

Rouse Hill High School

Assessment Booklet



**Middle School -
Year 9**

2022 - 2023

Assessment at Rouse Hill High School

The purpose of this document is to provide students and parents/caregivers with an overview of assessment procedures in the Middle School. It is important that parents/caregivers are active partners with the school in the academic development of their children.

The assessment schedule for the Middle School is very similar to the style students would receive in the Higher School Certificate (HSC) years. It is essential students develop good work habits early and recognise the importance of completing all tasks on time. If students are to achieve their full potential, it is necessary to develop motivation, self-confidence, perseverance and responsibility.

Specifically, assessment tasks encourage students to:

- take ownership of, and responsibility for, their academic development
- develop a comprehensive work ethic
- develop independent learning and research skills.

Assessment is the process of identifying, gathering and interpreting information about students' learning. Some assessment tasks will be completed during class in a set time frame e.g. Period 5 test on fractions; others will be completed over a period of time e.g. Visual Arts process diary. Alternatively, tasks may be prepared at home and submitted or performed on the due date.

Assessment provides information on student achievement and progress and sets the direction for ongoing teaching and learning. Assessment tasks allow the measurement of a student's total progress and should provide a true reflection of their ability and/or performance in each course. It provides a fair, equitable and structured way of measuring student achievement.

Whilst the breakdown, given in each subject outline, is of those tasks which are used to allocate A – E grades for identified outcomes, there will be ongoing class assessment and class work throughout the year to monitor students' completion of course requirements. If you would like to discuss the assessment schedule or course requirements for a particular subject please contact the appropriate Head Teacher.

NSW Education Standards Authority – for the award of Record of School Achievement

Stage 4 comprises Years 7 and 8; Stage 5 comprises Years 9 and 10. Both stages lead to the Record of School Achievement, and the Principal must sign off that each student has completed all mandatory components.

The NSW school curriculum is organised into key areas of learning as required by the Education Reform Act 1990. There are eight secondary school key learning areas.

- English
- Mathematics
- Science
- Human Society and its Environment
- Personal Development, Health and Physical Education
- Languages
- Technology and Applied Studies
- Creative Arts

It is mandatory for all students to study courses in each of the key learning areas throughout Stage 4 and 5.

Students must complete the mandatory curriculum requirements in each of these key learning areas. This includes:

- completing all assessment tasks
- completing all homework tasks
- completing all class work
- participating in class activities
- participating in practical activities and excursions
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course.

Policy - Assessment of the Middle Years – Yr 7, 8, 9

School Responsibilities -

Every school has to develop an assessment program for each course. At Rouse Hill High School we will:

- set tasks which will be used to measure student performance in each component of every course.
- specify values for each of these tasks.
- inform students of the requirements for each course.
- keep records of each student's performance on each task.
- provide students with feedback on their progress.
- provide at least two weeks notice in writing of the due date of each individual assessment task outline.
- inform students of their right to request a review of their ranking within each course.
- provide details of an assessment task at least two weeks prior to the due date.
- publish a calendar of assessment tasks early in the year. Teachers who wish to vary this schedule will firstly gain the approval of all Head Teachers, and then provide students with a written notice of the details of the assessment task at least two weeks prior to the new due date.
- present all assessment tasks on the school Assessment Task Cover Sheet, detailing –
 - subject details
 - due date
 - outcomes to be assessed
 - task description
- provide a marking rubric for every assessment task issued, detailing the expectations for grades ranging between an A and E.
- notify parents/caregivers in writing of failure to submit/or complete an assessment task.

Parent/Caregiver Responsibilities –

As partners in the implementation of the school's educational policies and practices regarding assessment tasks, parents/caregiver can participate and help by:

- encouraging their children to complete assessment tasks by working on the tasks over a period of time.
- providing a study place which: can be used regularly, is quiet, is well lit and comfortable.
- taking an active interest in their child's study. Supporting them by discussing work, encouraging them if they become discouraged and directing them to seek help from their teachers if they are having difficulties.
- ensuring that their child has a healthy balance between school work and recreation.
- helping their child to become well organised in their approach to study.
- checking task due dates.
- ensuring their children have access to reference materials, including a dictionary, thesaurus and the internet.

