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Year 8 Assessment Booklet 2024



A message from the Principal

At Brisbane Water Secondary College Umina Campus, ongoing assessment is used to determine the level of achievement for each student in each course. The term 'assessment' means the process of identifying, gathering and interpreting information about student learning. Completion of all assessment tasks is mandatory. These tasks form part of the assessment program of each course and may include tests, class tasks, written or oral assignments, practical activities, fieldwork and projects. Tasks are required to be completed on or by the scheduled dates and times which are announced at least two weeks in advance.

Student performance is measured against course performance descriptors designed by the NSW Education Standards Authority (NESA) to indicate to teachers how to grade student work. Teachers use these course performance descriptors to describe student work against a set standard. At the end of each semester, student learning achievement will be conveyed to parents/ caregivers through a school report. It is important that parents and students use the grade and comments on reports to evaluate student achievement and effort and that each student strives to achieve their personal best.

This booklet contains the Assessment Procedures and Course Assessment Schedules for students beginning their assessment programs for Year 8 at BWSC Umina Campus. Students need to ensure that they have read and understood the requirements so that they are aware of their responsibilities and those of the school with regard to assessment. This handbook is a useful guide for all students – it can assist them to effectively plan ahead and take responsibility for managing their own learning. Students who are unclear about procedures or their responsibilities should arrange an interview with the Year 8 Team Leader or contact the Year 8 Deputy Principal.

Yours in education,

Kerrie Thomas
Principal



Satisfactory Completion of a Course

When students enter Stage 4, they are commencing a pattern of study that eventually will result in the student being eligible for a Record of Student Achievement. A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has,

- a) Followed the course developed by NESA, and
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- c) Achieved some or all of the course outcomes.

Attendance at school is considered to be an important component for the satisfactory completion of a course. As a guide, if a student's pattern of attendance does become an issue, the Principal may determine that, as a result of frequent absence, the above criteria may not be met. Clearly, absences will be regarded seriously by the Principal who will give the student early warning of the consequences if further absence from school continues.

NESA Stage 4 Mandatory Study Requirements

Based on the Education Act requirements, NESA has determined that for students to be eligible for a Record of Student Achievement they are required to study the following subjects:

- English, in each of Years 7 to 10
- Mathematics, in each of Years 7 to 10
- Science, in each of Years 7 to 10
- Geography and/or History in each of Years 7 to 10
- PDHPE, in each of Years 7 to 10
- Technology (Mandatory) in Years 7 and 8
- Visual Arts in Year 7 or 8
- Music in Years 7 or 8
- Languages in either Years 7 or 8



Principles of Assessment

Assessment at Brisbane Water Secondary College Umina Campus aligns with the NSW Department of Education Assessment and Reporting Policy and NESA's Assessment Principles. According to NESA, 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.

Teachers use broad range of assessment activities to:

- provide opportunities to gather evidence about student achievement in relation to syllabus outcomes
- enable students to demonstrate what they know and can do
- clarify student understanding of concepts and promote deeper understanding
- provide evidence that current understanding and skills are a suitable basis for future learning

This booklet highlights the major assessment activities undertaken in each subject and rules and expectations related to these tasks. This does not represent the full range of assessment activities undertaken by students. Teachers use a range of strategies and their professional judgement to inform their understanding of student progress and achievement, which NESA describes in the subject syllabuses as ***assessment as, of and for learning***.

The essential message in our school is that **student progress is being assessed every day, in every lesson** and that all learning activities matter. The major assessment activities outlined in this booklet are key elements of assessing this progress against the outcomes of each syllabus.



Gathering and Using Evidence of Learning

Again, according to NESA, teachers may plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence can assist teachers in making professional judgements about a student's progress and achievement of syllabus outcomes, and provides feedback about how students can improve their learning.

