Girraween High School

2024

Year 7

Assessment Policy Booklet

as at 14/12/2023

Contents

School Assessment Procedures

The Purpose of Assessment

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

Assessment provides opportunities for teachers to gather evidence about student achievement in relation to outcomes; enables students to demonstrate what they know and can do; clarifies student understanding of concepts and promotes deeper understanding; and it provides evidence that current understanding is a suitable basis for future learning.

NSW syllabuses promote an integrated approach to teaching, learning and assessment. *Assessment for learning*, *assessment as learning* and *assessment of learning* are approaches that can be used to gather evidence about student achievement and to improve student learning.

Assessment for learning involves teachers using evidence about students' skills, knowledge and understanding to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment *for* learning and assessment *as* learning incorporate some common elements, such as: self-assessment and peer assessment; strategies for students to actively monitor and evaluate their own learning; feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Some of the tasks that students will be given in a subject will not be assessment tasks. Students are required to complete all *set tasks*, not only those for assessment.

Gathered evidence is used by teachers for *assessment of learning*, sometimes referred to as 'summative assessment', to rank or grade students. This usually takes place at key points in the learning cycle, such as at the end of Semester 1 and Semester 2, when students receive reports identifying the levels of skill, knowledge and understanding they have achieved.

Assessment Schedule Booklet and Time-Frame

This Assessment Booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: type of task, ***approximate date*** (Term and Week), anticipated Areas of Learning to be assessed and weightings. At the conclusion of the subject assessment schedules in this Assessment Booklet is a Summary of Assessment Tasks – this will allow you to draw up your own diary of assessment tasks to assist you in managing and completing these tasks. If you have a problem with too many tasks scheduled at the one time, see your Year Adviser immediately.

Note that the dates listed in the assessment schedules and in the Summary of Assessment Tasks are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Note that the teacher notification has precedence over any information listed in the assessment schedules and Summary of Assessment Tasks contained in this Assessment Booklet – that is, details of assessment tasks listed in this Assessment Booklet (such as type of task, date of the task, Areas of Learning to be assessed, and weightings) may change from the date of issue of the booklet, so the notification given by the teacher will be used to list the correct details for each assessment task.

1.Attendance

Attendance at all timetabled classes is compulsory, especially on the day an assessment task is to be submitted or completed.

Students must have an authorised reason to be absent from school, and a written note must be supplied by the parent/caregiver to explain any absence. Unsatisfactory attendance may mean that a student does not satisfactorily complete a course and they may not be eligible to receive a Record of School Achievement.

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. Students who are absent on any day are responsible for ascertaining if any assessment task has been set for any course missed during their absence. No automatic extension is granted to students who are absent on the day the notice of a task is given.

2.Submission of Tasks

For assessment tasks which are completed outside the classroom:

- a *Statement of Authenticity and Academic Integrity* (which will be issued to the student when notification of the task is given) must be signed by the student and submitted with the completed assessment task
- students must use and follow the school's *Acknowledging Sources in Assessment Tasks* to acknowledge any component of the student's work that has been written, created or developed by others
- all tasks are to be submitted by the designated day and time (as per the teacher notification).

All tasks submitted after the designated time will be deemed to be LATE unless there are exceptional circumstances.

Failure to submit a task by the designated time will result in:

- a note being sent home (a copy of this note will be placed in the student's central file and given to the Year Adviser and Deputy Principals)
- the student will lose 20% of their marks per day for that task until the task is handed in, with a maximum loss of 100% after 5 days late. This included weekends. For example, if a task was due on Thursday, and not handed in till the following Monday, the student will lose 80%.

All faculties must maintain a record of tasks submitted. Tasks must be submitted in accordance with the instructions from the faculty.

3.Extensions to Due Dates or Special Consideration

An extension of time for completion of tasks may only be granted by the appropriate Head Teacher. Students must apply to the Head Teacher responsible well before the due date of the task. Extensions will only be granted in cases of severe illness or other exceptional circumstances.

If your extension is not granted, you must submit the task on the due date, even if it is incomplete.

Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task.

4.Prior Knowledge of Absence

Where a student has a clash between an assessment task and another school activity, the student **MUST** notify the relevant Head Teacher.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must NOTIFY THE HEAD TEACHER AND THEIR CLASS TEACHER, and submit the work before the due date.

5.Absence Due to Illness/Misadventure and Submission of Tasks

It is the student's responsibility to perform/submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. Unless prior application for an extension has been approved by the appropriate Head Teacher, the late submission of a task will result in a deduction of marks for that task. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time. This will not be varied unless there are **exceptional circumstances** (and only after consultation with the appropriate Head Teacher).

Students are advised to complete all assessment tasks to the best of their ability if it is at all possible and to advise the school **IMMEDIATELY** if circumstances will prevent them from doing so.

If the student is absent for a task and has consulted the Faculty Head Teacher, the Head Teacher may:

- authorise for the student to complete the assessment task, or where appropriate, an alternative task upon the student's return to school or as soon as practicable after the student's return
- grant an extension of time
- determine an alternative mode of assessment

A student's performance in an alternative task can be reviewed by the Subject Head Teacher if:

- the student's performance is not commensurate with their performance in other assessments and/or
- the difficulty of the alternative task may not equate with the difficulty of the original task

After determination of the final mark, there are no grounds for further appeal.

If a student repeatedly misses an alternative task, an alternative mode of assessment will be utilised as determined by the Subject Head Teacher. An alternative mode of assessment may decrease in complexity in comparison to the original task. This means that a student is likely to experience difficulty in demonstrating understanding of course outcomes at a high level. As a result, a student may only achieve a limited mark that is commensurate with the level of understanding they have demonstrated.

6.Technology and Assessment Tasks

Most students now use some form of electronic technology to produce their hand-in assessment tasks. Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format.

It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date. Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for extension will only be considered in **extreme circumstances**.

To minimise problems in relation to technology, students should adhere to the following protocols:

- when working at home, continually back up all work on the hard drive of your computer and on an external portable storage media (such as a USB drive)
- when working at school, save the latest version of your work to your personal files on the school server (see Mr Albanese for assistance if you are experiencing difficulties with the school server or you have forgotten your confidential username and password)
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school:
  - check the compatibility of your home software with the school's technology
  - save a copy of the final version of your task to an email address that can be accessed at school (such as name @education email account), as well as bringing it to school on external portable storage media.

