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Barham High School

Stage 5 Assessment Handbook



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"Diligence & Integrity"

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GENERAL INFORMATION FOR STUDENTS AND PARENTS/CAREGIVERS

The Record of School Achievement (RoSA)

The RoSA is an official credential issued by the Board of Studies, Teaching and Educational Standards NSW (BOSTES) to eligible students who leave school before completing their HSC.

To be eligible you will need to have completed the mandatory curriculum requirements for Years 7 to 10.

What will the RoSA credential show?

The RoSA credential will show the grades/results you achieved in Year 10 and, if applicable, in Year 11. It will also list any Year 11 or 12 courses you participated in but did not complete before leaving school.

When will I get my RoSA?

BOSTES will mail your RoSA soon after your school has informed us that you have left. Make sure you check that your school has your correct postal address on your BOSTES student record.

Sitting for Literacy and Numeracy tests

Employers have said that they rate evidence of literacy and numeracy skills very highly. With this in mind, BOSTES developed Literacy and Numeracy tests which you can take at your school before you leave. These occur twice a year (usually in May and October). It is important you let your teacher know as soon as possible if you are thinking about leaving school and would like to do the tests, as they will need to enrol you.

You will then be able to access your Literacy and Numeracy test results via your Students Online account soon after you take the tests.

These results are a valuable document as they are evidence of your literacy and numeracy skills. Make sure you show your results to further education providers and in job interviews.

Other reports you can access

The RoSA credential is an official report of your results similar to the HSC. While you are waiting for your official credential to arrive you can access a range of other useful reports from Students Online.

Via your secure Students Online account you can download an eRecord.

An eRecord is an interim result report that will show your cumulative results depending on the stage you are up to at school. Your eRecord will include your Year 10 and Year 11 grade/results, your VET achievements and, if you did the tests, your Literacy and Numeracy test results.

Mandatory curriculum requirements for the award of the Record of School Achievement

English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in both Stage 4 and Stage 5, and including Australian history and Australian geography.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

Criteria for satisfactory completion of a course

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

1. followed the course developed or endorsed by the Board;
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the course outcomes.

BOSTES does not set a minimum attendance for the satisfactory completion of a course. The principal may determine that, as a result of absence, the above course completion criteria might not be met. Clearly, such absences are serious and principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements.

Grades and Course Performance Descriptors

Students are awarded a grade from A to E in each subject, based on BOSTES Course Performance Descriptors. Course Performance Descriptors are a series of statements that summarise observable and measurable features of student achievement in a course.

Each Course has a different set of Performance Descriptors; specific Course Performance Descriptors are available on the Board of Studies website which can be located at: <http://www.boardofstudies.nsw.edu.au/>

The grades A-E indicate the following levels of achievement:

A	<u>Extensive</u> knowledge and understanding, very high level of competence in processes and skills
B	<u>Thorough</u> knowledge and understanding, high level of competence in processes and skills
C	<u>Sound</u> knowledge and understanding, adequate level of competence in processes and skills
D	<u>Basic</u> knowledge and understanding, limited level of competence in processes and skills
E	<u>Elementary</u> knowledge and understanding, very limited of competence in some of the processes and skills
N	Has failed to meet 1 or more course requirements

In Mathematics, the grades have been further differentiated to nine levels:

A10, A9, B8, B7, C6, C5, D4, D3, E2

The grade awarded summarises the student's achievement in the course.

The grading system is intended to describe the student's achievement at the end of each course in Stage 5.

A number of different assessment tasks will be used in order to ensure that student achievement in all the knowledge and skills objectives is assessed. The choice of a particular grade is made on the basis that it provides the best overall description of the student's achievement of the Stage 5 syllabus outcomes.

N Determinations

A student who does not satisfactorily complete a course will receive an N determination.

If a student's attendance falls below 85% of a school's programmed lesson time for a course, the principal may determine that, as a result of absence, the above course completion criteria may not be met.

Where a student is at risk of receiving an 'N' award in a course, parents will be notified in writing. BOSTES requires schools to issue a minimum of two course-specific warnings prior to a final 'N' determination being made for a course.

Assessment Tasks

Assessment tasks are designed to measure student achievement of syllabus objectives and outcomes for a particular course.

Each assessment task will indicate the syllabus objectives that are being assessed.

