



**Bialik College**

Bialik College (Nominees) Pty Ltd

A.B.N. 27 004 987 062

# Year 7 2009 Curriculum Outlines

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# Year 7 2009



Core (Compulsory) Subjects	Number of Periods per Week
English	5
Health & Personal Development	1
Hebrew	4
History	3
Information & Communications Technology (ICT)	2
Jewish Studies	5
Mathematics	5
Physical Education	2
Science	4
Sport	3

Elective Subjects (Choose TWO) [Provisional]	Number of Periods per Week
Art Drama French Health & Fitness Music Spanish	3 per elective subject

# Art Course Outline 2009 Year 7

## **RATIONALE**

Students undertake a broad-based general arts program covering both two dimensional and three dimensional work. Using starting points such as direct observation, experience and research, students generate and express ideas and feelings. Students will become familiar with elements and principles of art: line, shape, tone, form, texture, movement, rhythm, pattern, perspective, balance, colour and contrast by focusing on the development of artistic skills through the use of a variety of techniques and media.

## **CURRICULUM FOCUS**

Projects include:

Art Folder Design: Based on their own imagination and direct observation of nature, students produce a personal creative design employing a select use of art elements, principles and concepts.

Expressionist Portrait: Figurative oil pastel portrait drawing based on the German Expressionist use of colour to convey a particular atmosphere and/or emotion.

3-D Sculpture: Wire and papier-mâché, painted figurine that conveys a particular character, personality, or fashion.

Painting: An exploration in paint using the technique of Pointillism to produce a landscape painting.

Cartoon: Design elements are used to transform the image of a common object (ie., spoon, suitcase) into a cartoon character that communicates meaning and humour through visuals and text.

Stitches: Wool is used to produce a picture in 'stitches' sewn into a plastic mat. This project continues throughout the year.

Drawing: Drawing from observation continues throughout the year.

Theory: Students observe artworks which relate to their practical projects. They identify and understand different ways in which artworks are made in particular styles and cultural and historical contexts.

## **ASSESSMENT**

Students produce a folio of work. Finished artworks are supported by evidence of exploration of ideas and developmental work. Students are graded for their level of technical and practical skills and expressive ideas and imagination.

# **Drama**

## **Course Outline 2009**

### **Year 7**

#### **RATIONALE**

Drama in Year 7 aims to develop self-confidence through improvisation and group ensemble tasks with emphasis on theatre skills, focus and self-discipline. Students will develop expressive skills such as voice, mime and movement, and improvisation in order to communicate meaning to an audience. Drama will enable students to experience the satisfaction of interacting with other group members in dramatic situations.

#### **CURRICULUM FOCUS**

Year 7 students are introduced to various theatre techniques such as improvisations and suspension of disbelief, the body as animate and inanimate objects, props, costume, and script work. Personal qualities such as self-confidence, concentration, commitment, sensitivity, self-discipline, leadership, self-motivation, listening and imagination are developed through a variety of drama exercises and improvisational group work. Students will develop the skills to create scripts leading to performance and various elements of stage-craft such as set and costume design are explored.

#### **ASSESSMENT**

Students are assessed on their participation and contribution to all class activities and designated performance roles. The development of group-devised scripts will demonstrate skills such as brainstorming, problem-solving, creative thinking, character development and presentation.

# English

## Course Outline 2009

### Year 7

#### **RATIONALE**

Effective participation in Australian society depends on an ability to understand the various uses of the English language and to employ them effectively for a range of purposes.

This study aims to enable all students to develop their critical understanding and control of the English language so that they can use it in a wide range of situations. To emphasise the importance of treating language development as an integrated process, the study promotes classroom activities which integrate the skills of reading, writing, speaking, listening and thinking. It supports a focus on learning situations in which students take increasing responsibility for their language development.

#### **CURRICULUM FOCUS**

This course focuses on expanding the range and complexity of the texts students speak, listen to, read, view and write. There is particular emphasis on responding to fiction and factual texts with more critical awareness, and on developing basic research and reporting skills, and on refining mechanical and grammatical skills such as spelling, punctuation and sentence structure. Students read, discuss and analyse texts containing some unfamiliar concepts and justify their interpretations by referring to the text and to their own knowledge and experiences. Some of the textual themes covered in this course have included 'Growing Up', 'Fantasy', 'Humour' and 'Detective Fiction'.

