Name:

KOGARAH HIGH SCHOOL

YEAR 9 (Stage 5)

COURSE AND ASSESSMENT

INFORMATION

2024

Year Advisors – Mr Grose and Ms Prasai

Relieving Principal – Mr D.Haggart

Contents

CONTACT STAFF 2024

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Faculty Head Teachers:	
CAPA	Mr Ng (Relieving)
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Mathematics	Ms Mandicos
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Boys Supervisor	Mr Tesoriero
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Community Liaison Officer	Ms Roumieh
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Youth Outreach Coordinators	Mr Dangas and Mr Osueke

Kogarah High School …

.. provides quality learning for life in an inclusive and supported environment. We value respect, responsibility, resilience and reflection. Our mission is to support students to become confident and lifelong learners through engaging learning experiences.

At Kogarah High School we develop young people who are …

- skilled learners
- responsible citizens
- prepared and confident about their future

The values that underpin our school culture are …

- respect
- responsibility
- caring
- Resilience

FOREWORD

This booklet contains important information about your Year 9 Course Assessments. It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or the Head Teacher of that course **before** each task is attempted.

You are expected to attempt **ALL** assessment tasks as required and to be present for any test or examination timetabled as part of the assessment program. You are also required to complete other assigned work such as homework, assignments or class work that may not be part of the actual assessment program but is still vital for you to achieve the outcomes of each course.

In Year 9, up to **TWO HOURS** each night is considered a **reasonable** amount of time you should give to your studies. This time will increase when assessment tasks, assignments and examinations occur. If you balance this with regular exercise, a good diet and moderate social activities, you should have an enjoyable and successful experience at school.

Year Adviser, the Deputy Principals, the Head Teachers, your class teachers and the principal are there to assist you to achieve. Seek them out if you need to.

Be successful and enjoy Year 9 at Kogarah High School.

THE ASSESSMENT BOOKLET

The purpose of this booklet is to give students and their parents an indication of the assessment sequence for each subject studied and provide advice on the school assessment policy.

School Homework Policy

Homework is a very important part of learning. Students are responsible for regularly reviewing and consolidating at home the work, which has been covered in lessons. This is complemented by formal work including projects and assignments, which are set by the class teacher.

Homework is an important part of the Curriculum but varies with different subjects and individual student needs. Homework will not necessarily be given every night in each subject. It is expected that students develop a pattern of regular revision.

Study Skills

Having good study habits is not a matter of chance. Some of the students in your class probably appear to be much better at doing assignments and examinations than others. This does not mean that they were 'born with' the ability to study; it simply means they have learnt the skill before others.

Anyone can learn good study habits and improve his or her chance of doing well in examinations. All you need to do is listen, learn and practice.

Dividing Study Time

Homework must be a regular part of every weekly study timetable and must be done first (so it is not 'hanging over your head'). While completing homework, you should also revise the work done at school that day, because this is the best way to reinforce your learning. Time should be given to all subjects. Most study time should be spent on your weakest subjects.

Study time (as distinct from homework time) should start with your weakest subject. It is important to get into a habit of recording homework and study in your diary – organisation is the key to successful study and homework.

Role of the School Diary

Students are expected to have the Kogarah High School diary with them at all times. The diary has the following purposes:

- Homework record for students and parents
- Assessment task planning for students
- Record of out of class passes during the day
- Messages from staff to parents
- Messages from parents to staff

Students and families have the responsibility to ensure that the correct use of the school diary enables a greater knowledge of what students are doing each day at school.

SCHOOL ASSESSMENT POLICY YEARS 7-9

An assessment is a measure of student achievement over the whole semester program of study within a subject.

In the following information, Assessment Task includes Examinations.

1. Student Responsibilities

a) You *MUST BE FAMILIAR* with the school's assessment policy.

b) It is your responsibility to attend school, be aware of due dates for assessment tasks and complete tasks on time. If you are absent for any number of days you **must** on returning to school, check with your teachers to see if any assessment tasks have been set and ask for any missed work.

c) You must apply yourself to all classwork as required by your teachers.

d) It is *YOUR* responsibility: (NB: It is your responsibility to notify your teacher of any assessment problems IN ADVANCE, if possible).

I. To *BE ON TIME* to all in-class assessment tasks; you will **not** be given an extension of time if you are late to any task held in school time.

II. To BE PRESENT to do all in-school assessment tasks. This means being present for the whole day that the task is due for both online or hand in class or set as an examination.

III. To hand in hand in online assessments on time before **8.45am** with a printed copy provided to your classroom teacher during your timetabled lesson OR as specified on your assessment notification.

IV. It is your responsibility to *CHECK THE MARKING* of each task when it is returned to you.

e) Technology : Students who prepare assignments or other required work relying on technology (i.e computers) will not be permitted to use the failure of such a device as a reason for failing to hand in work. Students must take appropriate steps to keep hard copies or back up files on a regular basis. For this reason, students are to use the free online Department of Education Google Suite applications (which provides an automatic backup) and can be accessed on any device in alternate locations, unless specified on the assessment task. The school will assist students with technology support if requests are made at the appropriate time (any extraordinary situation will be dealt with by the appeals committee).