How it will be assessed?

The components will be assessed by using various assessment strategies or tasks designed by the school.

Some examples of the assessment strategies include:

- Formal exams
- Objective tests
- Essay tests
- Research essays/assignments
- Oral/Aural tests
- Practical tests of skills
- Practical tasks

When will it be assessed?

Assessments will begin shortly after the commencement of the course and continue for the duration of the course.

A minimum of one (1) week's notice will be given for each task.

Student responsibilities

Students in Stage 5 are responsible for:

- ensuring that they obtain and understand the school's policies on assessment
- attempting each assessment task to the best of their ability so that they demonstrate maximum level of achievement
- ensuring that any questions that they may have about the marks awarded or comments made for an individual piece of work are resolved at the time the work is handed back
- demonstrating, through application and achievement, that they have met the requirements of the course
- completing all tasks that are part of the assessment program

If a student fails to complete an assessment task, a zero mark may be awarded, an extension of time granted or an alternative task set. If an assessment task is not going to be done or handed in at the scheduled time, it is the student's responsibility to ask the class teacher for an alternative task or an extension of time.

The Principal may authorise an estimate to be given for a task that has not been completed. This applies only in exceptional circumstances and only where an alternative task would be unreasonable or impractical.

HSC 2020 – Minimum Literacy and Numeracy Standard

The Board of Studies Teaching and Educational Standards has announced that Yr 12 students from 2020 will be required to reach a minimum literacy and numeracy standard before they are eligible for the award of the Higher School Certificate.

The minimum standard is set at a functional level of literacy and numeracy required for everyday life. The standard is no representative of the skills required for academic study but at the minimum level students will need to function after they leave school.

Students can meet the BOSTES standard by achieving:

- a Band 8 in each of their Year 9 NAPLAN reading, writing and numeracy tests
Or
- a pass in the online literacy and numeracy tests in Years 10, 11 or 12.

Stage 5 Assessment Policy

Nature of Tasks

The nature of the tasks will vary depending on the subject and component being assessed, however all tasks must

- clearly indicate to the student the syllabus objectives which are being assessed
- give an indication of the relative value of the task components

Notice of Assessment Tasks

A minimum of one (1) week's notice of an assessment task will be given to classes.

Following an absence from class or school, students should check to ensure they have not missed notification of a forthcoming assessment task.

Due Dates

Due dates for assessment tasks will be rigidly enforced, except in cases of genuine illness or misadventure.

All assessment tasks must be handed in by 8.50am on the day the task is due, unless they are in class tasks. Any hand-in component of a task must be handed in by 8.50am on the day the task is due.

Tasks handed in after 8.50am on the due date will be awarded a ZERO mark unless there are extenuating circumstances.

Technology failure – for example, computer, printer, e-mail failure – is **not** an acceptable reason for late submission of a task.

Students are strongly advised to allow adequate time for completion, printing and e-mailing of tasks prior to the due date, and to maintain a back-up copy of all tasks.

Assessment tasks must be handed to the teacher responsible for the task by the student.

Tasks must not be left on a teacher's table or desk. If the student is unable to locate the teacher concerned, then the task should be handed to the Faculty Head Teacher or, in an emergency, the Deputy Principal.

In each case a receipt slip should be completed and retained by the student as evidence of receipt of the task.

If a student knows in advance that he/she will be absent on the day a task is due, then the task should be handed in prior to the due date or where the task is to be completed on the day in question, then arrangements will be made for the student to complete the task at a suitable time.

In the event of a student being unexpectedly and unavoidably absent on the day of a task, he/she must arrange for the school to be contacted and notified of the reason for the absence on the day.

On the first day the student returns to school, the student must:

1. must see the Head Teacher concerned, complete an "Illness/Misadventure Form" and attach any supporting evidence, eg medical certificate, detailing the reasons for being absent
2. except under exceptional circumstances, be prepared to either hand in the task or sit for the test.

Where the reason for an absence is acceptable then arrangements will be made for the student to complete the task or an alternative task at the earliest opportunity. At the Principal's discretion an estimate may be used.

Parents will be notified in writing when a zero mark is awarded.