#### **ASSESSMENT**

Assessment in this subject is ongoing. Among the types of assessment used are assignments, oral presentations, book reports, tests, writing tasks, and concise text responses.

# French

## Course Outline 2009

### Year 7

#### **RATIONALE**

French is taught for the following reasons:

- It is spoken in 44 countries, which together make up a quarter of the world's nations.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games.
- It is a commercially important language in a united Europe.
- It enables easier access to scientific, academic and classical literary publications.
- It opens the doors to first-hand knowledge of France's contemporary advancements in technology, viticulture, cosmetics, fashion, gastronomy and the arts.
- It is a stepping stone to the easy learning of other romance languages such as Italian, Spanish and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

#### **CURRICULUM FOCUS**

Everyday greetings, education, leisure activities and family are topics used as a springboard to teach the four skills assessed in language learning: speaking, writing, reading and listening.

The student should be able to:

- conduct a rehearsed conversation about topics covered, asking and responding to questions;
- read and write short paragraphs on topics covered;
- listen to spoken French and carry out simple listening comprehension activities on topics covered;
- show evidence of cultural knowledge about France.

#### **ASSESSMENT**

Progress will be assessed by:

- regular tests on vocabulary and grammar;
- performance of dialogues and role-plays;
- listening and reading comprehension tests;
- projects on French or any French-speaking countries;
- entering Alliance Francaise Poetry Competition.

# Health & Fitness Course Outline 2009 Year 7

## **RATIONALE**

- To develop an understanding of health and fitness in today's society.
- To gain an insight into individual fitness levels.
- To provide students with an opportunity to develop self-awareness through the studies of human anatomy and human development and human relations.
- To develop knowledge of skills and rules specific to major games.
- To develop communication skills through teaching drills and minor games to younger students in the College.
- To develop water awareness.

## **CURRICULUM FOCUS**

The Year 7 Health and Fitness course comprises three lessons per week and consists of both practical and theoretical sessions.

The topics include:

- Defining Health and Fitness in our society.
- Fitness Components, fitness testing and evaluation.
- Teaching Physical skills and minor games to younger students.
- Nutrition.
- Human Anatomy covering Skeletal System and Muscular System.
- Human relations covering self-esteem, family/friends and relationships, and bullying.
- Safety in the water.
- Development of Physical Skills through major and minor games.

## **ASSESSMENT**

Assessment is based on class participation, skill competence, attitude, workbook, assignments and tests.

# Health & Personal Development Course Outline 2009 Year 7

## **RATIONALE**

Health and Personal Development is about providing information to make students aware of the issues, skills and competence required to help them negotiate life in the future successfully.

From Year 7 – 10 the curriculum includes topics under the following headings:

- School life;
- Our body – physical, social and emotional changes;
- Taking care of ourselves;
- Our developing self – our future.

## **CURRICULUM FOCUS**

### School Life

- Transition from Primary to Secondary school- coping with change;
- Time management skills;
- Personal organization.

### Our Body – Physical, Social and Emotional Changes

- Puberty, menarche, hygiene;
- The different roles we have;
- Responsibilities and expectations;
- Friendships, team building, bullying, decision making.

### Taking Care of Ourselves

- Nutrition and the foods we eat;
- The importance of exercise for health;
- Our skin, hygiene and sun safety.

### Our developing self – Our future

- The risks ahead – what is normal and what is harmful;
- Alcohol at parties and the law;
- Alcohol, smoking and marijuana.

## **ASSESSMENT**

Not assessed.

# Hebrew Course Outline 2009 Year 7

## **RATIONALE**

Hebrew language is an essential component of the core curriculum for all students from K-12.

The content of the Hebrew Curriculum provides a meaningful basis for language learning, and interesting content provides a purposeful and motivating context for learning the communicative functions of a second language. Integrating language and content promotes the development of communicative competence. The orientation toward communication places Hebrew language learners in a living laboratory, in which process is the primary focus of planning and instruction.