NB: *You must not under any circumstances leave a piece of work on a teacher's desk as no record will have been established of its presentation. Therefore, any work not personally handed to the class teacher, or the Head Teacher will be dealt with in the same manner as for failure to complete a task.*

2. School Assessment Policies

a) Advance Notice of Assessment Tasks

Students will be given minimum two weeks notice of any assessment task, particularly for those that require preparation or home study. Students will be required to sign an assessment task sign on sheet to acknowledge their receipt of the task notification. It is the student's responsibility to check their Assessment and Google Classroom pages and ensure their device notifications are turned on. If absent on the day of the notification given out, it is the students responsibility to check their online platforms, speak to their classroom teacher once back onsite to obtain any missed work. Students are required to check their google classrooms to stay up to date with information given out.

b) Submission of Assessment Tasks

I. Students must hand in assessment tasks during the lesson for the subject in which the task is set.
II. Student must sign the assessment task sign on sheet provided by the teacher to confirm the submission of the task.
III. Students may submit or perform an assessment only if they attend all of their lessons that day. (*An exception to this is if you send your assessment task to school if you are unable to attend on the day a task is due.*)
IV. To avoid attracting penalties students are strongly encouraged to send (if it is a hand in task or submit online) in their assessment task to school by **8.45am** if they are unable on the day of the task is due.
V. ONLINE Submissions must be uploaded to the online platform before **8.45am** and student must be present throughout the whole day. It is highly recommended that students submit their task in the event of an absence. It is the student's responsibility to provide hard copies of the task to their teacher upon their first day back at school.

c) Absence on the day of an examination/test

Students will be required to complete a missed examination/test the **NEXT** time they have that subject (In some cases, a **SUBSTITUTE** test or alternative means of assessment, can be arranged). An invalid reason for absence (or failure to see the classroom teacher) will result in a '0' being awarded for that examination/test.

d) Absence on day an Assessment Task is Due

If a student is unable to attend school on the day a task is due, a parent or friend should submit the required task, or it should be submitted on the day prior to completion date. If this is not possible it is then the student's responsibility to see the teacher on the FIRST day of returning from an absence in order to submit the task. Failure to do so will result in 10% deducted of the mark awarded, for each day that it is late. A mark of zero will be awarded after 5 schools days it is late.

e) Marking of Assessment Tasks

It is the student's responsibility to check the marking of any assessment task when it is returned. The marks for any task will be taken as **final 2days** (not inclusive of weekends) after the task is returned, so

a student **must indicate any error in marking before this.** A complaint about marking is not valid for a **later appeal** against an assessment.

f) **Malpractice** (Plagiarism, Copying, Cheating, Talking during an examination),/**Non Serious Attempt.** In situations where it is established that malpractice has occurred then a '0' will be given for the task. The Head Teacher in consultation with the class teacher will establish that malpractice has occurred. Parent/Carers will be advised in writing or by phone.

I. If a student can produce conclusive evidence that malpractice could not have occurred, an appeal may be lodged with the appeals committee in writing within 48hours.

II. An interview with the student will follow and the decision made will be final.

III. If it is found that malpractice has occurred, no substitute task will be given.

h) Appeals/Appeals Committee

I. Any complaints about assessment procedures should be made in the first place to the class teacher within 48hours of the task being returned. Students may not walk away with their examination/assessment feedback if they are considering an appeal.

II. Further appeals may be made to the Head Teacher of the appropriate faculty and then to the school's Appeals Committee through the Deputy Principal in charge of the year group.

III. The appeals committee will consist of:
- The Deputy Principal in charge of the year group
- The faculty Head Teacher

IV. Appeals will be in writing on the appropriate form. See the Deputy in charge of your year group for details or forms.

V. Appeals process to be used:
- Appeal upheld – work submitted, marked and results recorded.
- Appeal not upheld or no appeal – work submitted marked and recorded as '0'

Year 9 – Assessment Calendar OVERVIEW 2024

Week	Term 1	Term 2	Term 3	Term 4
1				
2		PASS		Child Studies, Commerce, PDHPE
3		English, History Elective, Industrial Tech, Computer Tech,	Commerce,	History, History Elective, Industrial Tech, PDHPE
4		Child Studies, Mathematics, Music, PDHPE, Science	Child Studies, Industrial Tech,	English, Geography, Industrial Tech, Computer Tech, Food Tech, Music, Science
5		Food Tech	Mathematics, Science	iSTEM, Mathematics, PASS
6	iSTEM,	Visual Art	History Elective , Computer Tech, Food Tech, Music	
7	Food Tech	iSTEM	Geography, Food Tech	
8	Industrial Tech, Computer Tech, Music, PDHPE	History	Food Tech, iSTEM, PASS, Visual Art	
9	Child Studies, Commerce, History, History Elective, Computer Tech, Food Tech, Mathematics, Science, Visual Art		Visual Art	
10	Geography, Computer Tech, iSTEM, PASS			

CHILD STUDIES

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Am I Ready?	CS 5-11	Term 1 Week 9	50%
2	Watch Me Grow Task	CS 5-10	Term 2 Week 4	50%
			TOTAL	**100**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Family Interactions	CS 5-6, CS 5-7, CS 5-9	Term 3 Week 4	50%
2	Learn and Play	CS 5-1 CS 5-4	Term 4 Week 2	50%
			TOTAL	**100%**

COURSE OUTCOMES

CS5-1 Identifies the characteristics of a child at each stage of growth and development
CS5-2 Describes the factors that affect the health and wellbeing of the child
CS5-3 Analyses the evolution of childhood experiences and parenting roles over time
CS5-4 Plans and implements engaging activities when educating and caring for young children within a safe environment
CS5-5 Evaluates strategies that promote the growth and development of children
CS5-6 Describes a range of parenting practices for optimal growth and development
CS5-7 Discusses the importance of positive relationships for the growth and development of children
CS5-8 Evaluates the role of community resources that promote and support the wellbeing of children and families
CS5-9 Analyses the interrelated factors that contribute to creating a supportive environment for optimal child development and wellbeing
CS5-10 Demonstrates a capacity to care for children in a positive manner in a variety of settings and contexts
CS5-11 Analyses and compares information from a variety of sources to develop an understanding of child growth and development
CS5-12 Applies evaluation techniques when creating, discussing and assessing information related to child growth and development