Student Responsibilities -

Assessment tasks form the basis for outcomes reported on in student reports issued each semester. Students at Rouse Hill High School are required to:

- complete all tasks listed in the assessment schedule for each subject.
- submit assigned tasks, even if they are late.
- follow set procedures if they are absent from school when a task is due.
- complete all class and course work with diligence and sustained effort.
- follow set procedures if an extension is required.
- record due dates.
- seek help from the teacher if they don't understand the task.

'All My Own Work' - Copying and Plagiarism:

All work submitted by a student for an assessment task must be completed by the student.

Plagiarism includes copying large sections from a book/source without acknowledging the author. If in any doubt about how to acknowledge information, ideas or the actual words taken from a book/source, students should seek the assistance of the class teacher. It is highly recommended that drafts/evidence and preparation be sighted throughout the process and that students keep drafts/records, notes/evidence of process work for submission if required by the teacher. In cases where there is doubt regarding the authenticity of work submitted, the assessment task may be given a 'non attempt'.

Absent on the Submission Date:

If a student is absent on the due date:

1. On the first day of the student's return to school, they must provide a written explanation of absence from their parent/caregiver. If the student is sick this could be in the form of a medical certificate; other extenuating circumstances could be explained in a letter from the parent/caregiver.
2. The note/Medical Certificate must be given to the Head Teacher of that course, who will determine the appropriate action.
3. An alternative date and time to complete the task will be identified.

Late Submission:

Assessment tasks submitted after the due date, without written explanation from the parent/caregiver will have a record of late submission for that task.

However, the task must be submitted to satisfactorily complete course requirements. All tasks submitted late should be accompanied by the Task Missed form.

Application for Extension:

If an extension is required, it must be submitted at least two days prior to the due date. An Application for Extension form must be completed.

Technology Issues:

Failure of equipment (e.g. computers, printers) will not be accepted as a reason for not handing in a task. It is the responsibility of all students to make drafts and copies of all work throughout the process. These need to be provided to the teacher if they are unable to provide the finished copy of the task.

Appealing an Assessment Task Grade:

A student is able to query a grade for an assessment task within one week of the task being returned. The student must talk to the teacher who marked the task.

It is important to realise a teacher's professional decision to award a particular grade is not grounds for an appeal. Grounds for appeal could include:

- another student's answer was marked correct and the claimant's answer was marked incorrect;
- a discrepancy between the markers written comment and what the response actually contained;
- the marking criteria were not followed.

The teacher who marked the task will discuss the marking of a particular question with the student seeking the variation. After this discussion, the student may feel the need to discuss the situation further with the Head Teacher. The decision made by the Head Teacher is final.

Academic Review Processes for Year 9:

During Year 9 students will be part of an Academic Review Process to determine their progress in each subject. Student records will indicate those students who have had difficulty meeting the expectations in one or more subject areas, with documentation about Unsatisfactory Progress existing in the form of letters to parents and other documentation maintained by staff.

Assessment Results:

The assessment tasks are used to determine the final grades for outcome achievement in each subject. The common grade scale below describes generic performance descriptors for each of the five grade levels.

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 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 a few areas of the content and has achieved very limited competence in some of the processes and skills.

Student Reports -

Students will receive two reports throughout the year. A half yearly report issued in Semester One, Term Two and a yearly report issued in Semester Two, Term Four.

Interim reports are issued twice a year to inform parents of general progress towards outcomes between formal reporting periods. These will be issued in Term One and Term Three and can be used as a starting point for discussions at parent-teacher meetings.

There are two parent-teacher meetings throughout the year. These provide opportunities for parents, teachers and students to discuss concrete examples of the student work used to achieve course outcomes.

Forms Relating to Assessment Tasks -

Samples of the following documents are provided in this booklet:

- Application for Extension form
- Assessment Task Missed form
- Assessment Task Cover form
- Assessment Task Marking Rubric

Forms are available from your teachers.