To submit a hard copy of your task, print the task at home to avoid any software incompatibility problems and to ensure that you do not encounter problems accessing the school computers (during busy times, you may have trouble accessing the school computers / printers). If you are unable to print your work at home, download the task onto external portable storage media (such as a USB drive) and bring it to school for printing. Inform your class teacher of this. (Note: printing at school should only be a last resort and must be completed before the due hand in time.)

No student may have a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) with them during an in-class assessment task or major examination (such as a Yearly Examination). In this case, students must follow teacher instructions as to what they are required to do with their mobile phones and technological devices.

Teacher instructions could include:

- for in-class assessment tasks and major examinations conducted in classrooms: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor near the student or, if possible, at the front / back / side of the room.
- for major examinations conducted in the MPC: students to switch off or set to silent their mobile phone or technological device (including a programmable watch such as an Apple watch) then leave them in their school bag. Student school bags could be placed on the floor in the MPC near the wall closest to the Canteen. At times it may be deemed appropriate for students to switch off or set to silent their mobile phone or technological device then place it in a box as they enter the MPC.

Any student who is found with a **mobile phone** or **technological device** (including a **programmable watch** such as an Apple watch) during an in-class assessment task or major examination (such as a Yearly Examination) will have **breached the school examination rules**. Penalties can include a mark of **ZERO** for this task.

7.Oral Tasks

Oral tasks usually consist of two components – a written submission and the oral presentation itself. The form of the written submission will be explained by your teacher when the task is distributed.

All written submissions must be handed in by the designated time on the due date. All written submissions handed in after this time will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the written submission component of the task.

In many cases, the actual oral presentations by students may take several periods over a number of days. On the specified time and day that the task is due, teachers will normally indicate to students the order in which they will make their presentations. Students MUST attend class at the time indicated for their oral presentation. It is the student's responsibility to be ready to give their oral presentation at the designated time on the designated date. Any student that is not present to give their oral presentation at the designated time on the designated date will be deemed LATE, unless there are exceptional circumstances, and the student will receive a mark deduction for the oral presentation component of the task.

In some circumstances, the written submission is the transcript of the oral presentation. If this transcript is not submitted by the designated time on the designated date, the student will receive a mark deduction for the task, unless there are exceptional circumstances.

8.Zero Marks

A **ZERO** mark may be awarded when a student:

- submits a task later than 5 days from the due date (without a valid reason)
- does not attempt a task (non-attempt)
- does not make a serious attempt at a task (non-serious attempt)
- is found to be involved in serious malpractice.

In such cases:

- parents/guardians will be informed in writing
- a copy of this parental notification will be placed in the student's central file and given to the Year Adviser and Deputy Principals.

9.Malpractice in Assessment Tasks

Each student's mark in an assessment task will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by

others must be acknowledged in accordance with the school's ***Acknowledging Sources in Assessment Tasks***. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.

Malpractice in any form, including plagiarism is unacceptable.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- cheating, attempting to cheat, or assisting others to cheat
- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- building on the ideas of another person without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement to the source as outlined in the school's *Acknowledging Sources in Assessment Tasks*
- paying someone to write or prepare material
- distracting other students from their work during an assessment task
- disrupting an assessment task in any way
- breaching school examination rules (this includes being found with a **mobile phone** or **technological device**, including a **programmable watch** such as an Apple watch, during an in-class assessment task or major examination (such as a Yearly Examination)
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Any student found involved in malpractice in completing an assessment task may be awarded a mark of **ZERO** for that task.

The decision with regard to malpractice having occurred will be taken by the class teacher, in consultation with the Head Teacher of the course involved, and notified immediately to the Deputy Principal.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken. The Principal will establish a committee to review any appeals of suspected malpractice and determine the appropriate action should malpractice be proven.

If malpractice is proven, a mark of ZERO may be awarded.

10. Artificial Intelligence

Artificial Intelligence (AI) refers to the use of computer programs which can undertake tasks or activities such as the writing / rewriting of essays, answering questions and problem solving.

The use of Artificial Intelligence Applications (AIA) in an assessment may be a breach of academic honesty which constitutes malpractice. Academic honesty can be breached in a number of ways.

These include, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially

Use of AIA in assessments may not help students to build their critical thinking skills and problem-solving skills and will not be able to be referenced appropriately. Furthermore, teachers must have confidence when marking assessments that they are marking the students' own work as opposed to work generated by an AIA.

The process of preparing material for assessment is an important part of students' learning experience. It allows students to demonstrate their understanding of concepts and apply what they have learnt in different domains and settings. In order to prove the integrity of their work, students should be able to produce multiple drafts and /or research notes in case of disputes. Assessment supports students in their development of analytical skills, evaluative judgement, communication skills, and presentation skills.

Any Assessment Task that is not the student's own work including AIA generated responses may be considered as plagiarism which is a form of malpractice. Hence, the student could receive a zero mark for the assessment task.

11. Disputes Regarding Assessment Tasks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted.

Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned.

12. Assessment Concerns

Where circumstances arise in the administration of assessment for the Junior Years not covered by the procedures described in this document, they should be referred to, and discussed with, the Principal for resolution.

Note: **The Principal is the final arbiter in all assessment matters.**

If the Principal is absent, students should see the Deputy Principal responsible for their Year, or the other Deputy Principal if this is not possible.

12. Disability Provisions

Girraween High School follows the NSW Education Standards Authority (NESA) guidelines in the use of Disability Provisions for all external examinations and internal examinations and assessments.
We intend to ensure that students with identified and documented permanent or temporary disabilities are able to access and engage in examinations or assessment tasks.
Disability Provisions and reasonable adjustments will be made for students with disabilities that have implications for their functioning in examinations or assessment tasks.
Students/parents who wish to make an application for Disability Provisions need to see the Deputy Principal for an application.

12.1 Identification of students with disabilities

Diagnosed learning disabilities require that documentation and appropriate testing is collated from a relevant professional to justify Disability Provisions. Medically diagnosed disabilities require appropriate documentation to support applications for Disability Provisions. School counsellors can suggest students require Disability Provisions. In this case, documentation must be provided from a treating clinician.