COMMERCE

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Consumer and Financial Decisions Research report	5.1, 5.4, 5.7, 5.9	Term 1 Week 9	60%
2	Bookwork, classwork and homework		Progressive	40%
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Investing - Investment Portfolio Group Task	5.1, 5.6, 5.9	Term 3 Week 3	50%
2	Semester Two Examination (all topics to be tested)	5.1, 5.2, 5.3, 5.6.	Term 4 Week 2	50%
			TOTAL	**100%**

COURSE OUTCOMES

Students will develop;	**Stage 5 Outcomes:**
Knowledge and understanding of consumer, financial, economic, business, legal, political and employment matters	5.1 uses appropriate terminology in consumer, financial, business, legal and employment contexts 5.2 describes the rights and responsibilities of individuals within consumer, financial, business, legal and employment contexts 5.3 identifies the role of the law in society
Skills in decision-making and problem-solving in relation to consumer, financial, economic, business, legal, political and	5.4 identifies key factors affecting commercial and legal decisions 5.5 identifies options for solving commercial and legal problems and issues 5.6 uses a range of plans designed to solve commercial and legal problems and issues
Skills in effective research and communication	5.7 selects and organizes commercial and legal information using a variety of forms 5.8 communicates commercial and legal information using a variety of forms
Skills in working independently and collaboratively	5.9 works independently and in teams to meet goals within specific timelines

COMPUTER TECHNOLOGY

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Games and Simulations Check Up Assessment Project 1	CT5-OPL-01, CT5-THI-01, CT5-DES-01	Term 1 Week 8	20%
2	Games and Simulations Final Project 1	CT5-OPL-01, CT5-THI-01, CT5-DES-01	Term 1 Week 10	50%
3	Games and Simulations Topic Test	CT5-OPL-01, CT5-THI-01, CT5-DES-01, CT5-DAT-01	Term 2 Week 3	30%
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Networks and Social Connections Practical Project 2	CT5-COL-01, CT5-PPM-01, CT5-SAF-01, CT5-COM-01, CT5-DAT-02	Term 3 Week 6	40%
2	Networks and Social Connections Portfolio	CT5-COL-01, CT5-PPM-01, CT5-SAF-01, CT5-COM-01, CT5-DAT-02	Term 3 Week 6	40%
3	End of year Exam	CT5-DES-01, CT5-DAT-01, CT5-COL-01, CT5-PPM-01, CT5-SAF-01, CT5-DAT-02	Term 4 Week 4	20%
			TOTAL	**100%**

COURSE OUTCOMES

CT5-SAF-01 selects and applies safe, secure and responsible practices in the ethical use of data and computing technology
CT5-DPM-01 applies iterative processes to define problems and plan, design, develop and evaluate computing solutions
CT5-COL-01 manages, documents and explains individual and collaborative work practices
CT5-EVL-01 understands how innovation, enterprise and automation have inspired the evolution of computing technology
CT5-DAT-01 explains how data is stored, transmitted and secured in digital systems and how information is communicated in a range of contexts
CT5-COM-01 communicates ideas, processes and solutions using appropriate media
CT5-OPL-01 designs, produces and evaluates algorithms and implements them in a general-purpose and/or object-oriented programming language
CT5-THI-01 applies computational, design and systems thinking to the development of computing solutions
CT5-DAT-02 acquires, represents, analyses and visualises simple and structured data
CT5-DES-01 designs and creates user interfaces and the user experience

ENGLISH

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES		Weight
1	Protest Poetry Visual representation and reflection.	EN5-RVL-01, EN5-URA-01, EN5-URB-01, , EN5-ECA-01, EN5-ECB-01	Term 2 Week 3	60 %
	Bookwork/Classwork/ Formative Tasks	ALL	Progressive	40 %
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	Weight
2	Task: End of Course Examination Short and extended responses.	EN5-RVL-01, EN5-URA-01, EN5-URB-01, EN5-URC-01	Term 4 Week 4	60%
	Bookwork/Classwork/ Formative Tasks	ALL	Progressive	40 %
			TOTAL	**100%**

COURSE OUTCOMES

EN5-RVL-01 uses a range of personal, creative and critical strategies to interpret complex texts

EN5-URA-01 analyses how meaning is created through the use and interpretation of increasingly complex language forms, features and structures

EN5-URB-01 evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes

EN5-URC-01 investigates and explains ways of valuing texts and the relationships between them

EN5-ECA-01 crafts personal, creative and critical texts for a range of audiences by experimenting with and controlling language forms and features to shape meaning

EN5-ECB-01 uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts

FOOD TECHNOLOGY

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Food in Australia: Research task	FT5-8, FT5-7, FT5-9	Term 1 Week 7	20%
2	Semester One Topic Text	FT5-6, FT5-7, FT5-12, FT5-13	Term 1 Week 9	20%
3	Practical's	FT5-1, FT5-2, FT5-5	Ongoing	40%
4	Food Trends portfolio	FT5-8,FT5-13, FT5-9	Term 2 Week 5	10%
	Food Trends Practical	FT5-10, FT5-11	Weeks 3 & 4	10%
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Part A) Food Product Development Portfolio	FT5-8, FT5-11, FT5-12, FT5-9	Term 3 Week 6	20%
2	Part B) Food Product Development Line extension product	FT5-11, FT5-12, FT5-10, FT5-11	Term 3 Weeks 7 & 8	20%
3	Semester 2 Examination	FT5-6, FT5-7, FT-12, FT5-13	Term 4 Week 3	20%
4	Practical's	FT5-1, FT5-2, FT5-5	Ongoing	40%
			TOTAL	100%

