

# **Glendale Technology High School**

## **Junior Assessment Policy and Subject Schedules**



**Year 8L  
2020  
updated 26.3.20**

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# Junior Assessment Policy Student Information 2020

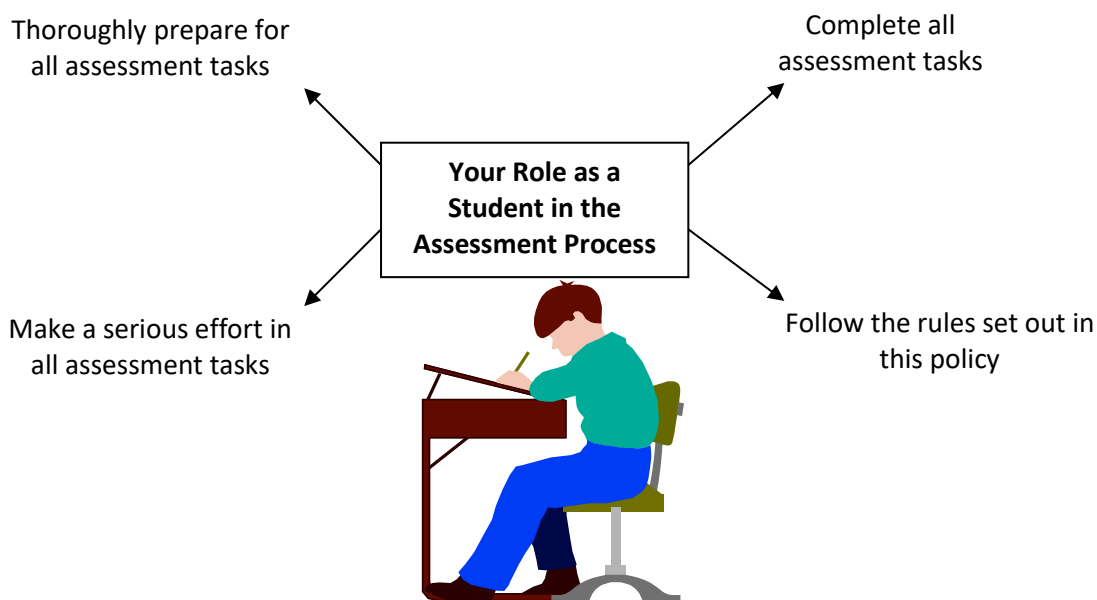
## **Introduction:**

This booklet has been prepared for issue to students in Years 7 - 9 at Glendale Technology High School. It is aimed to give those students and their parents information on student assessment for their courses. The format of this booklet is that of information supported by some commonly asked questions and their answers. **Please keep this booklet for future reference.**

## **What is Assessment and why is it important?**

Assessment is the process by which your teachers gather information about your learning. The types of tasks are outlined on each assessment schedule. The main purpose of assessment is to provide information about your achievement, level of understanding and progress for reporting to you, your parents, employers and the NSW Educational Standards Authority. A critical component of assessment is the feedback provided by your teachers following the completion of a task and/or a section of coursework. Assessment information is also useful for teachers to measure the progress of all students for ongoing teaching and learning.

The the NSW Educational Standards Authority has identified *compulsory components* that must be included in the assessment program of each course, and the proportion of marks to be allocated to each component. These vary from course to course. Assessment tasks are developed by the school to measure student performance in the course components. Some of the components can be tested by a formal examination, so a certain proportion of the assessment can be derived from major exams.



## ***What do I need to do to be a successful student?***

Students need to satisfactorily achieve the requirements set by the NSW Educational Standards Authority for all courses. The NSW Educational Standards Authority is the organisation that is responsible for -

- Writing the syllabus for each course.
- Setting the external exams for the HSC.
- Awarding students their Higher School Certificate (at the end of Year 12).
- Awarding of a Record of School Achievement (ROSA) for students who leave before completing their HSC.

To satisfactorily complete each course, students must:

- ✓ **apply** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- ✓ **achieve** some or all of the course outcomes.

In addition to any other set tasks and experiences in any course, students must complete assessment tasks that contribute to a significant portion of the total course marks.