The curriculum focuses on meaningful communication with increasing accuracy of expression in an authentic and real-life context. This is available to all students as part of the core curriculum in a K-12 articulated sequence, and delivered in a student-centred curriculum based on inquiry, problem-solving, and application of concepts.

## **CURRICULUM FOCUS**

The curriculum focus of this year is to increase students' capacity to interact orally in various contexts. Reading strategies are further developed using the newly-developed textbooks, *Ometz 7 and Etgar 7*. Students are taught different techniques to write essays, employing appropriate vocabulary and grammatical structures.

Students begin to understand and use the language within the world of their own experience and imagination, with topics drawn from other areas too. They exchange personal information and opinions and perform short skits in Hebrew. They read and locate items of information in short texts and write short paragraphs and essays. They also begin to draw meaning from written and spoken material. They acquire strategies for retaining and applying information and approach language learning as a problem solving activity.

## **ASSESSMENT**

Assessment is performance-based and includes both formative (ongoing evaluation of student progress during a learning activity) and summative (evaluation of the end product of student learning activities) components. The latter includes exercises, written pieces and tests.

# History

## Course Outline 2009

### Year 7

#### **RATIONALE**

History is the study of the past serving to extend and to enlarge our own, personal experience and to orient contemporary issues, values, goals and behaviour. This study helps the student acquire a good general knowledge of a particular period and of how different societies function and change. It provides the student with the technical and methodological skills to think critically and the ability to argue one's position against other points of view.

#### **CURRICULUM FOCUS**

This course focuses on key aspects of Ancient, Medieval and Renaissance Europe. A variety of topics may be covered, among them the study and development of castles, weaponry and medicine. Events like the Crusades, and legends like King Arthur, are also covered. The historical skills practised include research, close reading of sources, note taking (including graphing and mapping) and the synthesis, analysis, and recall of information. There is an emphasis placed on understanding the importance as well as the limitations of primary sources.

#### **ASSESSMENT**

Assessment in this subject is ongoing, with a task accompanying each unit of study. Assignments, projects, quizzes, research projects, oral presentations - including dramatic representations - are among the types of assessment used.

# Information & Communications Technology Course Outline 2009 Year 7

## **RATIONALE**

Learning in ICT involves students working with the four technology processes: investigating, designing, producing and evaluating in order to solve information problems. Activities and tasks in this subject are designed to develop these processes. The focus of this course is to develop basic computer skills and strategies. Students also gain proficiency and confidence in using the computer and computer peripherals.

## **CURRICULUM FOCUS**

### *Powerpoint:*

Students design a series of slides to create a slide show using Microsoft Powerpoint. Students develop skills in using the techniques of slide production, duplication, formatting, effects, sound and transitions.

### *Spreadsheets:*

Students learn to build a spreadsheet with accepted conventions of formatting. They explore basic functions of Microsoft Excel including commonly used functions and charting.

### *Graphics:*

Students produce samples of work which develop skills in the use of image manipulation software. Students develop skills in creating backgrounds, inserting text, modifying images, applying filters and effects, saving in different formats and printing.

### *Webauthoring:*

Students are required to construct webpages including text and graphics. Techniques include formatting, inserting, cutting, copying, pasting, tables, and hyperlinks. Instruction in HTML tags is included.

### *Desktop Publishing:*

Students produce samples of work which develop skills in the use of desktop publishing program – Publisher. Students expand their range of skills in designing pages which incorporate images and text. They investigate such concepts as widows, orphans, pagination.

### *Programming:*

Students investigate and produce programs in Visual Basic. Design forms and learn the properties of labels, command buttons and text boxes. Students learn about variables and their datatypes.

## **ASSESSMENT**

Students are assessed on all set tasks and projects.

# Jewish Studies

## Course Outline 2009

### Year 7

#### **RATIONALE**

The Jewish Studies course includes an historical component, a Tanach component, and a festival component. Students have the opportunity to learn about their individual and collective Jewish past, so that they are able to comprehend contemporary Jewish life. This is achieved through historical investigations, personal family histories, examination of Jewish festivals and life cycle events, incorporating learning selected texts from the Bible. The centrality and importance of Israel is an ongoing focal point. A unique feature of the Year Seven curriculum concerns becoming *B'nei Mitzvah*, culminating in the Year Seven *B'nei Mitzvah* Ceremony.

