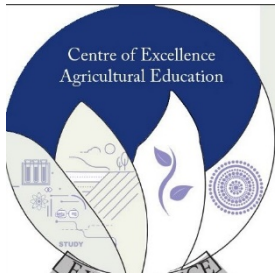


RICHMOND AGRICULTURAL COLLEGE



YEAR 8 Agriculture Speciality Stream



2022 ASSESSMENT HANDBOOK

Year 8 Agriculture Speciality Stream Assessment Handbook 2022

The purpose of the Assessment Book is to help both students and parents plan assessments throughout the year so students can achieve the highest possible outcomes.

This Assessment Book outlines how Year 7 students will be assessed in all Year 7 subjects. Each subject page outlines the Assessment Tasks and the outcomes that will be assessed. Approximate times have also been included, but these could vary slightly depending on the school calendar.

The NSW Education Standards Authority (NESA) provides the syllabus for all subjects from Kindergarten to Year 12. The syllabus for Year 7 (Stage 4) contributes toward a Record of School Achievement. For students to be eligible for a Record of School Achievement the students must demonstrate to the Principal that they have:

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

If a student puts in their best effort and completes all tasks during the year, they will be meeting NESA requirements.

About the Assessment Tasks

Students will be given at least two weeks' notice for all Assessment Tasks. It is the student's responsibility to be aware of upcoming Assessment Tasks and in the case of absence from school should check with their teacher on return about any Assessment Tasks that may have been issued.

All Assessment Tasks that are given to students will include the due date (and in some cases the period), the outcomes that are being assessed, a clear description of what the student is being asked to do and guidelines about how the task will be marked.

Students will experience a variety of tasks during the year. Some will be completed in class while others may be set as homework. It is essential that all work submitted for marking is the student's own work. Work that has been copied from another student or a reference text or website (plagiarism) will not be accepted as the student's own work and zero marks will be awarded.

Completing Assessment Tasks

The NESAs and the school expects all students to attempt all Assessment Tasks. If a student is having difficulty completing a task they should ask for assistance through the Learning Centre. This can be done by either the student or the parent by asking the class teacher, Head Teacher or Year Adviser for a referral.

When an Assessment Task is handed in late, or not handed in at all, and there has not been a genuine reason provided by the parent, the teacher will award zero marks. A letter will be sent home advising that the task has not been submitted and the student is in danger of not meeting School Certificate requirements.

When an Assessment Task due date is scheduled on the same day as an excursion, the task should be handed to the teacher the day before the excursion.

Organising Assessment Tasks

When an Assessment Task is received the student should make it a habit to immediately write the task into a diary, planner or electronic device. It should be entered into the day that it is received to remind the student to start planning and researching straight away. It should also be entered in the diary, planner or electronic device on the due date to remind the student what day to hand the task in. It is also helpful to add a few progress reminder dates. It is important that all Year 7 students get into the habit of checking their diary, planner or electronic device every day.

Year 8 Subjects

- Agriculture
- Applied Learning
- English
- HSIE – Human Society and Its Environment
- iDesign
- LOTE – Japanese
- Mathematics
- Music
- PDHPE
- Science
- Technology – Digital Technology
- Technology – Engineering (Semester 2)
- Technology – Textiles (Semester 1)
- Visual Arts

Stage 5 Agriculture 200 Hours (Years 8/9)

Course Overview

This course develops skills and knowledge in the Agricultural Industry, Vegetable production and Meat production.

Report Outcomes

AG5-2 Explains the interactions within and between agricultural enterprises and systems. (1)

AG5-4 Investigates and implements responsible production systems for plant and animal enterprises (2)

AG5-14 demonstrates plant and/or animal management practices safely and in collaboration with others (3)

Task Number	Due Date	Task Name	Task Type	Report Outcome Assessed	Weighting
1.	Term 1 Week 10	Introduction to Agriculture	Topic Test	1	20%
2.	Term 2 Week 8	Vegetable Production	Practical and Research Task	2,3	30%
3.	Term 3 Week 6	Meat Production	Research Task and Presentation	1,2,3	25%
4.	Term 4 Week 6	Yearly Examination	Test	1,2	25%

Year 8 Applied Learning – AgSTEM

Course Overview

The Applied Learning Course draws on syllabus content and outcomes from English, Maths, Science, HSIE, Visual Arts, PDHPE, Music and Agriculture. It always includes a focus on Darug language and Aboriginal Knowledges.