Evidence may include teacher observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities, such as:

- gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios
- facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Teachers can use this evidence to:

- evaluate student progress in relation to the syllabus outcomes and content being addressed
- decide what needs to be taught next, and at what level of detail to assist students in their learning
- determine any adjustments to teaching, learning and assessment
- form a judgement of student achievement at key points throughout the year
- inform students, parents and subsequent teachers of a student's progress, strengths and areas for improvement
- monitor the effectiveness of teaching and learning programs

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/recording-evidence>



The Common Grade Scale

Brisbane Water Secondary College Umina Campus uses NESA's Common Grade Scale to help to determine and to provide feedback about the level of a student's performance. The Common Grade Scale informs and is adapted to specific subject and task marking guidelines and rubrics, to help to determine the level of a student's performance against state-wide standards, both during and at the end of a stage and to provide feedback about that performance

Grade Description

- 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.

Course Completion Criteria

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA, and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and
- achieved some or all of the course outcomes.

If a student is in danger of the not satisfactorily completing a course (receiving an N determination), the student and parents/carers will be notified in writing, in line with NESA's N Determination Procedures, so that there is an opportunity for the student remedy the situation prior to the N Determination being issued. For the full procedures, see:

<https://ace.nesa.nsw.edu.au/ace-4020>

Students Studying Life Skills

Students who are studying a single Life Skills subject or a multiple Life Skills subjects are likely to be completing a range of different assessment tasks to those listed in this booklet or tasks adapted from them. Tasks for Life Skills students will be adapted, as needed, for the specific needs of students, to ensure that they have access to the task. Life Skills outcomes are not assessed against the Common Grading Scale, but reflect whether the student has achieved the selected outcome independently or with assistance.

According to NESA's guidelines:

Students may achieve Life Skills outcomes either independently or with support.

Students can demonstrate independent achievement of outcomes either:

- without adjustments
- with adjustments. These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity.

Examples of adjustments include:

- the positioning of a student in a classroom
- more time to communicate
- use of assistive technology
- provision of alternative formats, eg large print or Braille
- provision of a reader or writer.

Some students will only be able to demonstrate achievement if they are given additional support. Support is provided when a student needs help to demonstrate the achievement of an outcome.

Examples of additional support include:

- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses.



Student Responsibilities

Students are expected to complete all tasks to the best of their ability. Tasks will be completed on or before the date indicated. Students absent from an assessment task or examination are required to submit written evidence as to the reason for their absence.

Students are responsible for:

- Ensuring that they work to the best of their ability in all classes
- Ensuring that they do not disrupt the learning of others
- Determining if any assessment information has been distributed during a period of absence
- Attempting each assessment task to the best of their ability in order to demonstrate their maximum level of achievement. Technological issues including the loss of material or faulty storage facilities are not acceptable reasons for non-submission of tasks. Ensure all work is saved in various places and hard copies kept indicating progress
- Ensuring that all work submitted is their own work
- Ensuring that all tasks are submitted on time or that support is sought for alternative arrangements
- Re-submitting work or completing catch up work, if required
- Taking advantage of the support offered to complete all tasks and opportunities to submit drafts, preparation work, etc. and responding to the feedback provided
- Seeking early assistance with task requirements if any aspect of the task is causing difficulty in either understanding of requirements or in barriers to completion.



Non-submission of work

Students are given at least two weeks' notice of a major task and usually a significant amount of class time to support task completion. Test-type assessment tasks usually include periods of revision and test preparation in class. All tasks can be adapted for the documented specific needs of students as part of a support plan or where requested and appropriate.

Non-serious or non-attempts of any class or assessment task will be dealt with in line with non-compliance in the school's discipline policy. Students can expect class withdrawal, in-school or after-school detentions to ensure that a satisfactory attempt at all tasks is made by all students. Not applying themselves diligently or not meeting deadlines will also have a negative impact on student Aim Grades.