#### **CURRICULUM FOCUS**

The *historical focus* relates to the events leading to the destruction of the Second Temple in 70 CE, and the events and forces which subsequently shaped Jewish life. Key events include the aftermath of the Maccabean Revolt against the Syriac-Greeks, the relationship between Judea and Rome, the reasons for and the effects of the Jewish revolt against Rome, the rise of Christianity, and the siege of Masada. Contemporary issues are also raised and discussed through review of current affairs, particularly those which have an impact on Israel.

The individual aspect of the curriculum is based on the Roots project. This project requires students to learn about their family history through interviews, perusal of important family documents and photos, and the writing of a family tree. All of this material is presented and kept in a bound album as a family keepsake for the future.

The *B'nei Mitzvah* programme culminates in the Year Seven B'nai Mitzvah ceremony. In preparation for this important event, students learn the significance of becoming *B'nai Mitzvah*, as well as other Jewish life cycle events. They learn about the concept and importance of mitzvot in Jewish life, and also study the synagogue, examining its importance in ancient times and today.

The *Jewish Festivals* provide a dependable structure throughout the year for students to acquaint themselves with the festivals' customs and traditions, and to develop new understandings of their importance commensurate with their developing intellectual abilities. The Book of Jonah is studied in conjunction with *Yom Kippur*.

#### **ASSESSMENT**

Students are assessed through tests, reports, short assignments, class presentations and student participation.

# Mathematics

## Course Outline 2009

### Year 7

#### **RATIONALE**

Students at this level begin to investigate and describe ways in which the discipline of mathematics is used to represent, describe and explain aspects of the physical world through use of the number system, geometry, measurement, algebra, data collection and its presentation. Learning activities are primarily content-based exercises with a number of short problem solving tasks and investigative activities. Mathematics at this level places emphasis on establishing good number and algebra skills through completion of regular homework tasks.

#### **YEAR 7 MATHEMATICS**

Students entering Year 7 Mathematics are normally tested at the end of Year 6. All Year 7 students of Mathematics will begin their studies at the same level. By late March students will have sat two common tests. On the basis of these tests, the Year 6 test results and teacher recommendations, students will be divided into three groups: Mainstream, Extension and Acceleration. Some movement of students from one stream to another may occur during year. This will only take place after consultation with parents and relevant staff.

#### **CURRICULUM FOCUS**

Students study various topics from the strands of the VELS curriculum at levels ranging from 3 to 5. Briefly these include:

##### *Number:*

Powers of ten, index representation; ratio to compare size; algorithms for binary operations on the integers; operations on fractions and decimals; order of operations on the rationals; percentages; ordering the integers; operations on the integers, primes and composites; square root of positive rationals; approximation and estimation; proportion; other base representations; some digits of  $\pi$ .

##### *Space:*

Parallel and perpendicular lines; angles between lines; types of angles; scaled grids to draw similar figures; interpretation of maps; description of a path by a set of coordinates; construction of a possible object from a plan; compass and ruler construction of triangles, rectangles and squares; protractor construction of angles; classification of polygons; angle facts for triangles; sum of angles at a point on a straight line; tessellations; compass direction; scale and coordinates; congruent shapes; networks; isometric drawings of three dimensional objects; plan – elevation – cross section of three dimensional objects; single point perspective; informal treatment of bearings.

##### *Measurement, Chance and Data:*

Metric system of measurement; measurement of perimeter of polygons; area of regular plane and composite figures; perimeter and area of a circle; surface area and volume of prisms; capacity, time and temperature; measurement of angles; types of data, data collection, data displays, data measurement, measures of centrality, dot plots, stem and leaf plots, simple simulations, measurement of probability as long run proportion, tree diagrams.

##### *Structure:*

Set notation; Venn diagrams and Karnaugh maps; order of operations on the integers; number pattern in simple sequences; number sentences and equations; recurrence formulae; inequations; the number line for representing sets of reals; informal treatment of some of the field laws; representation of bivariate data on the number plane; recognition of linearity in bivariate data.

