="list-style-type: none"> <li>- Students will compose music to represent three contrasting story characters.</li> <li>- The music will be written for orchestral instruments using musescore or noteflight composition software.</li> </ul>	25%	AL4

Areas of Learning	
<b>AL1</b>	<b>Performing</b> Students will perform short rhythmic patterns and pieces on keyboard, ukulele and vocals.
<b>AL2</b>	<b>Notation</b> Students will read and understand note values, rhythmic patterns and treble & bass clef notes. Students will read keyboard/piano notation and ukulele chord and TAB notation. Students will gain knowledge of the concepts of music Structure, Pitch, Duration, Texture, Tone Colour, Dynamics & Expressive Techniques.
<b>AL3</b>	<b>Listening</b> Students will recognise tonality, pitch direction & intervals and rhythmic patterns.
<b>AL4</b>	<b>Composition</b> Students will compose music to represent story characters and action using music composition software.

## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Task Number and Date	Description of task	Weighting	Areas of Learning
Task 1 During Term 1 and Term 2	Ongoing assessment in practical classes of skills involved in net/wall/court games athletics and cross country.	35%	AL1
Task 2 Term 2, Week 3 or Week 4	Bullying prevention task.	15%	AL2, AL3
Task 3 During Term 3 and Term 4	Ongoing assessment in practical classes of skills involved in gymnastics, dance and invasion games.	35%	AL1
Task 4 Term 3, Week 8 or Week 9	In class "What's happening to me" puberty test.	15%	AL2, AL3

Areas of Learning	
<b>AL1</b>	Demonstrates how movement skills and concepts can be adapted, refines, applies and transfers movement skills in a variety of dynamic physical activity contexts.
<b>AL2</b>	Investigates health practices, behaviours and resources to promote health, safety, wellbeing and physically active communities
<b>AL3</b>	Investigates effective strategies to promote inclusivity, equality and respectful relationships. Examines and evaluates strategies to manage current and future challenges



## SCIENCE

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1, Week 6-8	Students investigate and collect data on their everyday water use. Students process data into tables and graphs to show trends.	20%	AL1, AL5, AL6, AL7
Task 2 Term 2, Week 2	Students create scientific models to represent different types of cells.	20%	AL2, AL6, AL7, AL8
Task 3 Term 3, Week 3-6	Students undertake a research project exploring how observations of the world around us leads to scientific investigations and product a scientific report of their findings.	30%	AL3, AL5, AL7
Task 4 Term 4, Week 5	Yearly examination to assess students' development of knowledge and skills across the Year 7 topics.	30%	AL4, AL6

Areas of Learning	
<b>AL1</b>	Relates the structure and function of living things to their classification and survival and explains the impact of human activities on ecosystems
<b>AL2</b>	Describes the action of unbalanced forces in everyday situations
<b>AL3</b>	Describes the properties and behaviour of different states of matter and explain how everyday mixtures can be separated using chemical techniques
<b>AL4</b>	Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system
<b>AL5</b>	Applies knowledge and skills from the course to different situations in the yearly examination
<b>AL6</b>	Plans and conducts scientific investigations
<b>AL7</b>	Processes/analyses data to identify trends, solve problems, draw evidence-based conclusions
<b>AL8</b>	Communicates ideas scientifically

## TECHNOLOGY

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1 Week 4	Literacy Task - Safety	10%	AL1, AL4, AL5, AL7
Task 2 Term 2 Week 7/8	Design and Production Folio with Product	40%	AL2, AL3, AL5 AL6, AL7
Task 3 Term 3 Week 5/6	Literacy Task - Safety	10%	AL 1, AL4, AL5, AL7
Task 4 Term 4 Week 4 & 8	Design and Production Folio with Product	40%	AL2, AL3, AL5 AL6, AL7

**Note:** The Year 7 group will study the Engineered Systems and the Agricultural and Food Technologies contexts. Rotation of groups to the next area should occur at the end of the semester. Assessment tasks will include a design and production folio, a product and a written review task for each context area. Digital Technologies will be integrated throughout the course.