Students may be identified as needing Disability Provisions as a result of a valid Illness/Misadventure Application which will allow the student access and equity in an assessment or examination.

Approval for Disability Provisions for school assessments are given by the Deputy Principal in line with NESA guidelines after evidence and documentation has been considered.

12.2 Disability Provisions and Modifications

Where required, a reader/writer will be appointed. Readers/Writers will be guided/briefed on their role and responsibilities. This will be done by the Examination Supervisor or the Deputy Principal.

Other reasonable provisions such as, but not limited to, small group supervision, rest breaks or specialised equipment will be made as appropriate based on individual needs and appropriate documentation.

13. Acknowledging Sources in Assessment Tasks

13.1 Referencing

Referencing is a method of acknowledging the variety of sources of information and ideas that you have used while completing assessment tasks outside the classroom. Its purpose is to acknowledge the original source of ideas and work that is not your own. Direct quotations, facts and figures, as well as ideas and theories, from both published and unpublished works, must be referenced. Referencing is necessary to avoid plagiarism, to verify quotations and paraphrasing, and to enable readers (and markers) to follow up and read more fully the cited author's work.

Information that you are required to reference includes:

- quotations (exact words), or paraphrasing (information rewritten in your own words)
- ideas, arguments or specific information (such as statistics) proposed and developed by someone else.

The following types of sources do not need to be acknowledged:

- your own experiences or experimental results
- your original ideas, arguments or compositions
- common knowledge.

Common knowledge includes:

- facts that are commonly known (such as there are 12 months in a year)
- statements of facts that are easily available in a number of different kinds of sources (such as World War II began in 1939).

Referencing generally has two key elements:

❶ an in-text reference (that is, within the text of the assessment task) that indicates you have used a phrase, idea or concept from someone else

❷ a complete Reference List at the end of the assessment task giving full details of all sources referred to in the assessment task.

There are many referencing systems available. At Girraween High School, the **Harvard Style** of referencing is to be used when completing assessment tasks outside the classroom. If an assessment task is not referenced in the required format, you may be suspected of plagiarism.

All work presented in assessment tasks must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving **ZERO marks** for that task.

13.2 Plagiarism

Plagiarism is a form of **malpractice** or **cheating**.

Plagiarism is presenting another person's work as your own work by copying or reproducing it without acknowledgement of its source.

Plagiarism includes, but is not limited to:

- substantial parts of your presented or submitted assessment task has been copied from the work of someone else
- your assessment task contains a substantial body of copied material (including from the internet) without acknowledgement of the source through correct referencing

- engaging another person to produce or conduct research for your assessment task.

Plagiarism is seldom an issue when students properly acknowledge the source of the material. When completing an assessment task outside the classroom, to avoid the risk of plagiarism, students need to do two things – use in-text references and complete a Reference List.

Students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

13.3 Harvard Style Referencing Guide

13.3.1 In-text References

If you directly quote an author, discuss their idea, research or paraphrase their text in your assessment task, you must provide an in-text reference (that is, within the text of your task) acknowledging their name, the year of publication and the relevant page number(s) of their publication.

You must then list all the references cited in your task, with full bibliographic details in alphabetical order, in your **Reference List** at the end of your task.

Quote

This is where you copy the exact words from the original source. You must use the author's surname, the year of publication, and the page number(s).

Example: 'As discussed previously, a satellite can be put into Earth orbit. The required orbital velocity depends on the radius of the orbit.' (Warren 2008, p. 17)

' ' Single quotation marks are used for quotes of fewer than 30 words to show where the quote begins and ends, followed by the in-text reference.

When 30 or more words are quoted, quotation marks are NOT used. Instead, begin quoting the material on a new line and indent the text 5 spaces (use the Indent tool to keep all lines of the quote evenly indented) and include specific page number(s) in your in-text reference.

Paraphrase

This is where you use someone else's ideas, information, theories etc, but rewrite it in your own words (including grammar, vocabulary, sentence structure, and style). Note that no quotation marks are used here.

Example: Satellites can be out into orbit around the Earth, the orbital velocity depends on the altitude above the Earth's surface. In other words orbital velocity depends on the radius of orbit. (Warren 2008, p. 17)

Electronic/Internet/Web source

Exactly the same rules: Author's last name date, 'page' reference. Where there is no 'page' reference, you cite Author's last name date and paragraph number. Use the same methods as above if there are no identifiable authors, use the group name, or failing that, the short title of the site/page (University of Sydney, 2008).

Example: 'The easiest way to think about this is in two dimensions. Think of space and time as a piece of paper, which is bent over on itself. If a weight is put on top of the paper it will sag towards the centre. If there is another weight on the opposite side, it will also sag towards the centre. If the two bulges eventually meet, a wormhole could form and join two regions of space.' (BBC 2008, para 4)

13.3.2 Creating a References List

Your references must appear at the end of your task in a new section entitled **Reference List**. The references listed are arranged alphabetically by author. Where an item has no author, it is cited by its title, and ordered in the list alphabetically by the first significant word of the title. Start a new line for each reference.

A **Reference List** only includes material from other sources such as books, journals and electronic sources, including the internet, that are cited within the assessment task.

For some courses, such as Stage 6 Society and Culture, a **Bibliography** may be required. A Bibliography is a list of relevant sources of all materials you read while preparing and writing your task, even if they were not all

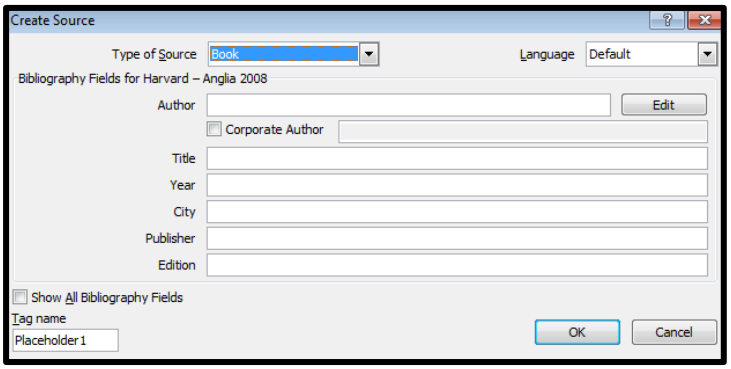
referenced within the actual assessment task. Your teacher will inform you if a Bibliography is needed and the format to be used.