## ***How will I be assessed?***

At the conclusion of each semester you will be awarded a grade based on the assessments undertaken. Your final grade will reflect the results of various assessment tasks. These tasks, which vary from course to course, are learning related activities such as tests, assignments, projects, examinations, essays and practical work units. Your teachers will assess your achievement against standards of performance that are established for each course. You will be awarded a mark that reflects the standard you achieve in each assessment task. You will be aware of the assessment criteria before you attempt a task. You should prepare yourself thoroughly for the task using this information.

## ***What are “Standards”?***

A standards-referenced approach for assessing and reporting student achievement is used by schools to provide internal assessment marks. These build on the sound practices currently used at Glendale Technology High School. Standards refer to:

- ✓ The knowledge, skills and understanding expected to be learned by the students. These standards are indicated in the **syllabus** for each course in the aims, objectives, outcomes and content.
- ✓ The levels of achievement of the students in each assessment task – student **performance** as indicated by the knowledge, skills and understandings achieved.

It is not necessary or appropriate to compare the performance of one student to another student in a standards assessment approach. Students are compared to the syllabus standards, with their marks reflecting how well they match the requirements of those standards.

## ***What information will I be told about assessment?***

In this booklet, you have been given Assessment Schedules which outline the assessment details for **each of the courses** you are studying. These will inform you;

- WHAT you are being assessed in
- HOW you will be assessed
- WHEN each task will be held
- The relative VALUE of each assessment task.

If an assessment task needs to be rescheduled your teacher will issue you with an amended copy of the Assessment Schedule for that course. You will be given this in class at least two weeks prior to the amended task occurring.

### **In the administration and management of assessment tasks students will be given:**

- sufficient warning for each assessment task, or regarding variations to the assessment program for a course – a minimum of two weeks' notification;
- clear guidelines on assessment tasks when they are set.
- clear and meaningful feedback about your performance on specific tasks;

- information / warnings of school concerns, where you are in danger of not meeting Authority or school requirements in a course, in time for them to address and correct the problem. In addition to Teacher / Head Teacher interviews, letters of concern will be sent home to notify parents / carers when tasks are not completed.
- appropriate consideration / support arrangements when you have raised genuine problems in advance, or when you have provided appropriate proof of valid reasons for the non-attempt or non-submission of a task;
- appropriate provision in course assessment programs for students transferring from other schools / interstate;
- appropriate consideration, should they be granted permission by the Principal to change courses, and the adoption of a revised assessment program; and

### **How will my final assessment grade be determined?**

It is not possible (or fair) to test everything you know in one single examination. Progressive school assessment will give you credit for other tasks you complete throughout the year. The nature and value of tasks will vary between each course. All courses will calculate your final assessment mark based on a wide range of assessment tasks, including exams. All of these tasks are specified in your Assessment Schedules.

Once the assessment within a subject is completed your teachers will award a grade A- E, based on a set of Course Performance Descriptors

### **What are my responsibilities as a student?**

Assessment tasks in class are as important as formal examinations. Students are required to complete all assessment tasks by the due date and to the best of their abilities.

Furthermore, students must:

- make a *serious attempt* at assessment tasks, and avoid any behaviour which disrupts class colleagues during an in-class assessment task;
- approach each assessment task *honestly* and avoid any assessment malpractices (see Procedures relating to malpractice below);
- submit work for assessment directly to the relevant teacher, and ensure receipt is noted. This includes ensuring that the work is submitted in the required form such as typed / written response (already printed), major piece of work or submitted on-line;
- inform their teachers *in advance* if they know they are going to be absent for an assessment task;
- ask their teachers about any assessment tasks which may have been notified during an absence from school;
- provide appropriate documentation that they had a valid reason for the non-attempt or non-submission of a task.

Students are also strongly advised to inform/discuss any matters *in advance* (with their teachers) which may affect either:

- the standard of presentation of their assessment task work; and/or
- the timing of submitting a task.

### **Malpractice**

All work presented in assessment tasks must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to your receiving **zero marks** and may jeopardise your results. Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

### ***What if I disagree with the teacher's assessment?***

If you are concerned about the mark awarded for a particular task, you need to discuss this with your teacher when the work is returned.