COURSE OUTCOMES

FT5-1 demonstrates hygienic handling of food to ensure a safe and appealing product
FT5-2 identifies, assesses and manages the risks of injury and WHS issues associated with the handling of food FT5-3 describes the physical and chemical properties of a variety of foods
FT5-5 applies appropriate methods of food processing, preparation and storage
FT5-6 describes the relationship between food consumption, the nutritional value of foods and the health of individuals and communities
FT5-7 justifies food choices by analysing the factors that influence eating habits FT5-8 collects, evaluates and applies information from a variety of sources
FT5-9 communicates ideas and information using a range of media and appropriate terminology
FT5-10 selects and employs appropriate techniques and equipment for a variety of food-specific purposes FT5-11 plans, prepares, presents and evaluates food solutions for specific purposes
FT5-12 examines the relationship between food, technology and society
FT5-13 evaluates the impact of activities related to food on the individual, society and the environment

GEOGRAPHY

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Skills and stimulus topic test	GE5-1, 5-5, 5-8	Term 1 Week 10	50%
2	Bookwork, classwork and homework		Progressive	50%
			TOTAL	100%

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Research/Writing task – Urbanisation	GE5-3, 5-7, 5-8	Term 3 Week 7	40%
2	Final Examination	GE5-2, 5-5, 5-7, 5-8	Term 4 Week 4	50%
3	Bookwork, classwork and homework		Progressive	10%
			TOTAL	100%

COURSE OUTCOMES

Students will develop	Stage 5 Outcomes
Develop knowledge and understanding of the features and characteristics of places and environment across a range of scales Develop knowledge and understanding of interactions between people, places and the environment Apply geographical tools for geographical inquiry Develop skills to acquire, process and communicate geographical information	GE5-1 explains the diverse features and characteristics of a range of places and environments GE5-2 explains processes and influences that form and transform places and environments GE5-3 analyses the effect of interactions between people and organisations on a range of geographical issues GE5-5 assesses management strategies in human wellbeing and ways to improve human wellbeing GE5-7 acquires and processes geographical information by selecting and using appropriate and relevant geographical tools for inquire GE5-8 communicates geographical information to a range of audiences using a variety of strategies

HISTORY

TASK NUMBER	SEMESTER ONE TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Test – Making a Nation	HT5-1, HT5-2,HT5-3, HT5-4, HT5-6, HT5-	Term 1 Week 9	50%
2	Research/Writing Task – WW1 Battles	HT5-3,HT5-4, HT5-5, HT5-6, HT5-8, HT5-9,HT5 -10	Term 2 Week 8	50%
TASK NUMBER	**SEMESTER TWO TASK DESCRIPTION**	**OUTCOMES**	**DATE**	**WEIGHT**
1	Semester Two Examination – WW1 and WW2	HT5-1, HT5-3, HT5-4, HT5-6, HT5-7, HT5-9, HT5-10	Term 4 Week 3	60%
2	Bookwork, classwork and homework	ALL	Progressive	40%
			TOTAL	100%

COURSE OUTCOMES	
Objectives	**Stage 5 Outcomes**
▪ Develop knowledge and understanding of the nature of history and significant changes and developments from the past, the modern world and Australia ▪ Develop knowledge and understanding of ideas, movements, people and events that shaped past civilisations, the modern world and Australia. ▪ Develop skills to undertake the process of historical inquiry ▪ Develop skills to communicate their understanding of history	HT5-1 explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-2 sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-3 explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia. HT5-4 explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-5 identifies and evaluates the usefulness of sources in the historical inquiry process HT5-6 uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia HT5-7 explains different contexts, perspectives and interpretations of the modern world and Australia HT5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past. HT5-10 selects and uses appropriate oral, written, visual, digital forms to communicate effectively about the past for different audiences.

HISTORY ELECTIVE

TASK NUMBER	SEMESTER ONE TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Archaeology – PBL Task – The Big Dig	HTE5-1, HTE5-3, HTE5-7, HTE5-9	Term 1 Week 9	50%
2	Polynesian Expansion – Easter Island Case Study	HTE5-3, HTE5-4, HTE5-5, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Term 2 Week 3	50%
			TOTAL	**100**

TASK NUMBER	SEMESTER ONE TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Crime and Punishment – Source Based Essay	HTE5-2, HTE5-3, HTE5-4, HTE5-6, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Term 3 Week 6	50%
2	JFK - PBL group task	HTE5-2, HTE5-3, HTE5-4, HTE5-5, HTE5-7, HTE5-8, HTE5-9, HTE5-10	Term 4 Week 3	50%
			TOTAL	**100%**

COURSE OUTCOMES

Objectives	Stage 5 Outcomes
Students develop knowledge and understanding of: • history and historical inquiry • past societies and historical periods. Students develop skills to: • undertake the processes of historical inquiry • communicate their understanding of history Students value and appreciate: • history as a study of human experience • the opportunity to develop a lifelong interest in and enthusiasm for history • the nature of history as reflecting differing perspectives and viewpoints • the opportunity to contribute to a just society through informed citizenship • the contribution of past and present peoples to our shared heritage	▪ HTE5-1 applies an understanding of history, heritage, archaeology and the methods of historical inquiry ▪ HTE5-2 examines the ways in which historical meanings can be constructed through a range of media ▪ HTE5-3 sequences major historical events or heritage features, to show an understanding of continuity, change and causation ▪ HTE5-4 explains the importance of key features of past societies or periods, including groups and personalities ▪ HTE5-5 evaluates the contribution of cultural groups, sites and/or family to our shared heritage ▪ HTE5-6 identifies and evaluates the usefulness of historical sources in an historical inquiry process ▪ HTE5-7 explains different contexts, perspectives and interpretations of the past ▪ HTE5-8 selects and analyses a range of historical sources to locate information relevant to an historical inquiry ▪ HTE5-9 applies a range of relevant historical terms and concepts when communicating an understanding of the past ▪ HTE5-10 selects and uses appropriate forms to communicate effectively about the past for different audiences