Semester One: Seeds of Change. In this unit students will explore climate science and the associated links to communities – ecological and human. In particular students will focus on the threads of plants, humans and climate research to inform decisions that will result in sustainable and resilient futures for communities.

Semester Two: Humans and Technologies: Past, Present and Future. This unit focuses on the relationship between technology and agriculture in the past, present and into the future. Students explore the practical implications and uses of technology and its impacts. This also extends to the design process and engineering of current and future technological developments. Students also explore ideas surrounding humans and technology, linking to communication, personal development, employment and connection to land. This also raises questions of ethics in the use of digital technology

Report Outcomes

Semester 1:

1. collaboratively and individually produces a plan to investigate questions and problems (SC45WS)
2. explains how advances in scientific understanding of processes that occur within and on the Earth, influence the choices people make about resource use and management (SC413ES)
3. examines perspectives of people and organisations on a range of geographical issues (GE44)
4. discusses management of places and environments for their sustainability (GE45)
5. collects, represents and interprets single sets of data using appropriate statistical displays (MA419SP)
6. applies appropriate mathematical techniques to solve problems (MA42WM)
7. thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts (EN45C)
8. effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies (EN42A)
9. evaluates the impact of past and current agricultural practices on agricultural sustainability (AG5-8)
10. recognises how contextual factors influence attitudes and behaviours and proposes strategies to enhance health and wellbeing. (PD4-6)

Semester 2:

11. evaluates the impact of past and current agricultural practices on agricultural sustainability (AG5-8)
12. uses a range of historical terms and concepts when communicating an understanding of the past
13. selects and uses appropriate oral, written, visual and digital forms to communicate about the past
14. applies appropriate mathematical techniques to solve problems (MA42WM)
15. explains how people in technology related professions contribute to society now and into the future (TE4-10TS)
16. effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies (EN42A)
17. uses, reflects on and assesses their individual and collaborative skills for learning
18. explains the interactions within and between the agricultural sector and Australia's economy, culture and society (AG5-3)

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 2 Week 1	Oral Presentation	1, 2, 5, 7	20%
2.	Term 2 Weeks 2/4/6/8/10	Community Action Portfolio	1, 3, 4, 8, 9, 10	20%
3.	Term 3 Week 8	Visual Communication Journal	11, 12, 13, 15, 18	20%
4.	Term 4 Week 2 and 4	Pitch Portfolio	11, 13, 16, 17, 18,	20%
	Ongoing	Reflection Journals	18 and combinations from syllabus specific outcomes in each journal entry.	20%

Year 8 English – Agriculture Speciality Stream

Student achievement in Year 8 English is a combination of both formal assessment tasks and class tasks, covering the modes of reading, writing, listening, speaking, viewing and representing. Assessment tasks will be a combination of in and out of class tasks. Student achievement of Stage 4 outcomes will be assessed and ranked.

Syllabus Outcomes

A student:

1. Responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
2. Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts
3. Uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts
4. Makes effective language choices to creatively shape meaning with accuracy, clarity and coherence
5. Thinks imaginatively, creatively, interpretively about information, ideas and arguments to respond to and compose texts
6. Identifies and explains connections between meaning and among texts
7. Demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it.
8. Identifies, considers and appreciates cultural expression in texts
9. Uses, reflects on and assesses their individual and collaborative skills for learning

Task Number	Due Date	Task Name	Syllabus Outcomes	Weighting
1.	Term 1 Week 8	Character Speech & Persuasive Paragraph	1, 4, 5, 6	25%
2.	Term 2 Week 5	Shakespeare Task	3, 5, 8	25%
3.	Term 3 Week 9	Response Essay	2, 3, 4, 5	25%
4.	Term 4 Week 5	Listening Task with Writing Component	1, 4, 5, 6	25%

Year 8 HSIE – AgSTEM

Course Overview

Students will study Geography in Terms 1 & 2 and History in Terms 3 & 4. Topics studied include:

- Interconnections
- Place and Liveability
- The Western and Islamic World
- Expanding Contacts
- The Asia Pacific World

Students will also undertake ongoing skills development and field work elements.