### ***What if I fail to complete a task or submit a task late?***

Assessment tasks will be due on or by specified dates throughout the year. Your attendance on the day the task is either to be performed or submitted is therefore **essential**.

Tasks which are not submitted on time or not attempted on a set date without a valid reason will have the following procedures applied.

- A **deduction of 20%** of the mark received will be made **for each day late**, up to a maximum of five days (a weekend counting for two days).
- If work is more than five days late, it must still be submitted with a **ZERO MARK** being awarded.

If a student is unable to complete any assessment task by the due date, he/she may hand it in unfinished and receive marks according to the quality of the work done. The awarding of marks for late tasks will be at the discretion of the Head Teacher of the subject and be based on documented reasons for the task being late.

#### **Please note:**

Computer problems will not be considered as a valid reason for failing to submit a task on time. You should aim to have all tasks completed and printed at least 48 hrs prior to the due date to avoid such issues.

Following any period of absence, it is **your responsibility** to check with each of your teachers for any assessment information (or other work), which you may have missed.

**NOTE:** Letters of concern are sent home to formally inform students / parents that course requirements are not being met. They indicate the action necessary to rectify the problem

# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: CAD and 3D Printing

Head Teacher: Mr J. Monaghan



		Task 1	Task 2	Task 3
	<b>Task Description</b>	<i>OnShape</i> Portfolio	3D Printing from <i>OnShape</i>	3D Printing Design Task
	<b>Date Due</b>	Term 1 Week 5	Term 1 Week 10	Term 2 Week 6
	<b>Outcomes</b>	GT4-3, GT4-7	GT4-2, GT4-9	GT4-2, GT4-4, GT4-6, GT4-10
<b>Learning Strands</b>				
Developed knowledge, understanding and skills to visualise, sketch and accurately draw shapes and objects to communicate information to specific audiences.	GT4-1, GT4-2		✓	✓
Developed knowledge and understanding to interpret, design, produce and evaluate a variety of graphical presentations using a range of manual and digital media and techniques.	GT4-3, GT4-4	✓		✓
Developed knowledge, understanding and skills to use graphics conventions, standards and procedures in the design, production and interpretation of a range of manual and digital graphical presentations.	GT4-5, GT4-6			✓
Developed knowledge, understanding and skills to select and apply techniques in the design and creation of digital presentations and simulations to communicate information.	GT4-7	✓		
Developed knowledge and understanding to apply Work Health and Safety (WHS) practices and risk management techniques to the work environment.	GT4-8, GT4-9		✓	
Investigated the role of graphics in industry and the relationships between graphics technology, the individual, society and the environment.	GT4-10			✓
	<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>

Students are expected to maintain sustained and diligent effort at all times during course work.

# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: Dance

CAPA Coordinator: Ms B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	<b>Task description</b>	Let's Dance	Appreciation	Composition	Performance
	<b>Date Due</b>	Term 3 Week 7	Term 3 Week 9	Term 4 Week 6	Term 4 Week 8
<b>Learning Strands</b>	<b>Outcomes</b>	5.1.2, 5.2.2, 5.4.1	5.3.1, 5.3.2, 5.4.1	5.2.1, 5.2.2, 5.4.1	5.1.1, 5.1.3, 5.3.3,
Developed dance technique and performance quality to communicate ideas	5.1.1, 5.1.2	✓			✓
Created and structure movement to express and communicate ideas	5.1.3, 5.3.2		✓		
Described and analyse dance as an expression of ideas within a social, cultural or historical context	5.2.2	✓		✓	
Appreciated engagement in the study of dance as an artform	5.3.3				✓
	<b>Weighting</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>20%</b>

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**Glendale Technology High School**  
**Year 8 Assessment Schedule**  
**2020**