13.3.3 Inbuilt References Generator

Microsoft Word has an inbuilt References Generator. To use this within a Word document:

Step 1: In the *References* tab (top of the screen), look for the *Citations & Bibliography* section. If necessary, select the *Style* tab in the drop down menu and change the style to *Harvard*.

Step 2: When required to add an in-text reference, select *Insert Citation*, complete the required information, then hit *OK* to return to the document.



Step 3: Upon completing the document, select *Bibliography*, then in the drop down menu select *Insert Bibliography*. Documents cited will then be automatically inserted. An appropriate heading would then need to be entered at the start of the list.

Books:

- Name of author/s (surname, first names)
- Year of publication,
- *Title,* (in italics and with minimal capitalisation)
- Edition (if applicable, edn),
- Publisher,
- Place of publication.

Examples:

Butler M, Hopkins D, & Willis J 2001, *Physics 2,* Macmillan Education Australia, South Yarra.

Healey, J (ed.) 2005, 'Wealth and inequality', in *Issues in Society*, vol. 226, The Spinney Press, Thirroul, N.S.W.

McLarty, R 2005, *The memory of running,* Time Warner, London.

Encyclopaedia Articles:

- 'Title of article'
- *Title of encyclopaedia in italics*
- Year of publication,
- Publisher,
- Place of publication,
- Vol. no,
- Page no/s.

Example:

'Germany', *World Book Encyclopedia* 2004*,* World Book, Sydney, vol. 8, pp. 114-116.

Magazine Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Magazine name,*
- Month/volume/issue number,
- Page no/s.

Examples:

Low, T 2006, 'Sweet country', *Australian Geographic,* January-March, p. 68.

Nolch, G 2006, '21st Century food', *Australasian Science,* Vol. 14, no. 3, pp. 14-19.

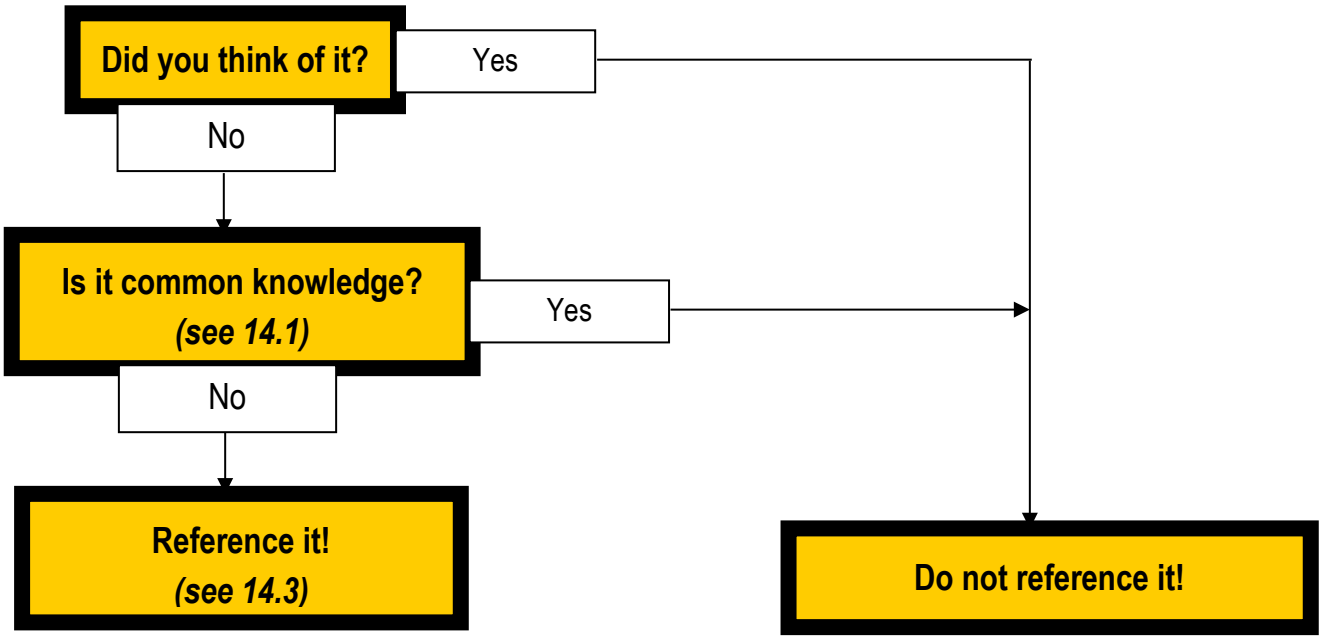
Newspaper Articles:

- Name of author/s
- Year of publication,
- 'Title of article',
- *Newspaper name,*
- Day and month,
- Page no/s.

Example:

Kerbaj, R 2006, 'Brother of terror suspect speaks', *The Australian,* 9 February, p. 4.

13.4 Referencing Summary



What is Referencing?

Referencing is a method of acknowledging the sources of information and ideas that you have used while completing assessment tasks.

It has two key elements:

- an **in-text reference** that indicates you have used a phrase, idea or concept from someone else
- a complete **Reference List** at the end of the assessment task giving full details of all sources referred to in the task.

Why do you have to reference properly?

- to acknowledge your sources
- to give your readers information to identify and consult your sources
- to ensure your information is accurate.

What if you don't reference properly?

- you may be suspected of **plagiarism** (that is, not acknowledging someone else's ideas or writing)
- students found to be guilty of plagiarism in an assessment task could receive **ZERO marks** for the task.