INDUSTRIAL TECHNOLOGY – TIMBER

TASK NUMBER	SEMESTER ONE TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Technical Drawing/Portfolio	IND5-8, IND5-9	Term 1 Week 8	40%
2	Practical Project - 1	IND5-2, IND5-5	Term 2 Week 3	60%
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Research Assignment	IND5-8, IND5-9	Term 3 Week 4	20%
2	Practical Project - 2	IND5-6, IND5-7	Term 4 Week 3	50%
3	End of Year Examination	IND5-1, IND5-10	Term 4 Week 4	30%
			TOTAL	**100%**

COURSE OUTCOMES

IND5-1 - identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies
IND5-2 - applies design principles in the modification, development and production of projects
IND5-3 - identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects
IND5-4 - selects, justifies and uses a range of relevant and associated materials for specific applications
IND5-5 - selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects
IND5-6 - identifies and participates in collaborative work practices in the learning environment
IND5-7 - applies and transfers skills, processes and materials to a variety of contexts and projects
IND5-8 - evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction
IND5-9 - describes, analyses and uses a range of current, new and emerging technologies and their various applications
IND5-10 - describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

iSTEM

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Practical skills, classwork	5.1.1, 5.1.2, 5.5.1, 5.6.1	Ongoing	10%
2	Tower Challenge (Skills & Design)	5.1.1, 5.1.2, 5.2.2, 5.3.1, 5.3.2, 5.4.2, 5.6.2	Term 1, Week 6	10%
3	Bridge Building Challenge (Design, Skills & Research)	5.1.2, 5.2.2	Term 1, Week 10	10%
4	Aerodynamic Design (Skills)	5.1.1, 5.4.1, 5.4.2, 5.5.1	Term 2, Week 7	25%
			TOTAL	**100%**

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Mechatronics / CAD / CAM Project (Problem Solving)	5.6.1, 5.6.2, 5.3.2, 5.5.2	Term 3, Week 8	25%
2	Examination (Knowledge & Understanding)	5.2.1, 5.3.1	Term 4, Week 5	20%
			TOTAL	**100%**

COURSE OUTCOMES

5.1.1 develops ideas and explores solutions to STEM based problems

5.1.2 demonstrated initiative, entrepreneurship, resilience and cognitive flexibility through the completion of practical STEM based activities

5.2.1 describe how scientific and mechanical concepts relate to technological and engineering practice

5.2.2 applies cognitive processes to address real world STEM based problems in a variety of contexts

5.3.1 applies a knowledge and understanding of STEM principles and processes

5.3.2 identifies and uses a range of technologies in the development of solutions to STEM based problems

5.4.1 plans and manages projects using an iterative and collaborative design process

5.4.2 develops skills in using mathematical, scientific and graphical methods whilst working as a team

5.5.1 applies a range of communication techniques in the presentation of research and design solutions

5.5.2 critically evaluates innovative, enterprising and creative solutions

5.6.1 selects and uses appropriate problem solving and decision making techniques in a range of STEM contexts

5.6.2 will work individually or in teams to solve problems in STEM contexts

5.7.1 demonstrates an appreciation of the value of STEM in the world in which they live

5.8.1 understands the importance of working collaboratively, cooperatively and respectfully in the completion of STEM activities

MATHEMATICS

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Common test: **Standard Pathway** - Algebra, Pythagoras' Theorem **Advanced/extension Pathway** - Products and factors, Surds and Pythagoras' Theorem	MAO-WM-01, MA5-ALG-C-01, MA4-FRC-C-01, MA4-PYT-C-01 MA5-ALG-P-01, MA5-ALG-P-02, MA5-IND-P-02	Term 1 Week 9	40%
2	Common test: **Standard Pathway** – Numeracy and calculations, Trigonometry	MAO-WM-01, MA5-FIN-C-01, MA5-TRG-C-01 MA5-IND-P-02, MA5-TRG-C-01, MA5-TRG-C-02	Term 2 Week 4	50%
3	Numeracy/Literacy/Classwork/Formative		Progressive	10%
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Common test: **Standard Pathway** - Indices, Geometry and networks, Equations **Advanced/extension Pathway** - Indices, Geometry and networks, Equations	MAO-WM-01, MA5-IND-C-01, MA5-IND-P-01, MA5-MAG-C-01, MA5-NET-P-01, MA5-EQU-C-01 MA5-IND-P-02, MA5-GEO-P-02, MA5-LIN-P-02, MA5-NET-P-02, MA5-EQU-P-02, MA5-EQU-P-01	Term 3 Week 5	40%
2	Common test: **Standard Pathway** - Earning money, Analysing data, Surface area and volume **Advanced/extension Pathway** – Earning money, Analysing data, Surface area and volume	MAO-WM-01, MA5-FIN-C-01, MA5-DAT-P-01, MA5-MAG-C-01, MA4-ARE-C-01, MA5-ARE-C-01, MA5-VOL-C-01 MA5-DAT-P-01, MA5-VOL-P-01	Term 4 Week 5	50%
3	Numeracy/Literacy/Classwork/Formative		Progressive	10%
			TOTAL	**100%**
COURSE OUTCOMES				

See next page.