Students who are absent when an assessment task (such as a test) is scheduled, due to illness, misadventure or approved leave, may be required to submit an alternative task. In some circumstances, teachers may use their professional judgement of work completed in class or a modified task to determine an appropriate assessment grade. Students are required to provide written notification, signed by parent/carer, outlining the reason for the absence from a scheduled assessment task.

In years 7-9, students are given the opportunity to learn time-management and organisational skills that can lead to success in senior school. Not meeting deadlines and/or not engaging seriously and diligently with studies can lead to serious outcomes in later school years, and may lead to a student not being eligible for the award of the RoSA or the HSC. Non completion of class or assessment work can lead to the principal determining that a student has not satisfactorily completed a course, as explained on p. 3, which may impact on transition to Year 10.

Aim Grades and Assessment

A key focus at Brisbane Water Secondary College Umina Campus is to help students build skills and habits that will assist with study now, in the senior school, further education and the workplace. Skills such as organisation, time management, goal setting, striving for personal best, being open to feedback and advice and being willing to act on that feedback are all attributes considered in the Aim Grade.

Aim Grades are issued six times per year and give students, parents and carers a snapshot of how students are managing in these key areas.

Aim Grades are not achievement levels and do not measure achievement, but students who are more organised, who seek feedback and advice and who apply themselves diligently to tasks are more likely to consistently achieve their personal best. Aim Grades reflect that through consistent application, and setting and achieving personal goals, students build a solid foundation for success in and beyond school.



Writing and Assessment

Brisbane Water Secondary College Umina Campus recognises the fundamental importance of extended writing (writing in paragraphs) as a way of students demonstrating and communicating their knowledge of subject

concepts. Writing can provide opportunities for students to reflect on their learning, to provide examples and to explain ideas in detail.

While some writing is done as part of the major assessment program published in this booklet, most classroom writing and the teacher assessment of student progress that stems from it, happens on a daily basis from regular writing activities.

It is expected that as part of the Brisbane Water Secondary College Umina Campus Writing Strategy, students will undertake writing activities to demonstrate knowledge and understanding as a central part of lesson sequences in every subject area. In most cases some form of writing task should be undertaken in every lesson, every day. In

these tasks, students will have opportunities to learn and use subject-specific knowledge and terms.

This writing will take a number of forms and will be appropriate for the subject area. Extended writing in Stage 6 of school (Years 11 and 12) is a feature of assessment requirements in every subject area, including a research

assignment or investigation-style task in mathematics, so students in all subjects can benefit from regularly taking opportunities to enhance their extended writing. These tasks, which may be called “low stakes writing” in the sense that the tasks are not part of a test or assignment, will not always be explicitly marked and feedback about the actual writing will not always be provided (in the same way as speaking can be marked as part of a

presentation, but most speaking in class is used to ask questions or to demonstrate knowledge, without marking or skill-based feedback), however, regularly completing low stakes writing can help students to practise and build

their skills and demonstrate considered knowledge in a way that spoken responses can not easily assess.

Scaffolding is key tool that writers use to develop skills in structuring paragraphs. At Brisbane Water Secondary College we use the TEEEC scaffold (Topic Sentence, Explain, Example/s, Expand, Conclude or link) as the foundation scaffold for developing clearly expressed paragraphs. This scaffold is versatile and can be built on or varied as students become more proficient and in relation to subject-specific writing. By regularly taking advantage of opportunities to extend their writing, to reflect and to explain in detail, students develop their writing skills and make their learning more concrete.