English Assessment Schedule — Year 7 - 2024

Type and Description of Task	Modes	Overall Weighting	Outcomes	Due Date
1. Voices of Protest **Submission - Persuasive Writing (30%)** This task will require students to compose an inspirational, persuasive speech related to the Voices of Protest unit.	Writing	30%	EN4-RVL-01 EN4-URB-01 EN4-ECA-01	**Term 1** **Week 9**
2. Myths Submission - Narrative (30%) This task requires students to write a narrative that is an appropriation.	Reading Writing	30%	EN4-RVL-01 EN4-URA-01 EN4-ECA-01	**Term 2** **Week 8 - 9**
3. Yearly Examination - Crime Fiction **Submission - Part A - (20%)** Students will be required to respond to an essay question on Agatha Christie's play The Mousetrap. **Part B- (20%)** - Students will complete a reading task, responding to unfamiliar texts.	Reading Writing	40%	EN4-RVL-01 EN4-URA-01 ENA-ECA-01	**Term 3** **Week 9**
		100%		

English Scope and Sequence Year 7 - 2024

Overview:

English 7–10 builds on the foundational skills developed in the earlier years to support the growing knowledge, understanding and skills in the areas of Reading, viewing and listening to texts, Understanding and responding to texts and Expressing ideas and composing text.

Term	Topic	Approximate Duration	Outline
1	Voices of Protest	Term 1	In this unit of work students will study texts thematically related to protest and environmental concerns. The unit will include a range of short texts such as poetry, song lyrics, multimodal texts, feature articles and essays to study English concepts such as argument, authority, perspective and point of view.
2	Myths	Term 2	Texts: Rick Riordan, Percy Jackson and the Lightning Thief. Stephen Fry, Mythos and Fry's Heroes. English concepts to be explored through the novel and extracts from Stephen Fry include context, literary value and intertextuality.
3	Crime Fiction	Term 3	Texts: Agatha Christie, The Mousetrap (Drama) and a short film from The Agatha Christie Hour collection. English concepts include genre, style, narrative, code and convention.
4	Poetry Reloaded	Term 4	Students will study a selection of poetry including a variety of traditional and contemporary forms. The English concepts include connotations, imagery and symbols, style and code and convention.

HSIE Assessment Schedule — Year 7 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
1. **Geography Site Study** Students will use ICT to conduct a virtual site study of landform to create a portfolio or presentation.	25%	4-1, 4-2, 4-4, 4-8	**Term 1** **Week 7**
2. **Geography Research Essay** Students will research to complete an in-class essay.	25%	4-1, 4-2, 4-7, 4-8	**Term 2** **Week 3**
3. **History Site Study** Students will use ICT to conduct a virtual site study of an ancient site to create a portfolio.	25%	4-5, 4-5, 4-6, 4-8, 4-9	**Term 3** **Week 7**
4. **History Research Essay** Students will research to complete an in-class essay.	25%	4-2, 4-3, 4-4, 4-6, 4-8, 4-9	**Term 4** **Week 3**
	100%		

HSIE Scope and Sequence

Year 7 - 2024

Overview: Students learn about the importance of places and their characteristics such as factors influencing perceptions, special significance, location and spatial distribution, global water resources, and natural hazards. They study how geographical phenomena develop over time, including changes to resources, landscapes, and places due to natural and human processes. This also includes the impact of management strategies in mitigating the effects of these processes.
Year 7 focuses on the study of history and historical sources, both archaeological and written. Students explore ancient history from the earliest human communities to the end of the ancient period (approximately 60,000 BC - c. AD 650), including cultural practices and organized societies in Australia, Egypt, Greece, Rome, India, and China.

Term	Topic	Approximate Duration	Outline
1	**Geography** Landscapes and Landforms	10 Weeks	Students will use ICT to conduct a virtual site study of landforms to create a portfolio or presentation. Students will explore landscapes and landforms using examples from Australia and throughout the world. They explain processes that create landscapes and shape individual landforms and they describe the value of landscapes and landforms to different people. Students examine issues of land degradation and ways to manage and protect landscapes and landforms. Students also investigate a natural hazard associated with landscapes and people's responses to that hazard.
2	**Geography** Place and Liveability	10 Weeks	Students will research one city to complete an in-class essay. Students discuss factors that influence people's perceptions of the liveability of places. They investigate features and characteristics of places across a range of scales that support and enhance people's wellbeing such as community identity, environmental quality and access to services and facilities. Students assess the liveability of places and propose strategies to enhance the liveability of a place in Australia.
3	**History** The Ancient world	10 Weeks	Students will use ICT to conduct a virtual site study of an ancient site to create a portfolio. According to the 'out of Africa' theory, about 60 000 years ago modern humans (Homo sapiens) began to leave that continent and gradually spread throughout the world. Some groups eventually settled down to grow crops and domesticate animals. In some regions, villages, towns and finally cities emerged and specialised occupations and trades developed. Organised activities and institutions developed, such as manufacture and trade, art and writing, religion and law, military and political structures. Some of these societies became the focal points of empires which shaped various parts of the ancient world. Students will consider what is History using Ancient Australia and ancient Egypt as examples.
4	**History** **The Ancient World** Ancient Rome and China	10 Weeks	Students will research an ancient civilisation and will complete an in-class essay. Key inquiry questions for three Ancient World depth studies include the following: How do we know about the ancient past? Why and where did the earliest societies develop? What emerged as the defining characteristics of ancient societies? What have been the legacies of ancient societies?

Languages Assessment Schedule

YEAR 7 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
1 .French Cultural Research: Students will access digital texts to find information on languages and culture. This task will be done and submitted online.	20%	ML4-UND-01	**Term 1 Week 4**
2. French Role Play - Writing and Speaking Students will work in pairs to create a menu and present a role play at a café.	30%	ML4-CRT-01	**Term 2 Week 4**
3. Japanese Cultural Research: Students will access digital texts to find information on languages and culture. This task will be done and submitted online.	20%	ML4-UND-01	**Term 3 Week 4**
4. Japanese Self-Introduction - Oral presentation Students will write and present a short self-introduction in Japanese.	30%	ML4-CRT-01	**Term 4 Week 4**
	100%		

Languages Scope and Sequence Year 7 - 2024

Overview:

A student:

- Exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
- interprets and responds to information, opinions and ideas in texts to demonstrate understanding
- creates a range of texts for familiar communicative purposes by using culturally appropriate language