**Course:** Engineering

**Head Teacher:** Mr J. Monaghan



Learning Strands	Task Description	Task 1	Task 2
		Build a Bridge and Get Over It	Aeronautical Engineering
	<b>Date Due</b>	Term 3 Week 8	Term 4 Week 6
	<b>Outcomes</b>	IND4-1, IND4-2, IND4-3, INS4-4, IND4-5, IND4-6	IND4-1, IND4-2, IND4-3, IND4-4, IND4-5, IND4-8
Demonstrated knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices.	IND4-1	✓	✓
Demonstrated knowledge and skills in the design and production of practical projects	IND4-2 IND4-3	✓	✓
Demonstrated knowledge and understanding of the relationship between the properties of materials and their applications	IND4-4,	✓	✓
Demonstrated skills in communicating ideas, processes and technical information with a range of audiences	IND4-5	✓	✓
Demonstrated knowledge and understanding to critically evaluate manufactured products in order to become a discriminating consumer	IND4-6	✓	
Demonstrated knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	IND4-8		✓
	<b>Weighting</b>	<b>50%</b>	<b>50%</b>

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**Glendale Technology High School**  
**Year 8 Assessment Schedule**  
**2020**

**Course:** Fashion Sense

**Head Teacher:** Mr J. Monaghan



		<b>Task 1</b>	<b>Task 2</b>
	<b>Task description</b>	Ongoing Practical Projects	Design Portfolio
	<b>Date Due</b>	Term 4 Week 5	Term 4 Week 5
	<b>Outcomes</b>	TEX4-2, TEX4-4	TEX4-8
<b>Learning Strands</b>			
Demonstrated knowledge and understanding of, and skills in design for a range of textile applications	TEX4-2	✓	
Demonstrated skills in the creative documentation, communication and presentation of design ideas	TEX4-8		✓
Demonstrated skills in the critical selection and proficient and creative use of textile materials, equipment and techniques to produce quality textile items.	FT4-4	✓	
	<b>Weighting</b>	<b>70%</b>	<b>30%</b>

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# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: Future Foodies

Head Teacher: Mr J. Monaghan



		Task 1	Task 2
	<b>Task description</b>	Ongoing Practical Projects	Recipe Development
	<b>Date Due</b>	Term 2 Week 5	Term 2 Week 5
	<b>Outcomes</b>	FT4-1, FT4-5	FT4-11
<b>Learning Strands</b>			
Demonstrated knowledge, understanding and skills related to food hygiene, safety and the provision of quality food.	FT4-1	✓	
Demonstrated knowledge and understanding of food properties, processing and preparation and their interrelationship to produce quality food.	FT4-5	✓	
Demonstrated skills in designing, producing and evaluating solutions for specific food purposes.	FT4-11		✓
	<b>Weighting</b>	<b>70%</b>	<b>30%</b>

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# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: Marine Studies

Head Teacher: Mr S. Budden



		Task 1	Task 2
	<b>Task description</b>	Introduction to Aquariums	Case Study Sharks
	<b>Date Due</b>	Sem 1 - Term 1, Week 8 or Sem 2 - Term 3, Week 8	Sem 1 - Term 2 , Week 4 or Sem 2 - Term 4 , Week 4
<b>Learning Strands</b>	<b>Outcomes</b>	4.1.1, 4.1.2, 4.3.1	4.2.1, 4.2.2, 4.3.2
Displayed knowledge, understanding and appreciation of marine and aquatic environments	4.1.1, 4.1.2	✓	
Displayed knowledge, understanding and appreciation of the economical sustainability of marine environments	4.2.1, 4.2.2		✓
Displayed knowledge, understanding and appreciation of the role of preservation strategies for marine environments	4.3.1, 4.3.2	✓	✓
<b>Weighting</b>		<b>50%</b>	<b>50%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*

# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: Musicians, Music and More

CAPA Coordinator: Ms B. Nelmes



		Task 1	Task 2	Task 3	Task 4
	<b>Task description</b>	Listening and Performance	Listening and Composition	Composition and Performance	Performance
	<b>Date Due</b>	Term 1 Week 5-6	Term 1 Week 9-10	Term 2 Week 4-5	Term 2 Week 8-9
<b>Learning Strands</b>	<b>Outcomes</b>	4.3, 4.9	4.1, 4.6, 4.9	4.2, 4.5	4.1
Performed music in a range of styles and with increasing levels of difficulty	4.1, 4.2, 4.3	✓	✓	✓	✓
Notated compositions using various forms of notation	4.4, 4.6, 4.7		✓		
Demonstrated an understanding of musical concepts and the use of technology	4.5				
Understood and discussed musical literacy, concepts and the use of technology	4.8, 4.9, 4.10	✓	✓	✓	
	<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>30%</b>	<b>20%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*

# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: Special FX

CAPA Coordinator: Ms B. Nelmes



		Task 1	Task 2	Task 3
	<b>Task description</b>	<i>Props and Stage</i>	<i>Silicon Valley</i>	<i>Body Art</i>
	<b>Date Due</b>	Term 3 Week 8	Term 4 Week 3	Term 4 Week 6
<b>Learning Strands</b>	<b>Outcomes</b>	4.1, 4.4, 4.6, 4.7, 4.8	4.2, 4.3, 4.5, 4.9, 4.10	4.1, 4.6, 4.9
Participated in practice that is sustained and reflective, to develop skills and knowledge that explored course content	4.1, 4.2	✓	✓	✓
Selected and developed subject matter and forms to plan artworks that reflect personal intentions and is informed by the frames	4.2, 4.3, 4.5		✓	
Demonstrated growing skills and selection of appropriate media and techniques	4.4, 4.5, 4.6	✓		✓
Demonstrated an understanding of art writing applied to areas of course content	4.7, 4.8, 4.9, 4.10	✓	✓	✓
	<b>Weighting</b>	<b>40%</b>	<b>40%</b>	<b>20%</b>

Students are expected to maintain sustained and diligent effort at all times during course work.

# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: Team Sports

Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3
	<b>Task description</b>	Basketball	Football	Cricket
	<b>Date Due</b>	Term 1 Week 5	Term 1 Week 9	Term 2 Week 5
<b>Learning Strands</b>	<b>Outcomes</b>	4.1, 4.2, 4.5, 4.6, 4.7, 4.8	4.1, 4.2, 4.5, 4.6, 4.7, 4.8	4.1, 4.2, 4.5, 4.6, 4.7, 4.8
Developed a foundation for efficient participation and performance in physical activity and sport	4.1, 4.2	✓	✓	✓
Enhanced the participation and performance of themselves and others in physical activity and sport.	4.5, 4.6	✓	✓	✓
Developed the personal skills to participate in physical activity and sport with confidence	4.7, 4.8	✓	✓	✓
	<b>Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

Students are expected to maintain sustained and diligent effort at all times during course work.

# Glendale Technology High School

## Year 8 Assessment Schedule

2020

Course: Teen Trainers

Head Teacher: Mr M. Mansfield



		Task 1	Task 2	Task 3
	<b>Task description</b>	Resistance Training	Cardiorespiratory Fitness	Design and delivery of fitness session
	<b>Date Due</b>	Term 3 Week 6	Term 4 Week 1	Term 4 Week 4
<b>Learning Strands</b>	<b>Outcomes</b>	4.1, 4.2, 4.5, 4.6, 4.7, 4.8	4.1, 4.2, 4.5, 4.6, 4.7, 4.8	4.1, 4.2, 4.5, 4.6, 4.7, 4.8
Developed a foundation for efficient participation and performance in physical activity and sport	4.1, 4.2	✓	✓	✓
Enhanced the participation and performance of themselves and others in physical activity and sport.	4.5, 4.6	✓	✓	✓
Developed the personal skills to participate in physical activity and sport with confidence	4.7, 4.8	✓	✓	✓
	<b>Weighting</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*