Some examples of low stakes (non-test) writing activities that may be undertaken:

- QuickWrites (short time-limited writing designed to quickly see what students think or know about a topic)
- Reflective Writing (usually undertaken in response to a question or stimulus to consider what has been learnt)



or experienced)

- Learning Journals (regularly written reflections and record keeping of progress in a particular area or in relation to a project)
- Narratives (imaginative writing, designed to provoke empathy or explore possible experiences in a different time and/or place)
- Analytical Writing (usually in response to a question or topic)
- Persuasive Writing (to adopt and argue a position on a topic)

Plagiarism

As part of our ongoing effort to maintain academic integrity and ensure that all students are held to high ethical standards including preparing them for their Stage 6 studies, we have implemented a new policy on the use of artificial intelligence (AI) in academic work. With the growing prevalence of AI technology, we recognise that it is becoming increasingly easy for students to use AI tools such as ChatGPT to generate written work that may appear to be their own. However, we strongly discourage the use of AI tools for assessment tasks and want to emphasise that any form of plagiarism, whether through AI or otherwise, is not acceptable. Students in years 7-9 are also under the age of the user agreement. To ensure that our students are aware of this policy, we will be including a statement on academic integrity in all relevant assessment instructions. Teachers are aware how to identify signs of plagiarism that may be the result of AI use, such as unnatural language patterns or excessive use of advanced vocabulary. We know our students, their personal voice and the way they use language. If a teacher suspects that a student has used AI to generate written work, they will investigate further and may request that the student present their drafting process or explain the steps taken for completing the assignment. We believe that this policy will help us maintain a fair and honest academic environment, while also ensuring that students are equipped with the skills and knowledge necessary to succeed in a rapidly changing technological landscape. Thank you for your continued dedication to our students' success.



Schedule of Assessment Tasks

This schedule does not attempt to cover all assessable activities, but provides information about significant assessment tasks in each subject

This schedule may be amended or withdrawn, if required



Year 8 2024 Assessment Schedule for Key Learning Areas

YEAR 8 ENGLISH ASSESSMENT SCHEDULE 2024						
Task Number	1	2	3	4	5	TOTAL
Syllabus Content Area	What's The Big Idea?	One and Free	Genre-Palooza	Re-Telling the Tale	Reading and Writing Journal	
Timing of Task	Term 1 Wk9	Term 2 Wk5	Term 3 Wk9	Term 4 Wk4	End of each Semester	
Type of Task	Multimodal Presentation	Essay	Examination	Creative Writing	Journal	
Related Outcomes	EN4-RVL-01, EN4-URA-01, EN4-ECA-01	EN4-URB-01, EN4-URC-01, EN4-RVL-01	EN4-RVL-01, EN4-URC-01, EN4-ECA-01	EN4-URA-01, EN4-URB-01, EN4-URC-01	EN4-ECA-01 EN4-ECB-01	
Weighting	20%	20%	20%	20%	20% [10% Per Semester]	100%

YEAR 8 MATHEMATICS ASSESSMENT SCHEDULE 2024				
Task Number	1	2	3	TOTAL
Syllabus Content Area	Financial Maths, Further Algebra, Equations	Rates, Ratios and Time graphs, Area Circumference & volume	Pythagoras' Theorem, Data Collection, Representation & Analysis	
Timing of Task	Ongoing Term 1 and Term 2	Term 3, Week 7	Term 4, Week 5	
Type of Task	Topic Tests	Examination	Assignment	
Related Outcomes	MA4-6NA, MA4-8NA, MA4-10NA	MA4-7NA, MA4-15MG, MA4-12MG, MA4-13MG, MA4-14MG	MA4-16MG, MA4-19SP, MA4-20SP	
Weighting	30%	40%	30%	100%



YEAR 8 SCIENCE ASSESSMENT SCHEDULE 2024

Task Number	1	2	3	4	
Syllabus Content Area	Working Scientifically Living World	Chemical World Living World	Working Scientifically	Working Scientifically Physical World Earth Science Chemical World	
Timing of Task	Term 1 – Week 8	End of Topics 1, 2 & 3	Term 3 – Week 7	End of Topics 4, 5 & 6	
Type of Task	Scientific Skills Task	Semester One Milestones (online quizzes)	Student Research Project	Semester Two Milestones (online quizzes)	
Related Outcomes	SC4-8WS, SC4-7WS, SC4-9WS SC14LW	SC4-14LW, SC4-16CW, SC4-17CW	SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-9WS	SC4-12ES, SC4-11PW, SC4-7WS	TOTAL
Weighting	20%	30%	20%	30%	100%