APPLICATION FOR EXTENSION

Course Name: _____

Student Name: _____ Date: _____

Assessment Task

Number		Due date	
Task title			
Reason for application for extension			
Note: Appropriate evidence must accompany this application. (e.g. Note from parent)			
Student signature		Parent signature	

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REPLY TO APPLICATION FOR EXTENSION

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			



TASK MISSED

Course Name: _____

Student Name: _____ Date: _____

Assessment Task

Number		Due date	
Task title			
Date/s of absence			
Reason for absence on day of task			
Note: Appropriate evidence must accompany this application. (e.g. Note from parent)			
Student signature		Parent signature	

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TASK MISSED RECEIPT

Course		Student	
Task title			
GRANTED		REFUSED	
New due date		Reason	
Head Teacher signature			

ASSESSMENT TASK COVER SHEET



FACULTY:

SUBJECT:

ASSESSMENT TASK No:

YEAR:

DATE GIVEN:

DATE DUE:

Student Name: _____

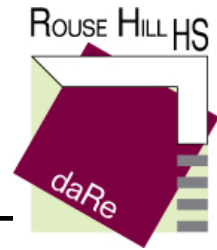
Class: _____

Syllabus Outcomes Being Assessed	What it will look like

Outline/Description of Task

Assessment Task

Year 9 MARKING RUBRIC



Class - _____

Faculty - _____

Grade	Mark	To achieve this grade, you will....
A		• • • •
B		• • • •
C		• • • •
D		• • • •
E		• • • •

Comment -

Teacher - _____

Rouse Hill High School Assessment Schedules Middle School – Year 9 – 2022-2023

Child Studies – Year 9

Child Studies explores the broad range of social, environmental, genetic and cultural factors that influence prenatal development and a child's sense of wellbeing and belonging between 0 and 8 years of age. It includes study of preconception and family preparation, newborn care and the influence and impact of nutrition, play, technology and the media.

Type of Task	Due
1. Preparing for Parenthood Presentation	Term 4 Week 10
2. Conception to Birth Task	Term 1 Week 10
3. Current Issues in Newborn Care Research and Speech	Term 2 Week 10
4. Toy Design Task	Term 3 Week 9

Commerce – Year 9

Commerce provides the knowledge, skills, understanding and values that form the foundation for sound decisions on consumer, financial, business, legal and employment issues. A variety of engaging teaching strategies are utilised to assist students to develop an understanding of commercial and legal processes and competencies for personal financial management.

Type of Task	Due
1. Consumer and Financial Decisions Task	Term 1 Week 4
2. Running a Business PBL Task	Term 2 Week 2
3. Employment and Work Futures Task	Term 2 Week 10
4. Law in Action Task	Term 3 Week 8

Dance – Year 9

Students in Year 9 Dance examine performance, composition and appreciation. The performance unit covers dance skills, their development and safe performance in the genre of Modern and Jazz Dance. In composition students use a stimulus to structure movement responses using space, time and dynamics to communicate their intent. In appreciation students analyse dance works to communicate ideas within a context.

Type of Task	Due
1. Modern Dance Performance	Term 1 Week 7
2. Core Composition	Term 2 Week 3
3. Aboriginal Dance Task	Term 3 Week 4
4. Jazz Dance Performance	Term 4 Week 3

Drama – Year 9

In Year 9 Drama students learn to communicate in complex and powerful ways. Through participating in a range of learning experiences, including critical analysis, devising, workshopping, rehearsing, reflecting and performing individual and collaborative works, students learn to both interpret and create meaning by interacting actively, creatively and imaginatively with a range of texts.

Type of Task	Due
1. Written Examination	Term 1, Week 2 2023
2. Scriptwriting and Group Performance	Term 2, Week 4 2023
3. Physical Theatre Group Performance	Term 3, Week 3 2023
4. Comedy Research Task	Term 4 Week 2 2023

English – Year 9

Year 9 English provides students the opportunity to continue developing their skills in reading, writing, speaking, listening, viewing and representing. Students will study areas including media, persuasion, cultural perspectives, Shakespearean drama and a prose fiction text.

Type of Task	Due
1. Persuasive Writing and Reflection	Term 4, Week 10 2022
2. PBL: Appropriation	Term 1, Week 10
3. Essay	Term 2, Week 10
4. Podcast	Term 3, Week 10

Food Technology – Year 9

Year 9 Food Technology aims to further develop skills of food handling and safe work practices. Students gain an awareness of the relevance of Food Technology for them as individuals and as members of society. Over the length of the course students will explore food related issues which should help them make informed and appropriate food choices.