Sickness During An Exam Or Test

Procedure to be followed if a student is taken ill during an assessment task at Barham High School:

1. If the student has not sighted the paper (or task) then he/she will be required to complete it at the earliest possible convenient time.
2. If the student has sighted, but not commenced, the task a decision will be made by the Teacher and Head Teacher whether the student does the same task later, is given an alternative comparable task or, at the discretion of the Principal, is given an estimate.
3. If the student has completed all or part of the task then:
 - a. the student's work will be marked using the same scale as for the other students
 - b. the result will be compared with past results
 - c. the teacher and Head Teacher will decide whether:
 - i. to leave the mark as it is
 - ii. to scale the mark up
 - iii. to require the student to complete another comparable assessment task
 - d. the student will be advised of the decision and given 24 hours to consider it
 - e. if there is disagreement a meeting will take place with the student, teacher and Head Teacher to try to reach an agreement
 - f. if agreement cannot be reached then the matter will be referred to a school Appeal Panel
 - g. the teacher and student will be notified of the Appeal Panel's decision.

Time Extension

- Requests for extensions of time will **not be** granted unless a genuine case exists.
- Requests for extensions of time **must** be made **prior** to the due date of the task.
- All requests for extensions must be made in writing to the teacher responsible for the course.
- Copies of all requests will be retained by the Faculty Head Teacher.

Return of Tasks

Assessment tasks will be returned to students in an appropriate time frame. Students will also be provided with meaningful feedback.

What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?

In the first instance, you should discuss the situation with your classroom teacher.

Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Task Appeal Form.

The Head Teacher will then complete the form with you and it will be submitted to the Deputy Principal for judgment by a panel of at least 3 members of staff.

The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education and Communities to make a judgment.

In the event that a student is not satisfied with this process an appeal to BOSTES is then possible.

Proven Dishonesty

A student who does not comply with the rules of the Assessment Policy and/or has committed a proven malpractice/dishonest act may have all or part of the relevant assessment task cancelled. If a student has been given zero marks for such an assessment task, the Principal will inform their parents/guardians and advise them of the possible consequences.

Plagiarism

Assignments and tasks completed outside of school must be the student's own work.

Plagiarism is a form of cheating where a person copies or borrows someone else's work and presents it as their own. Copying work directly from books, CDs or the internet without acknowledging the source is a form of plagiarism.

Penalties are applied for plagiarism – a zero mark may be awarded for all or part of the task.

Prolonged Absences

Where prolonged absences are experienced, substitute tasks may be set with the prior approval of the Principal, which students have to complete away from school and submit as stipulated. If a student's attendance has fallen below 85% of available school days, the Principal will review the possible consequences of the student's absence and may declare the attendance unsatisfactory for the completion of a course.

FINAL NOTE

Considerable effort has been put into trying to make the Barham High Assessment Procedures fair, rational and thorough. It is important that the principles of assessment are clear to everyone; that is students, parents and staff.

We are more than happy to discuss any queries or concerns at any time.

Approached positively, the assessment procedures provide a sound structure for student learning. Students will have regular and progressive goals, a steady feedback of information on their progress and should achieve a feeling of fulfilment as the course progresses.

Ultimately, the responsibility for completion and/or submission of assessment tasks rests with the individual student. It is not up to teachers or parents to ensure that work is done as required. To help them keep track of work, students will be given a diary in which to keep a record of tasks as they are given.

If you have any concerns with any aspect of the assessment procedures please talk to your class teacher, Year Adviser, the Deputy Principal or the Principal.

CORE SUBJECTS

- ★ English
- ★ History
- ★ Mathematics
- ★ Physical Development, Health & Physical Education (PDHPE)
- ★ Science

ENGLISH

Topic	Task	Due Date
Novel Study	Reading & writing task	T1 W8
Creative Writing	Speaking/listening task	T2 W8
Shakespeare	Viewing and representing task	T3 W8
Electives	Stage 5 Exam	T4 W5/6

DESCRIPTION

Language shapes our understanding of ourselves and our world. It is the primary means by which we relate to others and is central to the intellectual, social and emotional development of all students. In the years of schooling from Kindergarten to Year 10, English is the study and use of the English language in its various textual forms. These encompass spoken, written and visual texts of varying complexity through which meaning is shaped, conveyed, interpreted and reflected.