Focus area	Stage 5
Working mathematically	**MAO-WM-01 Working mathematically** develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
Financial mathematics	**MA5-FIN-C-01** solves financial problems involving simple interest, earning money and spending money **MA5-FIN-C-02** solves financial problems involving compound interest and depreciation
Algebraic techniques	**MA5-ALG-C-01** simplifies algebraic fractions with numerical denominators and expands algebraic expressions **MA5-ALG-P-01** simplifies algebraic fractions involving indices, and expands and factorises algebraic expressions *(Path: Adv)* **MA5-ALG-P-02** selects and applies appropriate algebraic techniques to operate with algebraic fractions, and expands, factorises and simplifies algebraic expressions *(Path: Adv)*
Indices	**MA5-IND-C-01** simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases **MA5-IND-P-01** applies the index laws to operate with algebraic expressions involving negative-integer indices *(Path: Adv)* **MA5-IND-P-02** describes and performs operations with surds and fractional indices *(Path: Adv)*
Equations	**MA5-EQU-C-01** solves linear equations of up to 3 steps, limited to one algebraic fraction **MA5-EQU-P-01** solves monic quadratic equations, linear inequalities and cubic equations of the form $aaaa^3 = kk$ *(Path: Adv)* **MA5-EQU-P-02** solves linear equations of more than 3 steps, monic and non-monic quadratic equations, and linear simultaneous equations *(Path: Adv)*
Linear relationships	**MA5-LIN-C-01** determines the midpoint, gradient and length of an interval, and graphs linear relationships, with and without digital tools **MA5-LIN-C-02** graphs and interprets linear relationships using the gradient/slope-intercept form **MA5-LIN-P-01** describes and applies transformations, the midpoint, gradient/slope and distance formulas, and equations of lines to solve problems *(Path: Adv)*
Non-linear relationships	**MA5-NLI-C-01** identifies connections between algebraic and graphical representations of quadratic and exponential relationships in various contexts **MA5-NLI-C-02** identifies and compares features of parabolas and exponential curves in various contexts **MA5-NLI-P-01** interprets and compares non-linear relationships and their transformations, both algebraically and graphically *(Path: Adv)*
Numbers of any magnitude	**MA5-MAG-C-01** solves measurement problems by using scientific notation to represent numbers and rounding to a given number of significant figures
Pythagoras and trigonometry	**MA5-TRG-C-01** applies trigonometric ratios to solve right-angled triangle problems **MA5-TRG-C-02** applies trigonometry to solve problems, including bearings and angles of elevation and depression **MA5-TRG-P-01** applies Pythagoras' theorem and trigonometry to solve 3-dimensional problems and applies the sine, cosine and area rules to solve 2-dimensional problems, including bearings *(Path: Stn, Adv)* **MA5-TRG-P-02** establishes and applies the properties of trigonometric functions and finds solutions to trigonometric equations *(Path: Adv)*
Area and surface area	**MA5-ARE-C-01** solves problems involving the surface area of right prisms and practical problems involving the area of composite shapes and solids **MA5-ARE-P-01** applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems *(Path: Stn, Adv)*
Volume	**MA5-VOL-C-01** solves problems involving the volume of composite solids consisting of right prisms and cylinders **MA5-VOL-P-01** applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids *(Path: Stn, Adv)*
Properties of geometrical figures	**MA5-GEO-C-01** identifies and applies the properties of similar figures and scale drawings to solve problems **MA5-GEO-P-01** establishes conditions for congruent triangles and similar triangles and solves problems relating to properties of similar figures and plane shapes *(Path: Ext)* **MA5-GEO-P-02** constructs proofs involving congruent triangles and similar triangles and proves properties of plane shapes *(Path: Ext)*
Data analysis	**MA5-DAT-C-01** compares and analyses datasets using summary statistics and graphical representations **MA5-DAT-C-02** displays and interprets datasets involving bivariate data **MA5-DAT-P-01** plans, conducts and reviews a statistical inquiry into a question of interest *(Path: Stn, Adv)*
Probability	**MA5-PRO-C-01** solves problems involving probabilities in multistage chance experiments and simulations **MA5-PRO-P-01** solves problems involving Venn diagrams, 2-way tables and conditional probability *(Path: Adv)*
Ratios and rates	**MA5-RAT-P-01** identifies and solves problems involving direct and inverse variation and their graphical representations *(Path: Stn, Adv)* **MA5-RAT-P-02** analyses and constructs graphs relating to rates of change *(Path: Stn, Adv)*
Polynomials (Path)	**MA5-POL-P-01** defines, operates with and graphs polynomials and applies the factor and remainder theorems to solve problems *(Path: Adv, Ext)*
Logarithms (Path)	**MA5-LOG-P-01** establishes and applies the laws of logarithms to solve problems *(Path: Adv)*
Functions and other graphs (Path)	**MA5-FNC-P-01** uses function notation to describe and graph functions of one variable and graphs inequalities in one and 2 variables *(Path: Adv)*
Circle geometry (Path)	**MA5-CIR-P-01** applies deductive reasoning to prove circle theorems and solve related problems *(Path: Ext)*
Introduction to networks (Path)	**MA5-NET-P-01** solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits *(Path: Stn)*

MUSIC

TASK	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGH
1	Listening	5.7, 5.9	Term 1 Week 8	50%
2	Composition	5.4, 5.5, 5.6	Term 2 Week 4	50%
TOTAL				**100%**
TASK	**SEMESTER TWO ASSESSMENT TASK DESCRIPTION**	**OUTCOMES**	**DATE**	**WEIGH**
3	Performance	5.1, 5.2, 5.3, 5.12	Term 3 Week 6	50%
4	Semester Two Examination	5.8, 5.9, 5.10, 5.11	Term 4 Week 4	50%
TOTAL				**100%**