Type of Task	Due
1. Task 1 – Food in Australia	Term 1 Week 4
2. Task 2 – Individual practical examination	Term 2 Week 6
3. Task 3 – Food Product Development	Term 3 Week 9
4. Task 4 - End of Course Examination	Term 4 Week 1

HSIE – Year 9

Year 9 HSIE students will further extend their use of geographical and historical source analysis skills and ability to communicate, whilst exploring Australia's unique physical and ever-changing human environment. Students will develop an understanding of the making of the modern world and how this has contributed towards shaping the contemporary life experiences of Australians.

Type of Task	Due
1. Changing Places Task	Term 1 Week 5
2. Movement of People Task	Term 2 Week 1
3. Food Security PBL	Term 3 Week 4
4. WWI: ANZAC Task	Term 4 Week 2

Industrial Technology – Engineering – Year 9

Industrial Technology Engineering 1.0 provides students with opportunities to develop knowledge, understanding and practical skills in relation to engineering and associated industries. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future aspirations.

Type of Task	Due
1. Civil Engineering - Practical and Report	Term 1 Week 9
2. Mechanical Engineering - Automata Toy and Report	Term 2 Week 8
3. Alternative Energy - Wind and Solar Power Project	Term 3 Week 10
4. End of course examination	Term 4 Weeks 3

Industrial Technology – Timber – Year 9

Year 9 Industrial Technology - Timber provides students with opportunities to develop knowledge, understanding and practical skills in relation to the timber and associated industries. This subject will include a variety of practical projects including instruction on the theory behind the skills students develop. These projects can include decorative timber products, storage items or small furniture items.

Type of Task	Due
1. Project 1 Practical and Folio	Term 2 Week 2
2. Research Task	Term 2 Week 10
3. End of Course Examination	Term 3 Week 10
3. Project 2 Practical and Folio	Term 4 Week 2

iSTEM – Year 9

Students will undertake a range of inquiry-based (IBL) and project based (PBL) learning activities. Inquiry-based and project based learning assists students to actively pursue and use STEM based knowledge beyond the simple transmission of content. Students will learn to use a range of tools, techniques and processes, including relevant technologies in order to develop solutions to a wide variety of problems and challenges relating to their present and future aspirations.

Type of Task	Due
1. Fundamentals Research Task - In class/take home	Term 1 Week 3
2. Portfolio assessment task	Term 2 Week 1
3. Research task	Term 3 Week 8

Marine and Aquaculture Technology – Year 9

Marine and Aquaculture Technology (100 hour) provides an opportunity for students to study the oceans and marine life as well as appreciate its value. It gives them the opportunity to develop the necessary knowledge and skills to use and protect its unique ecosystems, and at the same time communicate their appreciation to the community. Students will participate in a number of practical activities, some of which will require excursions to marine environments.

Type of Task	Due
1. Research and Practical Assessment	Term 1 Week 4
2. Topic Test	Term 2 Week 2
3. Research	Term 3 Week 4
4. End of Course Examination	Term 4 Week 2

Mathematics – Year 9

Year 9 Mathematics provides students with knowledge, skills and understanding in Number and Algebra, Measurement and Geometry, and Statistics and Probability. It focuses on developing increasingly sophisticated and refined mathematical understanding, fluency, communication, logical reasoning, analytical thought and problem-solving skills. These capabilities enable students to respond to familiar and unfamiliar situations by employing strategies to make informed decisions and solve problems relevant to their further education and everyday lives.

There are three pathways for Year 9 (Stage 5) Mathematics; 5.1, 5.2 and 5.3. Each pathway builds on the concepts in the preceding pathway, allowing teachers to have flexibility in developing suitable programs for their students.