**Glendale Technology High School**  
**Year 8 Assessment Schedule**  
**2020**

**Course:** Toy Making in Wood

**Head Teacher:** Mr J. Monaghan



		<b>Task 1</b>	<b>Task 2</b>
	<b>Task description</b>	Toy Car	Toy Truck
	<b>Date Due</b>	Sem 1 - Term 1 Week 5 or Sem 2 – Term 3 Week 5	Sem 1 - Term 2 Week 6 or Sem 2 – Term 4, Week 6
<b>Learning Strands</b>	<b>Outcomes</b>	IND4-1, IND4-3, IND4-4	IND4-2, IND4-3, IND4-4, IND4-5, IND4-7
Demonstrated knowledge of and capability in applying Work Health and Safety and risk-management procedures and practices.	IND4-1	✓	
Demonstrated knowledge and skills in the design and production of practical projects	IND4-2, IND4-3	✓	✓
Demonstrated knowledge and understanding of the relationship between the properties of materials and their applications	IND4-4	✓	✓
Demonstrated skills in communicating ideas, processes and technical information with a range of audiences	IND4-5		✓
Demonstrated knowledge and understanding of the role of traditional, current, new and emerging technologies in industry and their impact on society and the environment.	IND4-7		✓
<b>Weighting</b>		<b>30%</b>	<b>70%</b>

*Students are expected to maintain sustained and diligent effort at all times during course work.*

## My Assessment Tasks

Term	Week	Date	Subject and Task Name
<b>Term 1 - 2020</b>	1	29 <sup>th</sup> Jan – 1 <sup>st</sup> Feb	
	2	4 <sup>th</sup> – 8 <sup>th</sup> February	
	3	11 <sup>th</sup> – 15 <sup>th</sup> February	
	4	18 <sup>th</sup> – 22 <sup>nd</sup> February	
	5	25 <sup>th</sup> Feb – 1 <sup>st</sup> March	
	6	4 <sup>th</sup> – 8 <sup>th</sup> March	
	7	11 <sup>th</sup> – 15 <sup>th</sup> March	
	8	18 <sup>th</sup> – 22 <sup>rd</sup> March	
	9	25 <sup>th</sup> – 29 <sup>th</sup> March	
	10	1 <sup>st</sup> – 5 <sup>th</sup> April	
	11	8 <sup>th</sup> – 12 <sup>th</sup> April	
<b>Term 2 - 2020</b>	1	29 <sup>th</sup> April – 3 <sup>rd</sup> May	
	2	6 <sup>th</sup> – 10 <sup>th</sup> May	
	3	13 <sup>th</sup> – 17 <sup>th</sup> May	
	4	20 <sup>th</sup> – 24 <sup>th</sup> May	
	5	27 <sup>th</sup> May – 31 <sup>st</sup> May	
	6	3 <sup>rd</sup> – 7 <sup>th</sup> June	
	7	11 <sup>th</sup> – 14 <sup>th</sup> June	
	8	17 <sup>th</sup> – 21 <sup>st</sup> June	
	9	24 <sup>th</sup> – 28 <sup>th</sup> June	
	10	1 <sup>st</sup> – 5 <sup>th</sup> July	

Term	Week	Date	Subject and Task Name
<b>Term 3 - 2020</b>	1	22 <sup>nd</sup> – 26 <sup>th</sup> July	
	2	29 <sup>th</sup> July – 2 <sup>nd</sup> August	
	3	5 <sup>th</sup> – 9 <sup>th</sup> August	
	4	12 <sup>th</sup> – 16 <sup>th</sup> August	
	5	19 <sup>th</sup> – 23 <sup>th</sup> August	
	6	6 <sup>th</sup> – 31 <sup>st</sup> August	
	7	3 <sup>rd</sup> – 6 <sup>th</sup> September	
	8	9 <sup>th</sup> – 13 <sup>th</sup> September	
	9	16 <sup>th</sup> – 20 <sup>th</sup> September	
	10	23 <sup>rd</sup> – 27 <sup>th</sup> September	
<b>Term 4 - 2020</b>	1	14 <sup>th</sup> – 18 <sup>th</sup> October	
	2	21 <sup>st</sup> – 25 <sup>th</sup> October	
	3	28 <sup>th</sup> Oct – 1 <sup>st</sup> Nov	
	4	4 <sup>th</sup> – 8 <sup>th</sup> November	
	5	11 <sup>th</sup> – 15 <sup>th</sup> November	
	6	18 <sup>th</sup> – 22 <sup>rd</sup> November	
	7	25 <sup>th</sup> -29 <sup>th</sup> November	
	8	2 <sup>nd</sup> – 6 <sup>th</sup> December	
	9	9 <sup>th</sup> – 13 <sup>th</sup> December	
	10	16 <sup>th</sup> – 20 <sup>th</sup> December	