Report Outcomes

Semester 1:

1. Locates and describes the diverse features and characteristics of a range of places and environments (GE41)
2. Describes processes and influences that form and transform places and environments (GE42)
3. Explains how interactions and connections between people, places and environments result in change (GE43)
4. Examines perspectives of people and organisations on a range of geographical issues (GE44)
5. Discusses management of places and environments for their sustainability (GE45)
6. Acquires and processes geographical information by selecting and using geographical tools of inquiry (GE47)
7. Communicates geographical information using a variety of strategies (GE48)

Semester 2:

1. Describes the nature of history and archaeology and explains their contribution to an understanding of the past (HT41)
2. Describes major periods of historical time and sequences events, people and societies from the past (HT42)
3. Describes and assesses the motives and actions of past individuals and groups in the context of past societies (HT43)
4. Identifies the meaning, purpose and context of historical sources (HT45)
5. Locates, selects and organises information from sources to develop an historical inquiry (HT48)
6. Uses evidence from sources to support historical narratives and explanations (HT46)
7. Uses a range of historical terms and concepts when communicating an understanding of the past (HT49)
8. Selects and uses appropriate oral, written, visual and digital forms to communicate about the past (HT410)

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 10	Field work Task	1,2,6	25%
2.	Term 2 Weeks 4/5/6	Geographical Research Task	1,2,3,4,5,6,7,	25%
3.	Term 3 Week 8	Historical Research Task	1,5,6,7,8	25%
4.	Term 4 Weeks 4/5	Examination	1,2,3,4,6,7,8	25%

Year 8 iDesign- AgSTEM

Course Overview

iDesign thinking is a methodology for creative problem solving. iDesign thinking is a non-linear, iterative process that teams use to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test. Involving five phases—Empathize, Define, Ideate, Prototype and Test—it is most useful to tackle problems that are ill-defined or unknown.

The opportunity to investigate problems, generate ideas and produce sustainable solutions develops skills and attitudes that are valued in our society and are integral to Australia's economic future. The skills and capabilities developed by students through the study of iDesign mode and its applications can be applied to further education, and career opportunities in agriculture, design, technology, engineering, science, mathematics and related fields. Students will complete one iDesign challenge each semester with community and/or industry connections. Challenges in Year 8 align to Aboriginal Knowledges, Sustainability, Agriculture and STEM. Students will also complete 20 hours of Aboriginal Languages within this program, with a focus on Darug language. Students will evaluate and evidence their learning experiences against an AgSTEM capability framework.

Report Outcomes

1. Creativity and Innovation
2. Communication and Collaboration
3. Flexibility, Adaptability and Life Skills
4. Initiative and Entrepreneurialism
5. Social, Ethical and CrossCultural Skills
6. Literacies for Changing futures
7. Leadership and Responsibility
8. AgSTEM Application.

Task Number	Due Date	Task Name	Weighting
1.	Ongoing	Design Pitches	Complete/Incomplete
2.	Ongoing	Design Portfolio	Satisfactory/Unsatisfactory
3.	Term 4 Week 2	Learning Journey Presentation	Satisfactory/Unsatisfactory
4.	Ongoing	Capability Framework	Complete/Incomplete

Year 8 LOTE – Japanese

Course Overview

- Unit introduction to Japan and Japanese
- Japanese Writing System
- Self-Introduction
- Family Members

Report Outcomes

1. Uses Japanese to interact with others to exchange information, opinions, ideas and make plans
2. Obtains, processes and responds to information through a range of texts
3. Creates spoken, written, bilingual or digital texts in Japanese
4. Demonstrates an understanding of the language system including sound, writing and grammar
5. Understands and identifies the role of Japanese language to reflect cultural ideas, values and beliefs.