The same strands are taught in each pathway but to different degrees of difficulty. Those strands are:

- Working Mathematically (WM)
- Number and Algebra (NA)
- Measurement and Geometry (MG)
- Statistics and Probability (SP)

Type of Task	Due
1. Exam – In class task	Term 4 Week 10 2022
2. Half Yearly Exam – In class task	Term 1 Week 9
3. Exam – Investigation and In class task	Term 2 Week 10
4. End of course Examination	Term 3 Week 9

Music – Year 9

Year 9 Music provides students with an opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment in performing, composing and listening activities. Students will learn about the concepts of music through singing, experimenting with sound and reading scores and sheet music; explore Australian music; complete vocal training by rehearsing and performing various vocal repertoire; learn to play guitar chords, read tablature and play a standard drum beat. They will learn to compose and improvise music for their selected instrument. Finally they will also perform in small ensembles, refining both their skills on a specific instrument and their ability to communicate with other performers.

Type of Task	Due
1. Performing and Composition Task – In class	Term 1 Week 10
2. Composition and Performance Task – In class	Term 2 Week 10
3. Rock Music Performance or Musicological Research Task - In class	Term 3 Week 10
4. Listening Test Aural – In class	Term 4 Week 2

Photography and Digital Media – Year 9

Students in Photography will develop and enjoy practical and conceptual autonomy in their abilities to represent ideas and interests in photographic and digital media works. They will be encouraged to critically and historically interpret photographic and digital works informed by their understanding of practice, the conceptual framework and frames.

Type of Task	Due
1. PBL Body of Work 1	Term 1 Week 8
2. Research – Take home	Term 2 Week 2
3. PBL Body of Work 2	Term 2 Week 9
4. PBL Body of Work 3	Term 4 Week 1

Physical Activity and Sports Studies – Year 9

Year 9 Physical Activity and Sports Studies allows students to be presented with a broad view of physical activity and the contexts in which individuals can build activity into their lifestyle. They will examine World Games, The Body in Action, Practice / Participation / Performance, World Games, Fitness Specialisation and Drugs in Sport as topics. Students will also participate in a range of different physical activity options and be assessed on both practical and theory components of the course.

Type of Task	Due
1. Foundations of Physical Activity Assessment	Term 1 Week 5
2. Sport Specific Skills Review	Term 1 Week 10
3. Enhancing Participation and Performance Task	Term 3 Week 7
4. Application of Movement Skills Review	Term 3 Week 10

PDHPE – Year 9

Year 9 PD/H/PE allows students to study the motivations behind choices and the consequences of these actions in relation to their health. They will also conduct an in-depth investigation on mental health. The practical component will involve furthering the development of individual movement skills and the application of tactical and strategies to games.

Type of Task	Due
1. Holistic Health task	Term 1 Week 5
2. Health Benefits of Physical Activity (Practical)	Term 2 Week 4
3. Sexuality and Sexual Health task	Term 3 Week 8
4. Individual and Team Games (Practical)	Term 3 Week 10

Science – Year 9

Year 9 Science, during Semester 1, explores the structure of the atom, how it relates to chemical change and nuclear chemistry as well as systems of the human body and its response to disease. In Semester 2, they will discuss sustainable living, investigate plate tectonics and the characteristics of our universe through our cosmology unit. Students will also develop and refine their problem solving strategies, scientific literacy and practical investigation skills.

Type of Task	Due
1. Practical task – In class	Term 1 Week 4
2. Topic Test - In class	Term 2 Week 2
3. Research – Take home	Term 3 Week 4
4. End of course Examination	Term 4 Week 2

Visual Arts – Year 9

Year 9 Visual Arts engages students with artistic practice, the conceptual framework, and frames in making and interpreting art to create a technically accomplished body of work. Students will continue to use their VAPD to expand explorations of ideas and interests in the world and experiment with a broad range of materials. In critical and historical studies, students utilise the conceptual framework and the four frames to understand the Visual Arts.

Type of Task	Due
1. PBL - Body of Work 1	Term 1 Week 10
2. PBL - Body of Work 2	Term 3 Week 5
3. PBL - Body of Work 3	Term 4 Week 2

Home Learning

The assessment tasks described previously in this document are considered separate to home learning.

Why Do Home Learning?

Did you know that 95% of what you learn today, you won't remember tomorrow unless you revise it in the first 24 hours? Study is practice for the mind, as running is practice for the athlete.