YEAR 8 PDHPE ASSESSMENT SCHEDULE 2024

Task Number	1	2	3	4	
Syllabus Content Area	PE Modified Games/Athletics	HEALTH Safe and Sound	PE Be Fit	HEALTH Commit to Be Fit	
Timing of Task	Ongoing Semester 1	Term 1, Week 10	Ongoing Semester 2	Term 3, Week 10	
Type of Task	Practical Tasks & Skill Demonstration	Class-based activities + case study report	Practical Tasks & Skill Demonstration	Research Task	
Related Outcomes	PD4-4, PD4-5, PD4-10, PD4-11	PD4-1, PD4-2, PD4-3, PD4-6, PD4-7, PD4-9	PD4-4, PD4-5, PD4-10, PD4-11	PD4-6, PD4-7, PD4-8, PD4-10	TOTAL
Weighting	25%	25%	25%	25%	100%



YEAR 8 GEOGRAPHY ASSESSMENT SCHEDULE 2024 -SEMESTER ONE			
Task Number	1	2	TOTAL
Syllabus Content Area	Water in the World	Interconnections	
Timing of Task	Term 1, Week 8	Term 2, Week 5	
Type of Task	Geographical Inquiry: Fieldwork and Newspaper Report	Examination	
Related Outcomes	GE4.1, GE4.2, GE4.3, GE4.5, GE4.7, GE4.8	GE4.3, GE4.4, GE4.7, GE4.8	
Weighting	60%	40%	100%

YEAR 8 HISTORY ASSESSMENT SCHEDULE 2024 – SEMESTER 2			
Task Number	1	2	TOTAL
Syllabus Content Area	The Western and Islamic World: Medieval Europe or Vikings	Expanding Contacts: Aboriginal and Indigenous Peoples	
Timing of Task	Term 3, Week 8	Term 4, Week 5	
Type of Task	Historical Inquiry: Research and Presentation	Examination	
Related Outcomes	HT4.3, HT4.5, HT4.7, HT4.8, HT4.10	HT4.2, HT4.4, HT4.6, HT4.9	
Weighting	60%	40%	100%



YEAR 8 TECHNOLOGY MANDATORY ASSESSMENT SCHEDULE 2024

Task Number	1	2	TOTAL
Syllabus Content Area	TECHNOLOGY MANDATORY	TECHNOLOGY MANDATORY	
Timing of Task	Term 2 Week 3	Term 4 Week 3	
Type of Task	Design Project 1	Design Project 2	
Related Outcomes	TE4-1DP, TE4-2DP, TE4-3DP	TE4-1DP, TE4-2DP, TE4-3DP	
Weighting	50%	50%	100%

YEAR 8 VISUAL ART ASSESSMENT SCHEDULE 2024

Task Number	1	2	3	TOTAL
Syllabus Content Area	Drawing	Ceramics	Printmaking	
Timing of Task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Type of Task	A. Critical Study B. Visual Art Process Diary C. Portrait	A. Research Task B. Visual Art Process Diary C. Ceramic Mask	A. One-Pager B. Visual Art Process Diary C. Printmaking	
Related Outcomes	4.1, 4.5, 4.7	4.1, 4.2, 4.4, 4.8	4.1, 4.2, 4.4, 4.8	
Weighting	30%	40%	30%	100%



YEAR 8 (LOTE) JAPANESE ASSESSMENT SCHEDULE 2024					
Task Number	1	2	3	4	
Syllabus Content Area	Interacting Understanding Texts Creating Texts	Understanding Texts, Creating Texts	Understanding Texts, Creating Texts	Interacting Understanding Texts, Creating Texts	
Timing of Task	Term 1 Week 10	Term 2 Week 3	Term 3 Week 10	Term 4 Week 4	
Type of Task	Practical examination + Research task	Written Examination	Written Examination	Practical examination + Research task	
Related Outcomes	ML4-INT-01, ML4-UND-01, ML4-CRT-01	ML4-UND-01, ML4-CRT-01	ML4-UND-01, ML4-CRT-01	ML4-INT-01, ML4-UND-01, ML4-CRT-01	
Weighting	25%	25%	25%	25%	100%