COURSE OUTCOMES	
Students will: develop knowledge, understanding and skills in the musical concepts through **performing** as a means of self-expression, interpreting musical symbols and developing solo and/or ensemble techniques	5.1 performs repertoire with increasing levels of complexity in a range of musical styles demonstrating an understanding of the musical concepts
	5.2 performs repertoire in a range of styles and genres demonstrating interpretation of musical notation and the application of different types of technology
	5.3 performs music selected for study with appropriate stylistic features demonstrating solo and ensemble awareness
develop knowledge, understanding and skills in the musical concepts through **composing** as a means of self-expression, musical creation and problem-solving	5.4 demonstrates an understanding of the musical concepts through improvising, arranging and composing in the styles or genres of music selected for study
	5.5 notates own compositions, applying forms of notation appropriate to the music selected for study
	5.6 uses different forms of technology in the composition process
develop knowledge, understanding and skills in the musical concepts through **listening** as a means of extending aural awareness and communicating ideas about music in social, cultural and historical contexts	5.7 demonstrates an understanding of musical concepts through the analysis, comparison, and critical discussion of music from different stylistic, social, cultural and historical contexts
	5.8 demonstrates an understanding of musical concepts through aural identification, discrimination, memorisation and notation in the music selected for study
	5.9 demonstrates an understanding of musical literacy through the appropriate application of notation, terminology, and the interpretation and analysis of scores used in the music selected for study
	5.10 demonstrates an understanding of the influence and impact of technology on music
value and appreciate the aesthetic value of all music and the enjoyment of engaging in performing, composing and listening	5.11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
	5.12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Safe Partying	PD5-2 PD5-6 PD5-9	Term 1 Week 8	50%
2	Semester 1 Sport	PD5-11 PD5-10 PD5-4	Term 2 Week 4	50%
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Health Body, Healthy Mind	PD5-2 PD5-6	Term 4 Week 2	50%
2	Semester 2 Sport	PD5-5 PD5-4 PD5-11	Term 4 Week 3	50%
			TOTAL	**100%**

COURSE OUTCOMES

PD5-1 Assesses their own and others' capacity to reflect on and respond positively to challenges
PD5-2 Researches and appraises the effectiveness of health information and support services available in the community
PD5-3 Analyses factors and strategies that enhance inclusivity, equality and respectful relationships
PD5-4 Adapts and improvises movement skills to perform creative movement across a range of dynamic physical activity contexts
PD5-5 Appraises and justifies choices of actions when solving complex movement challenges
PD5-6 Critiques contextual factors, attitudes and behaviours to effectively promote health, safety, wellbeing and participation in physical activity
PD5-7 Plans, implements and critiques strategies to promote health, safety, wellbeing and participation in physical activity in their communities
PD5-8 Designs, implements and evaluates personalised plans to enhance health and participation in a lifetime of physical activity
PD5-9 Assesses and applies self-management skills to effectively manage complex situations
PD5-10 Critiques their ability to enact interpersonal skills to build and maintain respectful and inclusive relationships in a variety of groups or contexts
PD5-11 Refines and applies movement skills and concepts to compose and perform innovative movement sequences

Formative assessment will be carried out throughout the year in both theory and practical units

PHYSICAL ACTIVITY AND SPORTS STUDIES (PASS)

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Australia's Sporting Identity	PASS5-3 PASS5-4	Term 1 Week 10	50%
2	Fitness Testing	PASS5-5 PASS5-7 PASS5-9	Term 2 Week 2	50%
			Total	**100%**

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Examination	PASS5-4 PASS5-10	Term 3 Week 8	50%
2	Semester 2 Sport	PASS5-7 PASS5-9	Term 4 Week 5	50%
			TOTAL	**100%**

COURSE OUTCOMES

PASS5-1 discusses factors that limit and enhance the capacity to move and perform
PASS5-2 analyses the benefits of participation and performance in physical activity and sport
PASS5-3 discusses the nature and impact of historical and contemporary issues in physical activity and sport
PASS5-4 analyses physical activity and sport from personal, social and cultural perspectives
PASS5-5 demonstrates actions and strategies that contribute to active participation and skillful performance
PASS5-6 evaluates the characteristics of participation and quality performance in physical activity and sport
PASS5-7 works collaboratively with others to enhance participation, enjoyment and performance
PASS5-8 displays management and planning skills to achieve personal and group goals
PASS5-9 performs movement skills with increasing proficiency
PASS5-10 analyses and appraises information, opinions and observations to inform physical activity and sport decisions.

SCIENCE

TASK	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Practical Task	SC5-16CW, SC5-17CW, SC5-5WS, SC5-6WS, SC5-7WS, SC5-9WS,	Term 1 Week 9	15%
2	Semester One Examination	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-16CW, SC5-17CW, SC5-7WS, SC5-8WS, SC5-9WS	Term 2 Week 4	25%
3	In-class Assessment	N/A	Progressive	10%
TASK	**SEMESTER TWO ASSESSMENT TASK DESCRIPTION**	**OUTCOMES**	**DATE**	**WEIGHT**
1	Disasters Research and Presentation	SC5-4WS, SC5-5WS, SC5-6WS, SC5-7WS, SC5-8WS, SC5-9WS	Term 3 Week 5	15%
2	Semester Two Examination	SC5-10PW, SC5-11PW, SC5-12ES, SC5-13ES, SC5-14LW, SC5-15LW, SC5-7WS, SC5-8WS, SC5-9WS	Term 4 Week 4	25%
3	In-class Assessment		Progressive	10%
			TOTAL	**100%**