Home learning is designed to:

- reinforce and consolidate what is learnt in class.
- provide opportunities for students to practise skills being developed and content covered in class.
- develop topic summaries.
- develop a work ethic and foster self-discipline through the development of independent study habits.
- provide a link between school and home. It enables parents/caregivers to be partners in the education of their children and offers them an opportunity to monitor their children's progress.

There are three types of home learning:

1. specifically set tasks designed to follow a class learning activity.
2. completion of tasks from class.
3. self-study that may involve students reviewing their learning, preparing study notes, refining their understanding, developing topic summaries, etc.

School Responsibilities -

The school's overriding goal is to ensure that home learning is educationally beneficial, while meeting the realistic expectations of students, teachers and parents/caregivers. The school will:

- ensure home learning is set on a regular basis, and is checked promptly and accurately for regular feedback;
- ensure a suitable amount of challenging and purposeful home learning is set, including:
 - practice exercises, to provide students with opportunities to apply new knowledge; or review, revise and reinforce newly acquired skills;
 - preparatory learning, to provide students with opportunities to gain background information for an upcoming unit of study; and
 - extension assignments, encouraging students to pursue knowledge individually and imaginatively.
- take into account students' commitments out of school hours (e.g. sport, home responsibilities);
- consider technology access (computers, e-mail, the Internet) while ensuring different levels of access to this technology do not disadvantage any student;
- ensure home learning is recorded;
- apply appropriate measures if home learning is not completed;
- maintain a home learning register.

The amount of time devoted to home learning increases as a student progresses through school. Students need to develop a pattern where enough time is dedicated to consolidate and progress in learning while maintaining an appropriate balance with family and social activity.

Parent/Caregiver Responsibilities -

As partners in the implementation of the school's educational policies and practices regarding home learning, parents/caregivers can participate and help by:

- taking an active interest in home learning by:
 - checking student home learning regularly, and signing completed tasks.
 - ensuring there is time regularly set aside for home learning, as part of a routine; and providing a dedicated place and desk for home learning / study;
 - encouraging and supporting students to complete home learning, while not doing the work for them;
- encouraging students to read, and to take an interest in current affairs;
- contacting teachers over any concerns about the nature of home learning, or their children's approach to it;
- alerting the school to any factors that may need to be taken into account when home learning is set or corrected.

Student Responsibilities -

As a matter of course, students should revise and review work undertaken in class each day. Students should see home learning as an integral part of this process.

To gain the greatest educational benefit from home learning, students will:

- record all home learning as recognition of the importance of home learning.
- take responsibility for their home learning, with support from parents/caregivers and teachers if difficulties arise.
- ensure home learning is completed on time and to the best of their ability.
- give sufficient time and equal effort to all home learning given in all subjects.
- keep parents/caregivers informed of home learning, and show them completed tasks.
- with help from teachers and parents/caregivers, develop appropriate time-management skills to allow for satisfactory completion of home learning as part of their overall time commitments.

How to Study?

- Spend 10-15 minutes reading over work done in each class that day.
- Different ways of studying include: reading, developing mind maps, practice questions, speaking aloud, self-testing, peer testing, topic summaries.

Year 9 Assessment Calendar – 2022 - 2023

NB: This calendar is a guide only. Students are advised to refer to Subject Assessment Notifications for official due dates. Core subjects are listed in bold.

Week	Term 4 - 2022	Term 1 - 2023	Term 2	Term 3	Term 4
1			HSIE iSTEM		Food Technology Photography
2		Drama	Commerce Photography Timber Science Marine and Aquaculture		Science Drama Visual Arts HSIE Music Timber Marine and Aquaculture
3		iSTEM	Dance	Drama	Engineering Dance
4		Commerce Science Food Technology Marine and Aquaculture	Drama PDHPE	Science Dance HSIE Marine and Aquaculture	
5		HSIE PASS PDHPE		Visual Arts	
6			Food Technology		
7		Dance		PASS	
8		Photography	Engineering	Commerce iSTEM PDHPE	
9		Engineering Mathematics	Photography	Child Studies Food Technology Mathematics	
10	Child Studies English Mathematics	Child studies English Music PASS Visual Arts	Child Studies Commerce English Timber Mathematics Music	English Engineering Timber Music PASS PDHPE	