Areas of Learning	
<b>AL1</b>	Demonstrates knowledge and understanding of designers, industry practices and the impact on individuals, society and the environment.
<b>AL2</b>	Documents with clear evidence of planning, managing, designing and production of work to completion.
<b>AL3</b>	Conducts relevant research of appropriate materials, processes, technologies and resources.
<b>AL4</b>	Reveals evidence of a range of appropriate presentation & communication techniques for a wide variety of audiences.
<b>AL5</b>	Independently applies technical skills to develop and produce quality design solutions.
<b>AL6</b>	Selects and safely uses a range of tools, materials and processes demonstrating appropriate risk management and safe work practices throughout design and production.
<b>AL7</b>	Evaluates and makes judgements of design factors and influences throughout the design and development of the project.

## VISUAL ARTS

Task Number and Date	Description of Task	Weighting	Areas of Learning
Task 1 Term 1, Week 10	Research Task - Careers in Art Poster.	15%	AL2
Task 2 Term 2, Week 8	Artworks: Line (ink drawing), Shape (collage), Tone (tonal drawing) <b>OR</b> Texture (ceramics), Colour (cubist painting) <b>AND</b> Visual Arts Diary	35%	AL1
Task 3 Term 3, Week 8	Research Task – Contemporary Aboriginal Artist.	15%	AL2
Task 4 Term 4, Week 4	Artworks: Texture (ceramics), Colour (cubist painting) <b>OR</b> Line (ink drawing), Shape (collage), Tone (tonal drawing) <b>AND</b> Visual Arts Diary	35%	AL1

Areas of Learning	
<b>AL1</b>	Students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames.
<b>AL2</b>	Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

## YEAR 7 ASSESSMENT PLANNER

### Term 1

### Term 2

Week 1		Week 1	
Week 2		Week 2	<b>Geography</b> – Topic Test <b>Science</b> - Design Task
Week 3		Week 3	<b>English</b> - Novel Study <b>History</b> – extended response <b>Music</b> - Topic Test <b>PDHPE</b> – Assignment
Week 4	<b>Technology</b> – Literacy Task	Week 4	<b>NAPLAN</b>
Week 5		Week 5	<b>NAPLAN</b> <b>Maths</b> – Topic Test
Week 6	<b>History</b> - Timeline Task <b>Science</b> - Investigation Task	Week 6	<b>Languages</b> - Topic Test
Week 7	<b>English</b> - Poetry Task <b>Languages</b> – Topic Test <b>Music</b> - Performance Task	Week 7	<b>Technology</b> - Production Folio and Written task
Week 8	<b>Maths</b> - Topic Test	Week 8	<b>Visual Arts</b> - Artwork and Diary
Week 9	<b>Geography</b> – Research Project	Week 9	
Week 10	<b>Visual Arts</b> - Research Task	Week 10	<b>English</b> – Short story

### Term 3

### Term 4

Week 1		Week 1	
Week 2		Week 2	<b>English</b> – in class exam <b>Music</b> – Story Composition Task
Week 3	<b>Science</b> - Research Project	Week 3	<b>History</b> – extended response <b>Geography</b> – Topic Test <b>Visual Arts</b> - Artwork and Diary
Week 4	<b>Maths</b> – Topic Test	Week 4	<b>Maths</b> - Topic Test <b>Technology</b> - Production Folio and Written task
Week 5	<b>History</b> - Timeline Task <b>Music</b> - Performance Task	Week 5	<b>Science</b> – Examination
Week 6	<b>Technology</b> – Literacy Task	Week 6	
Week 7	<b>Languages</b> - Topic Task <b>Maths</b> – Assignment Task	Week 7	
Week 8	<b>Visual Arts</b> - Research Task	Week 8	
Week 9	<b>Geography</b> – Research Project	Week 9	
Week 10		Week 10	