COURSE OUTCOMES

SKILLS	CONTENT
SC5-4WS develops questions or hypotheses to be investigated scientifically SC5-5WS produces a plan to investigate identified questions, hypotheses or problems, individually and collaboratively SC5-6WS undertakes first-hand investigations to collect valid and reliable data and information, individually and collaboratively SC5-7WS processes, analyses and evaluates data from first-hand investigations and secondary sources to develop evidence-based arguments and conclusions SC5-8WS applies scientific understanding and critical thinking skills to suggest possible solutions to identified problems SC5-9WS presents science ideas and evidence for a particular purpose and to a specific audience, using appropriate scientific language, conventions and representations **WS – Working Scientifically** ***** In class assessment consists of bookwork, homework, spelling and vocabulary tests etc.***	SC5-10PW - applies models, theories and laws to explain situations involving energy, force and motion SC5-11PW - explains how scientific understanding about energy conservation, transfers and transformations is applied in systems SC5-12ES describes changing ideas about the structure of the Earth and the universe to illustrate how models, theories and laws are refined over time by the scientific community SC5-13ES explains how scientific knowledge about global patterns of geological activity and interactions involving global systems can be used to inform decisions related to contemporary issues SC5-14LW analyses interactions between components and processes within biological systems SC5-15LW explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society SC5-16CW explains how models, theories and laws about matter have been refined as new scientific evidence becomes available SC5-17CW discusses the importance of chemical reactions in the production of a range of substances, and the influence of society on the development of new materials **PW - Physical World** **LW- Living World** **ES - Earth and Space** **CW – Chemical World**

VISUAL ARTS

TASK NUMBER	SEMESTER ONE ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Artmaking Task 1 + VAPD Progress	5.1, 5.2, 5.4, 5.5, 5.6	Term 1 Week 9	**AM** 60%
2	Critical and Historical Studies - Frames Response	5.7, 5.8, 5.9	Term 2 Week 6	**CH** 40%
			TOTAL	**100%**

TASK NUMBER	SEMESTER TWO ASSESSMENT TASK DESCRIPTION	OUTCOMES	DATE	WEIGHT
1	Critical and Historical Studies – Frames/Conceptual Framework Response	5.7, 5.8, 5.9, 5.10	Term 3 Week 8	**AM** 60%
2	Artmaking Task 3	5.1, 5.4, 5.5, 5.6	Term 3 Week 9	**CH** 40%
			TOTAL	**100%**

COURSE OUTCOMES

COURSE OUTCOMES - Artmaking

Students will:	Area of Content	A student:
Develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames	Practice	**5.1** develops range and autonomy in selecting and applying visual arts conventions and procedures to make artworks
	Conceptual framework	**5.2** makes artworks informed by their understanding of the function of and relationships between artist – artwork – world – audience
	Frames	**5.3** makes artworks informed by an understanding of how the frames affect meaning
	Representation	**5.4** investigates the world as a source of ideas, concepts and subject matter in the visual arts
	Conceptual strength and meaning	**5.5** makes informed choices to develop and extend concepts and different meanings in their artworks
	Resolution	**5.6** demonstrates developing technical accomplishment and refinement in making artworks

COURSE OUTCOMES - Critical and historical studies

Develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames	Practice	**5.7** applies their understanding of aspects of practice to critical and historical interpretations of art
	Conceptual framework	**5.8** uses their understanding of the function of and relationships between artist – artwork – world – audience in critical and historical interpretations of art
	Frames	**5.9** demonstrates how the frames provide different interpretations of art
	Representation	**5.10** demonstrates how art criticism and art history construct meanings

2024 PERSONAL ASSESSMENT TASK CALENDAR

Wk	Day	M	Date	Term 1	M	Date	Term 2	M	Date	Term 3	M	Date	Term 4
	M		29			29			22			14	
	Tu	J	30	**SDD**	A	30		J	23		O	15	
1	W	A	31	**SDD**	P	01		U	24		C	16	
	Th	N	01	**7, 11, 12 start**	R	02		L	25		T	17	
	F		02	**8,9, 10 start**		03			26			18	
	M		05			06			29			21	
	Tu	F	06		M	07		J	30		O	22	
2	W	E	07		A	08		U	31		C	23	
	Th	B	08		Y	09		L	01		T	24	
	F		09			10			02			25	
	M		12			13			05			28	
	Tu	F	13		M	17		A	06		O	29	
3	W	E	14		A	18		U	07		C	30	
	Th	B	15		Y	19		G	08		T	31	
	F		16			20			09			01	
	M		19			20			12			04	
	Tu	F	20		M	21		A	13		N	05	
4	W	E	21		A	22		U	14		O	06	
	Th	B	22		Y	23		G	15		V	07	
	F		23			24			16			08	
	M		26			27			19			11	
	Tu	F	27		M	28		A	20		N	12	
5	W	E	28		A	29		U	21		O	13	
	Th	B	29		Y	30		G	22		V	14	
	F		01			31			23			15	
	M		04			03			26			18	
	Tu	M	05		M	04		A	27		N	19	
6	W	A	06		A	05		U	28		O	20	
	Th	R	07		Y	06		G	29		V	21	
	F		08			07			30			22	
	M		11			10	**KINGS'S BIRTHDAY**		02			25	
	Tu	M	12		J	11		S	03		N	26	
7	W	A	13		U	12		E	04		O	27	
	Th	R	14		N	13		P	05		V	28	
	F		15			14			06			29	
	M		18			17			09			02	
	Tu	M	19		J	18		S	10		D	03	
8	W	A	20		U	19		E	11		E	04	
	Th	R	21		N	20		P	12		C	05	
	F		22			21			13			06	
	M		25			24			16			09	
	Tu	M	26		J	25		S	17		D	10	
9	W	A	27		U	26		E	18		E	11	
	Th	R	28		N	27		P	19		C	12	
	F		29	**GOOD FRIDAY**		28			20			13	
	M		01	**EASTER MONDAY**	J	01			23			16	
	Tu	A	02		U	02		S	24		D	17	
10	W	P	03		L	03		E	25		E	18	
	Th	R	04			04		P	26		C	19	
	F		05			05			27			20	
	M	A	08										
	Tu		09								D		
11	W	P	10								E		
	Th		11								C		
	F	R	12										