*Working Mathematically:*

Application of mathematics to solving simple problems; efficient and correct use of mathematical notation; tests of divisibility; checking conjectures with a calculator; utilising a calculator for investigating and reporting data; exploring number patterns; construction of angles and polygons with ruler and compass; posing problems in mathematical language; identification of mathematical information needed to solve a problem.

## **ASSESSMENT**

Assignments, problem solving tasks and topic common tests.

## **YEAR 7 MAINSTREAM MATHEMATICS**

This program covers the material listed above.

## **YEAR 7 EXTENSION MATHEMATICS**

This course is designed for students who enjoy more challenging mathematics and who have a strong ability in the subject. Students normally gain admission to this program by scoring high on the end-of-Year 6 tests and the Year 7 common test held in mid-March. Student attitudes to mathematics, work history and motivation are also factors taken into consideration. New students are allocated to the appropriate class based on testing and/or information reported from their previous school.

Students in the Extension program are expected to work conscientiously and to score consistently well on class tests. The Extension course prepares students undertaking Year 8 Extension Mathematics.

## **YEAR 7 ACCELERATION MATHEMATICS**

This one-year course covers both the Year 7 and Year 8 mathematics programme and is designed for the very able student who is mathematically insightful, quick of understanding and who works conscientiously at all times. Students undertaking Acceleration Mathematics will have shown a strong aptitude for solving problems in creative and economical ways. They will show a capacity to work independently and cooperatively. Students who complete Year 7 Acceleration Mathematics to a high standard will be eligible to progress to Year 8 Acceleration Mathematics.

# Music

## Course Outline 2009

### Year 7

#### **RATIONALE**

Music is a powerful influence in the lives of children. This influence has an impact in the areas of personal, social and cultural identification, communication and emotional functioning. Music is a medium like no other because it is used to formulate meaning through sound that has both an expressive and communicative purpose. Music has a unique contribution to make to education because of its ability to promote learning, understanding, feeling and enjoyment. This involves the sequential development of the skills and concepts inherent in this discipline.

Music encourages sharing and group interaction. Its cultural richness provides a positive outlook and a basis for understanding society. Music achievements generally lead to a sense of self-esteem and can be used to structure feeling and evoke self-discipline. This discipline is a means of contributing to physical development, coordination, motor skills and its therapeutic use is widely recognised.

The purpose of this subject aims to develop students' knowledge, appreciation and understanding of the wide range of different types of music styles and music technology. It aims to cultivate enjoyment through experience. Students are encouraged to continue with Music for the entire year.

#### **CURRICULUM FOCUS**

##### *Performance:*

Students perform in ensembles and they are encouraged to try different instruments when appropriate for the repertoire. A number of class songs are chosen each term and then performed in public.

##### *Listening:*

Students develop their aural skills through music technology, instruction and listening exercises.

##### *Composition:*

Students learn to arrange and compose in a variety of styles using various Music software programs such as -Sibelius, Sonar and Band in a Box.

##### *Music Technology:*

Students develop the ability to use a variety of software to enhance their arranging, composing, performing and listening skills. Each Semester an ensemble piece will be recorded in the studio.

##### *Musicology:*

Students will research a chosen topic adhering to set of criteria. This will enhance their ability to evaluate and discuss music in historical and social contexts.

##### *Theory:*

Completion of sequential units of study according to individual ability.

#### **ASSESSMENT**

Students' progress is assessed and reported as part of the College's ongoing reporting system. Students undertake exams and tests throughout the year in both performance and aural components.

# Physical Education Course Outline 2009 Year 7

## **RATIONALE**

The Year 7 Physical Education program aims to:

- Provide students with the opportunity to continue developing their motor skills through a range of enjoyable movement experiences.
- Develop a knowledge and understanding of a variety of sports skills and rules.
- Establish a desire to pursue physical activities both now and in the future.
- Encourage team work, and develop social skills and positive attitudes through participation in physical activity.
- Develop an understanding of team strategies and set plays.

## **CURRICULUM FOCUS - GIRLS**

The Year 7 Physical Education program comprises two periods per week. For one semester, the students focus on their Eastern Independent Schools of Melbourne (EISM) sport, utilising the PE lesson for a team-training session to further develop teamwork, strategies and set plays. During the other semester, students focus on gymnastics, volleyball, tennis and basketball.