Term	Topic	Approximate Duration	Outline
1	French Taster	10 weeks	Country and Culture: Introduction to France, impact of French Culture Greetings, Names, How are you, Nationalities, Residence, Numbers, Ages, Colours Food and drinks, Likes and Dislikes
2	French Taster	10 weeks	Food and Drinks continued: Eating out, Menu creation, Ordering food and drinks Paris: landmarks and history Classic Comedy Film
3	Japanese Romaji Course Taster	10 weeks	Culture, Country and Language Scripts, Cultural Expressions, Gestures, Greetings, Personal Information: Names, Numbers, Phone Numbers
4	Japanese Romaji course Taster	10 weeks	Personal Information continued: Ages, Hobbies, Animal zodiac, Residence, Colours Self-Introductions Culture: Anime

Mathematics Assessment Schedule — Year 7 - 2024

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. Test: 45-minute In Class test No Calculator allowed	5%	5%	10%	Number and Algebra	**Term 1 Week 7**
2. Test: 45-minute In Class test No Calculator allowed	5%	5%	10%	Number and Algebra, Measurement and Geometry, Statistics and Probability	**Term 2 Week 4**
3. Test: 45-minute In Class test No Calculator allowed	15%	15%	30%	Number and Algebra, Measurement and Geometry, Statistics and Probability	**Term 3 Week 6**
4. Yearly Examination: 90-minute test Calculator allowed	25%	25%	50%	Number and Algebra, Measurement and Geometry, Statistics and Probability	**Term 4 Week 3 & 4**
	50%	**50%**	**100%**		

Mathematics Scope and Sequence Year 7 - 2024

Overview: A student develops understanding and fluency in Mathematics through:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly.

Term	Topic	Approximate Duration (Weeks)	Outline
1	Computation with Integers	3	compares, orders and calculates with integers to solve problems
	Linear relationships	1	creates and displays number patterns and finds graphical solutions
	Integers	2	compares, orders and calculates with integers to solve problems
	Fractions, decimals and percentages	3	represents and operates with fractions, decimals and percentages to solve problems
2	Probability	1	solves problems involving the probabilities of simple chance experiments
	Volume	1	describe the different views of prisms and solids
	Algebra	2	generalises number properties to operate with algebraic expressions
	Equations	2	solves linear equations of up to 2 steps
	Angle relationships	2	applies angle relationships to solve problems
	Data	2	classifies and displays data using a variety of graphical representations
3	Data	2	analyses simple datasets using measures of centre, range and shape of the data
	Length	1	applies knowledge of the perimeter of plane shapes and the circumference of circles
	Area	2	area and composite area involving triangles, quadrilaterals and circles
	Linear relationships	2	creates and displays number patterns and finds graphical solutions
	Triangles and Quadrilaterals	3	identifies and applies the properties of triangles and quadrilaterals to solve problems
4	Pythagoras' Theorem	2	applies Pythagoras' theorem to solve problems in various contexts
	Rates and Ratios	3	generalises number properties to operate with algebraic expressions
	Algebra (Review)	2	solves problems involving ratios and rates, and analyses distance–time graphs
	Number Operations and Index Laws	3	operates with primes and roots, positive-integer and zero

Music Assessment Schedule — Year 7- 2024

Task	Type and Description of Task	Performance	Composition	Musicology/ Listening	Overall Weighting	Outcomes	Due Date
1. The Concepts of Music & Ukulele	Ukulele Performance (1 x set piece, 1 x free choice)	15%			15%	4.1, 4.2, 4.3	**Term 1 Week 9**
	8/16 Bar Melodic Performance & Composition Task	10%	10%		20%	4.1, 4.2, 4.3 4.4, 4.5, 4.6	**Term 2 Week 3**
2. Instruments of the Orchestra	Instruments of the Orchestra Excerpts (Listening & Aural Identification)			15%	15%	4.7, 4.8, 4.9	**Term 2 Week 5**
3. Singing and The Voice	Group Singing Performance	15%			15%	4.1, 4.2, 4.3 4.1, 4.2, 4.3	**Term 3 Week 7** **Term 3 Week 10**
4. Yearly Examination & Composition Skills	Yearly Examination			15%	15%	4.7, 4.8, 4.9	**Term 4 Week 4**
	Composition and Performance Task	10%	10%		20%	4.4, 4.5, 4.6	**Term 4 Week 6**
		50%	20%	30%	100%		

MUSIC Scope and Sequence - Year 7 2024

Overview: Students will learn several instruments during the year, and study the Concepts of Music. We will look at the four orchestral families and see how the orchestra developed from 1600- 1900. Students will also learn about singing techniques and participate in ensemble singing.

Term	Topic	Indicative Duration	Outline
1	Ukulele & the Concepts of Music	10 weeks	Students will learn simple ukulele chords and practice two songs for assessment. The concepts of Music will be introduced also. Students will compose a melody using music software for a solo instrument
2	The Orchestra	10 weeks	This topic will cover the orchestral instruments, and a brief history of the orchestra.
3	Singing & the Voice	10 weeks	Students will learn the different singing techniques and prepare a song for performance in small ensembles. They will compose a melody for two instruments on the Music software
4	Guitar	10 weeks	Students will learn simple guitar chords and how to read guitar tabs.

Personal Development, Health and Physical Education (PDHPE) Assessment Schedule Year 7- 2024

Type and Description of Task	Skills	Knowledge	Overall Weighting	Outcomes	Due Date
1. Practical Assessment (Sem 1) Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	15%	10%	25%	PD4-11 PD4-5	**Terms 1-2** **Ongoing**
2. Health Task & Class work In-class presentation based on Term 1 content. Classwork will be monitored continuously throughout the semester.	10%	5%	15%	PD4-7 PD4-1	**Term 2** **Week 1**
3. Practical Assessment (Sem 2) Practical assessment is ongoing and will be periodically assessed in relation to the sports that are being conducted throughout the semester.	20%	10%	30%	PD4-4 PD 4-10	**Term 3-4** **Ongoing**
4. Health Examination & Class work In-class examination based on Semester 2 content. Classwork will be monitored continuously throughout the semester.	15%	15%	30%	PD4-9 PD4-2	**Term 4** **Week 2**
	60%	**40%**	**100%**		

Personal Development, Health and Physical Education (PDHPE) Scope and Sequence - Year 7 - 2024

Overview:

The Personal Development, Health and Physical Education (PDHPE) subject provides a strengths-based approach towards developing the knowledge, understanding and skills students need to enhance their own and others' health, safety, wellbeing and participation in physical activity in varied and changing contexts. The syllabus provides opportunities for students to develop self-management, interpersonal and movement skills to help students become empowered, self-confident and socially responsible citizens.