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 6	Research Task	4.MBC.1 4.MBC.2	15%
2.	Term 2 Week 4	Writing in Hiragana and or Romaji	4.UL.4 4.MLC.1 4.MLC.2	20%
3.	Term 3 Week 7	Speaking Task	4.UL.3 4.MLC.1 4.MLB.1	20%
4.	Term 4 Week 5	Yearly Examination	4.UL.1 4.MLC.2 4.MBC.2	45%

Year 8 Mathematics – AgSTEM

Course Overview

- Number
- Algebra
- Statistics
- Measurement
- Geometry

Report Outcomes

Semester 1

1. Compares, orders and calculates with integers, applying a range of strategies to aid computation
2. Operates with fractions, decimals and percentages
3. Solves financial problems involving purchasing goods
4. Operates with ratios and rates, and explores their graphical representation
5. Classifies, describes, and uses the properties of triangles and quadrilaterals, and determines congruent triangles to find unknown side lengths and angles

Semester 2

6. Generalises number properties to operate with algebraic expressions
7. Operates with positive integer and zero indices of numerical bases
8. Calculates perimeter and area of two-dimensional shapes. Calculates volume of three-dimensional shapes. Works with time.
9. Uses algebraic techniques to solve simple linear and quadratic equations
10. Creates and displays number patterns, graphs and analyses linear relationships.
11. Represents probabilities of simple and compound events

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 6	Test 1	1, 2	25%
2.	Term 2 Week 4	Test 2	3, 4, 5	25%
3.	Term 3 Week 4	Test 3	6, 7, 8	25%
4.	Term 4 Week 4	Test 4	9, 10, 11	25%

Year 8 Music

Course Overview

Students develop knowledge, skills and understanding of the musical concepts through performing, composing and listening activities.

Report Outcomes

- 1 Performs in a range of musical styles demonstrating an understanding of musical concepts
- 2 Performs music using different forms of notation and different types of technology across a broad range of musical styles
- 3 performs music demonstrating solo and/or ensemble awareness
- 4 demonstrates an understanding of musical concepts through exploring, experimenting, improvising, organising, arranging and composing
- 5 notates compositions using traditional and/or non-traditional notation
- 6 experiments with different forms of technology in the composition process
- 7 demonstrates an understanding of musical concepts through listening, observing, responding, discriminating, analysing, discussing and recording musical ideas
- 8 demonstrates an understanding of musical concepts through aural identification and discussion of the features of a range of repertoire
- 9 demonstrates musical literacy through the use of notation, terminology, and the reading and interpreting of scores used in the music selected for study
- 10 identifies the use of technology in the music selected for study, appropriate to the musical context
- 11 demonstrates an appreciation, tolerance and respect for the aesthetic value of music as an artform
- 12 demonstrates a developing confidence and willingness to engage in performing, composing and listening experiences

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Ongoing Term 1 - 4	Performance	1,2,12	40%
2.	Term 1 Week 8	Rhythm Composition	2,4,5,9	15%
3.	Term 2 Week 2	Listening Exam	4,7,8,10	15%
4.	Term 3 Week 7	Group Composition Activity	4,6,9	15%
5.	Term 4 Week 2	Listening Exam	4,11	15%

Year 8 Personal Development, Health, Physical Education

Course Overview

- Maintaining respectful relationships
- Avoiding harm from alcohol and other drugs
- Supporting mental health and wellbeing

Movement Tasks: Gymnastics, Fitness, T Ball, Athletics, Basketball, Touch/Netball, Dance, Soccer, Oz Tag, Volleyball, Cricket, Swimming

Report Outcomes

Semester 1

1. Refines, applies and transfers movement skills in a variety of physical activities (PD4 – 4)
2. Participates in activities that encourage health and a lifetime of physical activity (PD4 – 8)
3. Demonstrates self - management skills to effectively manage complex situations (PD4 – 9)
4. Investigates effective strategies to promote inclusivity, equality and respectful relationships. (PD4 – 3)