## **CURRICULUM FOCUS – BOYS**

The Year 7 Physical Education program comprises two periods per week. The boys take part in a SEPEP program. This program relies on teachers and students to create a particular form of social system within Physical Education lessons. Boys can fulfil roles such as umpiring, coaching and managing the team / competition in a student-centred learning environment.

## **ASSESSMENT**

Assessment for the practical aspect of the course is based on skill competence, attitude, and effort.

# Science Course Outline 2009 Year 7

## **RATIONALE**

Science and its applications are a part of our everyday life. At Year 7 level, Science is presented as a body of knowledge with technological applications and social relevance, providing the student with useful life skills. The Science course emphasises problem-solving, experimental design and safety in the laboratory.

## **CURRICULUM FOCUS**

- An introduction to scientific method, observations, recording and report writing.
- Forensic Science.
- The understanding of our chemical world: states of matter and separating mixtures.
- The classification of plants and animals.
- Cells and microscopes.
- Microbes and disease.
- Geology.
- Electric circuits.

## **ASSESSMENT**

Assessment is based on formal written tests, research projects, written assignments, homework tasks and written experimental reports.

# Spanish Course Outline 2009 Year 7

## RATIONALE

Spanish is taught for the following reasons:

- It is spoken in many countries, and is the third most commonly-spoken language in the world.
- It is an official international language and a language of diplomacy in organisations and events such as the United Nations, International Red Cross and the Olympic Games
- It is a commercially important language.
- It enables easier access to academic and classical literary publications.
- It is a stepping stone to the easy learning of other romance languages such as Italian, French and Portuguese.
- It is an enjoyable means of appreciating and benefiting from a rich world culture.

## CURRICULUM FOCUS

A variety of topics are used to facilitate **speaking, writing, reading and listening in Spanish**. This course also introduces basic grammar structures in context.

Themes studied include:

- My personal world.
- Introducing myself and others – different ways of saying hello and good bye.
- Describing people's emotional and physical characteristics.
- Describing places – my city, my suburb and my house.
- The calendar – days, months, hours.
- Daily routine – school life and pastimes.
- My family and pets.

The students should be able to:

- Conduct a rehearsed conversation about topics covered, asking and responding to questions.
- Read and write sentences on topics covered.
- Listen to spoken Spanish and carry out simple listening comprehension activities on topics covered.
- Show evidence of cultural knowledge about Spanish and some Spanish-speaking countries and people.

## ASSESSMENT

Progress will be assessed by:

- Regular tests on vocabulary and grammar
- Writing and performance of dialogues and role-plays
- Completion of set grammar exercises
- Listening and reading comprehension exercises and tests
- Research tasks and presentations on personal information.

# **Sport Course Outline 2009 Year 7**

## **RATIONALE**

The Year 7 sport program aims to:

- Provide students with the opportunity to participate in a variety of competitive and recreational/leisure programs.
- Establish a desire to pursue competitive and recreational activities now, and in the future.
- Provide students with the opportunity to be a member of a team, promoting self esteem, and improving decision making and group cooperation skills.
- Provide students with an environment in which they can experience a sense of fun and enjoyment through team participation and match play.

## **CURRICULUM FOCUS**

During Term One, students are involved in a variety of activities, including swimming, water awareness, and athletics' trials as preparation for the inter-house carnivals. Students also continue to develop their ball-handling skills for team games (examples include netball and soccer).

During Terms Two, Three and Four, our students participate in the weekly EISM (Eastern Independent Schools of Melbourne) inter-school sporting fixture. The College fields representative teams in the following sports:

Girls: Softball, Soccer, Netball, Hockey, Tennis and Volleyball.

Boys: Hockey, Basketball, Soccer, Volleyball, Tennis and Super 10's Cricket.

In addition to a weekly inter-school sporting fixture, students also have the opportunity to participate in inter-school swimming, athletics and cross country, representing the College in EISM and VJSSA (Victorian Jewish Schools' Sports' Association) competition.

Year 7 students have one weekly triple sport lesson on Monday afternoons.

## **ASSESSMENT**

Not assessed.