Term	Topic	Approximate Duration	Outline
1	All About Me	10	In this unit students delve into the facets of personal identity, including cultural, social, and individual dimensions. The unit fosters a supportive environment for embracing diversity and building empathy. By the end, students gain a deeper understanding of themselves and their peers, cultivating a foundation for positive relationships and a strong sense of identity as they navigate the complexities of adolescence.
2	Changes and Challenges	10	This unit focuses on physical, emotional, and social changes, fostering an understanding of puberty's impact. Through open discussions, informative resources, and supportive activities, students navigate challenges with resilience. The unit addresses body image, self-esteem, and interpersonal dynamics, promoting a healthy perspective on individual growth. By the unit's end, students emerge equipped with knowledge and coping skills, embracing the journey through puberty with confidence and a sense of self-awareness.
3	Healthy Lifestyle	10	This unit emphasizes the pivotal role of nutrition in overall well-being. Students delve into understanding food groups, making nutritious choices, and deciphering food labels. Health literacy is woven into the fabric of the unit, empowering students to critically assess health information. Practical activities, meal planning, and discussions foster skills to navigate a complex nutritional landscape. By cultivating health literacy, students not only adopt healthy eating habits but also gain the tools to make informed choices, promoting lifelong well-being.
4	Road Safety	10	This unit educates students on vital aspects as road users including pedestrian and bicycle safety, road rules, and responsible technology use. Students engage in practical scenarios, fostering a deep understanding of safe road navigation. Emphasis is on lifelong skills for personal and community well-being.

Science Assessment Schedule — Year 7 - 2024

Type and Description of Task	Working Scientifically Skills	Knowledge and Understanding	Overall Weighting	Outcomes	Due Date
1. Student Research Project This is an independent project conducted by students to design and conduct an investigation of scientific inquiry. Students conduct an experiment and present their findings in a formal manner.	20%	0%	20%	SC4-4WS - SC4-9WS	**Term 1 Week 10**
2. Half Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	15%	25%	SC4-7WS – SC4-9WS, SC4-10PW, SC4-14LW	**Term 2 Week 4**
3. Working Scientifically Skills Task This task assesses students' achievement of the Working Scientifically Skills. This includes questioning and predicting, planning and conducting investigations, processing and analysing data and information, problem solving, and communicating scientifically.	20%	0%	25%	SC4-7WS – - SC4-9WS	**Term 3 Week 8**
4. Yearly Examination This task is a formal written examination comprising objective response questions and questions that require students to write short and extended responses. The task assesses a broad range of course content and outcomes, including skills in working scientifically.	10%	20%	30%	SC4-7WS – SC4-9WS, SC4-12ES, SC4-14LW, SC4-15LW	**Term 4 Week 2**
	60%	**40%**	**100%**		

Science Scope and Sequence Year 7 - 2024

Overview:

Science answers questions about the biological, physical, and technological world, using evidence, and is always being updated. It is a collaborative endeavour that provides explanations for phenomena and helps us understand the natural world. Students learn about different areas of science and develop scientific skills.

Term	Topic	Approximate Duration	Outline
1	**Working Scientifically**	8 weeks	Students are introduced to science as a separate subject and to basic experimental methods. This includes identification of terms, laboratory skills and safety rules, experimental methods and team investigation as well as design and research. Students also learn how to accurately collect, record, process and analyse data and learn about the types of equipment that is commonly used in the Science laboratory and how to safely and correctly perform experiments.
1-2	**Forces**	7 weeks	Students learn about forces, including unbalanced forces, technological designs for reducing impact forces, friction in everyday situations, and factors affecting friction. They explore forces acting at a distance through the concept of 'field,' investigating electrostatic forces and their observation in lightning strikes. Gravity, its role in everyday situations, and the distinction between mass and weight are also studied. Additionally, students explore the use of magnets and electromagnets in everyday devices and technologies.
2	**Classification**	6 weeks	Students will learn how classification organises living things. They will use keys to represent patterns and relationships and identify plants and animals. Students will understand the purpose of classifying living things and group them based on structural features. They will also learn to design simple keys and classify plants and animals using a hierarchical system. Additionally, they will explore examples of classification changing due to new evidence.
3	**Earth in Space**	4 weeks	Students learn Earth's phenomena (day and night, seasons, and eclipses) and compare solar system models (current and historical). They explain how models are modified or rejected based on new evidence, discuss how advancements deepen our understanding, and explore different cultural contributions. They investigate forces on Earth, observing changes when specific forces act. They use the term "field" to describe distance forces and understand Earth's gravity pulls objects towards its centre.
3	**Habitats & Interactions**	4 weeks	Students study Australian plants and animals, learning about their adaptations for survival and reproduction. They also learn about food chains and food webs, including the roles of producers, consumers, and decomposers. Students explore the beneficial effects of microorganisms on living things and the environment. They discuss how human activities can impact food chains and food webs, and how scientific evidence and technology help manage natural events' effects on ecosystems. Finally, they examine how scientific evidence has influenced agricultural practices.
3-4	**Earth Resources**	5 weeks	Students will learn about classifying Earth's resources as renewable or non-renewable, conservation and management strategies, differing viewpoints on resource use, and choices in resource acquisition. They will also learn about the importance of water as a resource, the water cycle's physical processes and its influence on water management practices. Additionally, they will explore the use of Aboriginal and Torres Strait Islander knowledge in resource management, factors affecting the natural water cycle, and human impact on it.
4	**Properties of Substances and Mixtures**	7 weeks	Students learn about substances and properties, particles and movement, the particle model, substances heated or cooled, changing physical properties with state changes, density understanding using the particle model, and advantages and disadvantages of using models for states.