Semester 2

5. Movement skills can be adapted and transferred to enhance performance (PD4 – 11)
6. Participates in activities that encourage health and a lifetime of physical activity (PD4 – 8)
7. Applies interpersonal skills that promote inclusion in a variety of group contexts (PD4 – 10)
8. Investigates health practices, behaviours and resources to promote health (PD4 – 7)

Task Number	Due Date	Task Name	Outcome Assessed	Weighting
1.	Ongoing	Movement Skill	PD4 - 4	A - E
2.	Ongoing	Movement Participation	PD4 - 8	A - E
3.	Ongoing	Group Interaction	PD4 - 9	A - E
4.	Term 2, Week 4	Knowledge and Understanding	PD4 - 3	A - E
5.	Ongoing	Movement Skill	PD4 - 11	A - E
6.	Ongoing	Movement Participation	PD4 - 8	A - E
7.	Ongoing	Group Interaction	PD4 - 10	A - E
8.	Term 3, Week 8	Knowledge and Understanding	PD4 - 7	A - E

Year 8 Science – AgSTEM

Course Overview:

Topics covered in the Year 7 Science course include:

- Chemical World
- Physical World
- Living World
- Earth and Space

Report Outcomes

Semester 1:

1. Collaboratively and individually produces a plan to investigate questions and problems SC4-5WS
2. Presents science ideas, findings and information to a given audience using appropriate scientific language, text types and representations SC4-9WS
3. Describes the observed properties and behaviour of matter, using scientific models and theories about the motion and arrangement of particles SC4-16CW
4. Explains how scientific understanding of, and discoveries about the properties of elements, compounds and mixtures relate to their uses in everyday life SC4-17CW
5. Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-6WS

Semester 2:

6. Processes and analyses data from a first-hand investigation and secondary sources to identify trends, patterns and relationships, and draw conclusions SC4-7WS
7. Selects and uses appropriate strategies, understanding and skills to produce creative and plausible solutions to identified problems SC4-8WS
8. Discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations SC4-11PW
9. Describes the dynamic nature of models, theories and laws in developing scientific understanding of the Earth and solar system SC4-12ES
10. Relates the structure and function of living things to their classification, survival and reproduction SC4-14LW
11. Follows a sequence of instructions to safely undertake a range of investigation types, collaboratively and individually SC4-6WS

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 9	Practical Task and Science Report	1, 2, 4,5	20%
2.	Term 2 Week 4-6	Half Yearly Exam	2, 3, 4	20%
3.	Term 3 Week 7	Literacy, Numeracy and Skills Assessment Task	6, 7	20%
4.	Term 4 Week 5/6	Yearly Exam	6, 8, 9, 10	20%
	Ongoing	End of Topic Tests	As applicable	20%

Informal class assessments will also take place to meet report outcomes.

Year 8 Technology – Digital Technology

Course Overview

Technology encompasses a diverse collection of knowledge, skills and processes that people use to satisfy their needs and to extend human capabilities. The Technology Mandatory course provides opportunities to reinforce and integrate knowledge and understanding from other subjects in the Years 7–10 curriculum.

The opportunity to investigate problems, generate ideas and produce solutions helps to develop skills and attitudes that are valued in our society and are integral to Australia’s economic future.

The study of Technology Mandatory in Years 7–8 enables students to become responsible users of technologies and designers of solutions. Through the practical application of knowledge and understanding, students develop skills in the safe use of a range of technologies to design, produce and evaluate solutions to identified needs and opportunities.

Appropriate adjustments and alternative outcomes will be applied to assist any student who may require additional support, is identified as Gifted and Talented and/or for students undertaking a Life Skills program.