YEAR 7/8 – STAGE 4 - CAPA MUSIC ASSESSMENT SCHEDULE 2024					
Task Number	1	2	3	4	
Syllabus Content Area	Performance	Performance/ Musicology	Composition	Performance/ Musicology	
Timing of Task	Term 1, Week 9	Term 2, Week 4	Term 3, Week 9	Term 4, Week 5	
Type of Task	Performance	Performance/ Musicology	Composition	Audition Workshop Performance/ Musicology	
Related Outcomes	4.1, 4.3	4.7, 4.9, 4.10	4.6	4.2, 4.3, 4.8	
Weighting	20%	30%	15%	35%	TOTAL 100%



YEAR 7 / 8 – STAGE 4 - CAPA DANCE ASSESSMENT SCHEDULE 2024					
Task Number	1	2	3	4	TOTAL
Syllabus Content Area	Performance	Performance	Composition	Appreciation	
Timing of Task	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	Term 4, Week 3	
Type of Task	Dance Technique (Practical)	Performance (Practical)	Composition (Practical & Theory)	Research Task (Theory)	
Related Outcomes	4.1.1	4.1.2, 4.1.3	4.2.1, 4.2.2	4.3.1, 4.3.2	
Weighting	25%	25%	25%	25%	100%

YEAR 7/8 – STAGE 4 - CAPA DRAMA ASSESSMENT SCHEDULE 2024					
Task Number	1	2	3	4	TOTAL
Syllabus Content Area	Playbuilding	Performance	Appreciation Exam	Playbuilding/ Performance	
Timing of Task	Term 1, Week 8	Term 2, Week 3	Term 3, Week 2	Term 3, Week 7	
Type of Task	Group Project	Monologue Performance	Revision Exam	Individual Project	
Related Outcomes	1.1, 1.2, 3.1	1.1, 2.2, 3.1	3.1	1.3, 2.2, 3.1	
Weighting	30%	25%	15%	30%	100%



YEAR 7/8 - STAGE 4 - CAPA VISUAL ART ASSESSMENT SCHEDULE 2024			
Task Number	1	2	TOTAL
Syllabus Content Area	Practice/ Representation	Practice/ Conceptual Strength & Meaning	
Timing of Task	Term 2, Week 2	Term 3, Week 9	
Type of Task	Visual Art Process Diary, Hundertwasser inspired artwork, Artist profile	Visual Art Process Diary, Ceramic work, Artist profile	
Related Outcomes	4.1, 4.4, 4.7	4.1, 4.5, 4.7	
Weighting	50%	50%	100%



Week	Term 1	Term 2	Term 3	Term 4
1				
2		CAPA Visual Art	CAPA Drama	
3		Tech Mandatory CAPA Drama LOTE Japanese		Tech Mandatory CAPA Dance
4		CAPA Music Mathematics		English LOTE Japanese
5		Geography English		History CAPA Music Maths
6	Mathematics			
7			Mathematics Science	
8	Geography Science		History CAPA Drama	
9	Visual Art CAPA Music English CAPA Drama	Visual Art CAPA Music	CAPA Visual Art English CAPA Music	
10	LOTE Japanese CAPA Dance PDHPE	CAPA Dance	LOTE Japanese CAPA Dance PDHPE	
11	Mathematics	<ul style="list-style-type: none"> Term 1 is 11 weeks and Terms 2, 3 and 4 are 10 weeks. The calendar indicates the weeks of scheduled assessments. Students will be notified of the date and period of the assessment at least 2 weeks prior. 		