Technology Mandatory Assessment Schedule

Year 7 - 2024

Type and Description of Task	Overall Weighting	Outcomes	Due Date
1. Design Unit 1 Students will be introduced and engage in multiple mini projects and skill development skills to prepare for the main project in the unit of work they will be studying. Students will be observed and assessed as they develop these skills in project development and the design process. Students will use these skills to develop their final project in either Digital Technology or Materials units of work. Digital Technology will allow students to study and learn a text based coding language and apply this to develop their project. The Materials unit will develop skills in timber and metal technologies, allowing students to develop hand tool skills to develop their project.	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TER-7DI, TE410TS, TE4-9MA	**End of Term 2**
2. **Design Unit 2** Students will use the knowledge gained in Project 1 to further engage in multiple mini projects and skill development skills to prepare for the main project in the unit of work they will be studying. Students will be observed and assessed as they develop these skills in project development and the design process. Students will use these skills to develop their final project in either Digital Technology or Materials units of work. Digital Technology will allow students to study and learn a text-based coding language and apply this to develop their project. The Materials unit will develop skills in timber and metal technologies, allowing students to develop hand tool skills to develop their project.	50%	TE4-1DP, TE4-2DP, TE4-3DP, TE4-4DP, TER-7DI, TE410TS, TE4-9MA	**End of Term 4**
	100%		

Please Note that each unit of work has different outcomes and this is a guide only. Students will be assessed based on the unit of work they are doing at the time. Some outcomes relate to Digital Technologies only and some will relate to Materials only.

Technology Mandatory - Materials Scope and Sequence Year 7 -2024

Overview:

The Material Technologies context focuses on the application of specialist skills and techniques to a broad range of traditional, contemporary and advancing materials. Students develop knowledge and understanding of the characteristics and properties of a range of materials through research, experimentation and practical investigation, and when they make products to satisfy identified needs and opportunities.

Topic	Approximate Duration	Outline
Trinket Box	10 Weeks	Students learn about wood workshop safety and complete Safety tests. Students design and complete sketches of Trinket box. Students learn about woodwork tools, joining methods, adhesive and machines. Students construct their Trinket Box. Students apply an appropriate surface finishing technique to their project. The use of laser cutting machine.
Wind Chimes	10 Weeks	Students learn about metal workshop safety and complete Safety tests. Students design a wind chime. Students learn about metalwork tools, working with acrylic, CAD software and machines. Students construct their Wind chime. Students apply an appropriate finishing technique to their project. The use of laser cutting machine.

Visual Arts Assessment Schedule — Year 7- 2024

Type of Task and Description	Practical	Art History Criticism	Overall Weighting	Outcomes	Due Date
1. Practical & Art History Practical tasks that are due at the end of term that focus on material practice related to Elements of Art. Students work on research task and/or classwork that relates to the practical tasks, starting with the Cultural Mask.	15%	10%	25%	4.1 to 4.10	**Term 1** Theory Week 4 Practical Week 8 **Semester 1**
2. Practical & Art History Practical tasks that are due at the end of term that focus on material practice related to Cultural Mask. Students work on research task and/or classwork that relates to the practical tasks, starting with Light up the City.	15%	10%	25%	4.1 to 4.10	**Term 2** Theory Week 4 Practical Week 6 **Semester 1**
3. Practical & Art History Practical tasks that are due at the end of term that focus on material practice related to Light up the City. Students work on research task and/or classwork that relates to the practical tasks.	15%	10%	25%	4.1 to 4.10	**Term 3** Theory Week 4 Practical Week 9 **Semester 2**
4. Practical & Art History Practical tasks that are due at the end of term that focus on material practice related to chosen topic Students work on research task and/or classwork that relates to the practical task's topic	15%	10%	25%	4.1 to 4.10	**Term 4** Theory Week 4 Practical Week 5 **Semester 2**
	55%	**45%**	**100%**		

Visual Art Scope and Sequence

Year 7 - 2024

Overview:

Students will be introduced to the Visual Art course content concepts of the Frames, Conceptual Framework and Artist Practice. Students will learn how to develop artworks using their visual art diaries and create artworks using the Elements of Art. They will be introduced to a variety of art materials and art forms.

Term	Topic	Approximate Duration	Outline
1	Elements of Art	14 weeks	• Students will be learning about and creating a series of artworks based around the building blocks of art (line, texture, tone, perspective, shape, colour)
2	Cultural Masks	8 weeks	• Students will be introduced to the concept of appropriation. • Students will study the Cubism movement and the artworks of artist Pablo Picasso. • Students will collaborate to research and discover cultural masks from around the world. • Students will design and draw their own cultural mask influenced by their own and other cultures.
3		8 weeks	• Students will be making their own Cultural Mask based on their investigation into cultural masks of the world. • Students will explore 3 - dimensional sculptural techniques using found and recycled materials. • Students will construct a mixed media cultural mask • Students will develop their acrylic painting skills through experiments where they learn about colour mixing and creating tone. • Students apply colour theory and learnt painting techniques to paint their own cultural mask.
4	Light up the City	10 weeks	• Students will develop watercolour painting techniques in a series of experiments in their art diary. • Students will create a series of artworks of an architectural form inspired by Howard Arkley.

Summary of Year 7 Assessment Tasks

Note that the dates listed in this summary are APPROXIMATE.

Students will be informed by their teacher of the ACTUAL date and details of the assessment task at least TWO WEEKS before the task.

Semester 1

Term 1

WEEK	
1B	
2A	
3B	
4A	Languages, Visual Arts (Theory)
5B	
6A	
7B	HSIE, Mathematics
8A	Visual Arts (Practical)
9B	English, Music,
10A	Science
11B	

Term 2

WEEK	
1A	PDHPE,
2B	
3A	HSIE, Music,
4B	Languages, Mathematics, Science, Visual Arts (Theory)
5A	Music
6B	Visual Arts (Practical)
7A	
8B	English,
9A	English,
10B	Tech Mandatory, Languages

Semester 2

Term 3

WEEK	
1A	
2B	
3A	
4B	Languages, Visual Arts (Theory)
5A	
6B	Mathematics
7A	HSIE, Music,
8B	Science
9A	English, Visual Arts (Practical)
10B	Music

Term 4

WEEK	
1A	
2B	PDHPE,
3A	HSIE, Mathematics, Science
4B	Languages, Music, Visual Arts (Theory)
5A	Visual Arts (Practical)
6B	Music
7A	
8B	
9A	
10B	