Course Outcomes

1. Designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities (TE4-1DP)
2. Plans and manages the production of designed solutions (TE4-2DP)
3. Selects and safely applies a broad range of tools, materials and processes in the production of quality projects (TE4-3DP)
4. Designs algorithms for digital solutions and implements them in a general-purpose programming language (TE4-4DP)
5. Explains how data is represented in digital systems and transmitted in networks (TE4-7DI)
6. Explains how people in technology related professions contribute to society now and into the future (TE4-10TS)

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1	Term 2 Week 2	Using Computer technology	Class tasks & homework	1, 2, 5, 6	40%
2	Term 3 Week 10	Looking at codes	Design process task	3, 4, 5	40%
3	Term 4 Week 5	Class Test	Exam	3, 4, 5, 6	20%

Year 8 Technology – Engineering (Semester 2)

Course Overview

The Engineered Systems context focuses on how force, motion and energy can be used in systems, machines and structures. Students are provided with opportunities to experiment and develop prototypes to test their solutions for a Rubber Band Racer. They will investigate how forces and the properties of materials affect the behaviour and performance of engineered machines while designing and producing a creative solution.

Report Outcomes

Semester 1 / 2

- TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
- TE4-2DP plans and manages the production of designed solutions
- TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
- TE4-8EN explains how force, motion and energy are used in engineered systems

Task Number	Due Date	Task Name	Task Type	Report Outcomes Assessed	Weighting
1.	Ongoing	Workshop Safety Test and Observation	Practical Work	TE4-3DP	20%
2.	Term 4 Week 2	Folio and Evaluation	Theory Assessment	TE4-1DP	20%
3.	Term 4 Week 2	Practical Project	Practical Work	TE4-2DP	40%
4.	Term 4 Week 4	Exam	Theory Assessment	TE4-8EN	20%

Year 8 Technology – Textiles (Semester 1)

Course Overview

During this unit students will:

- Apply textiles skills and techniques
- Develop knowledge and understanding of the characteristics and properties of textile materials
- Design and produce a quality textile item

Course Outcomes

Semester 1 / 2

1. TE4-1DP designs, communicates and evaluates innovative ideas and creative solutions to authentic problems or opportunities
2. TE4-2DP plans and manages the production of designed solutions
3. TE4-3DP selects and safely applies a broad range of tools, materials and processes in the production of quality projects
4. TE4-9MA investigates how the characteristics and properties of tools, materials and processes affect their use in designed solutions
5. TE4-10TS explains how people in technology related professions contribute to society now and into the future

Task Number	Due Date	Task Name	Report Outcomes Assessed	Weighting
1.	Term 1 Week 4	Designer Case Study	10TS	10%
2.	Term 1 Week 5	Mood Board Design	1DP	10%
3.	Term 2 Week 3	Design Portfolio	2DP 9MA	40%
4.	Term 2 Week 4	Practical Skills & Product	3DP 9MA	40%

Year 8 Visual Arts

Course Overview

Through a variety of art making mediums students will develop knowledge, understanding and skills to make artworks informed by their understanding of practice, the conceptual framework and the frames.

Students will develop knowledge, understanding and skills to critically and historically interpret art informed by their understanding of practice, the conceptual framework and the frames.

Report Outcomes

- 1 Uses a range of strategies to explore different artmaking conventions and procedures to make artworks
- 2 Explores the function of and relationships between artist – artwork – world – audience
- 3 makes artworks that involve some understanding of the frames
- 4 recognises and uses aspects of the world as a source of ideas, concepts and subject matter in the visual arts
- 5 investigates ways to develop meaning in their artworks
- 6 selects different materials and techniques to make artworks
- 7 explores aspects of practice in critical and historical interpretations of art
- 8 explores the function of and relationships between the artist – artwork – world – audience
- 9 begins to acknowledge that art can be interpreted from different points of view 10
recognises that art criticism and art history construct meanings

Task Number	Due Date	Task Name	Report Outcome Assessed	Weighting
1.	Term 1 Week 9	Elements of Art	1,2,3,4,5,6	25%
2.	Term 2 Week 7	Ceramics	1,2,3,4,5,6	25%
3.	Term 3 Week 10	Print Making	1,2,3,4,5,6	25%
4.	Term 4 Week 4	Case Study	7, 8, 9, 10	25%