In acknowledgement of its role as the national language, English is the mandatory subject from Kindergarten to Year 12 in the NSW curriculum. Knowledge, understanding, skills, values and attitudes acquired in English are central to the learning and development of students in NSW. Developing proficiency in English enables students to take their place as confident communicators, critical and imaginative thinkers, lifelong learners and informed, active participants in Australian society. It supports the development and expression of a system of personal values, based on students' understanding of moral and ethical matters, and gives expression to their hopes and ideals.

In their study of English, students continue to develop their critical and imaginative faculties and broaden their capacity for cultural understanding. They examine the contexts of language usage to understand how meaning is shaped by a variety of social factors. As students' command of English grows, they are able to question, assess, challenge and reformulate information and use creative and analytical language to identify and clarify issues and solve problems. They become imaginative and confident users of a range of electronic and digital technologies and understand and reflect on the ongoing impact of these technologies on society. These skills and understandings allow them to develop their control of language in ways that will help them in lifelong learning, in their careers and in life.

GEOGRAPHY

Task	Outcomes	Due Date
Sustainable Biomes	Fieldwork Report	T1 W6
Environmental Change & Management	Design Task	T2 W4
Changing Places	Research Project	T3 W5
Human Wellbeing	Multimedia Presentation	T4 W3
	Stage 5 Exam	T4 W5/6

DESCRIPTION

Geography is the study of places and the relationships between people and their environments. It is a rich and complex discipline that integrates knowledge from natural sciences, social sciences and humanities to build a holistic understanding of the world. Students learn to question why the world is the way it is, reflect on their relationships with and responsibilities for the world and propose actions designed to shape a socially just and sustainable future. Geography emphasises the role, function and importance of the environment in supporting human life from local to global scales. It also emphasises the important interrelationships between people and environments and the different understandings of these relationships. The wellbeing of societies and environments depends on the quality of interactions between people and the natural world.

Geographical inquiry involves students acquiring, processing and communicating geographical information. Through an inquiry approach students explain patterns, evaluate consequences and contribute to the management of places and environments in an increasingly complex world. This process enables them to apply inquiry skills including: asking distinctively geographical questions; planning an inquiry and evaluating information; processing, analysing and interpreting that information; reaching conclusions based on evidence and logical reasoning; evaluating and communicating their findings; and reflecting on their inquiry and responding, through action, to what they have learned. Engagement in fieldwork and the use of other tools including mapping and spatial technologies are fundamental to geographical inquiry.

The study of Geography enables students to become active, responsible and informed citizens able to evaluate the opinions of others and express their own ideas and arguments. This forms a basis for active participation in community life, a commitment to sustainability, the creation of a just society, and the promotion of intercultural understanding and lifelong learning. The skills and capabilities developed through geographical study can be applied to further education, work and everyday life.

MATHEMATICS

Topic	Task	Due Date
Basic Number	Number Test	T1 W5
Perimeter, Area, Volume and Surface Area	Measurement Test	T1 W9
Angles and Geometrical Figures & Further Measurement	Geometry & Measurement Test	T2 W4
Basic Algebra & Statistics	Algebra & Statistics Test	T2 W8
Financial Mathematics & Index Laws in Algebra	Number & Algebra Test	T3 W4
Further Geometry & Probability	Geometry & Probability Test	T3 W9
Further Statistics & Further Geometry	Examination of ALL topics	T4 W6
Further Probability	Statistics, Geometry & Probability Test	T4 W10

DESCRIPTION

The Stage 5 Mathematics syllabus covers seven strands: working mathematically, number, algebra, measurement, geometry, statistics and probability.

Students exhibit a wide range of mathematical skills, levels of competence, and aspirations.

Some students may be aiming to develop the mathematical skills necessary to function in daily life and various work contexts. Other students may seek to address more challenging mathematics to prepare them for the highest-level courses in Year 11 and Year 12.

For this reason, Stage 5 of the K–10 Mathematics curriculum has been expressed in terms of the three substages, [Stage 5.1](#), [Stage 5.2](#) and [Stage 5.3](#).

These substages are not designed as prescribed courses, and many different 'endpoints' are possible. As well as studying the Stage 5.1 content, the majority of students will study some or all of the Stage 5.2 content. Similarly, as well as studying the Stage 5.2 content, many students will study some or all of the Stage 5.3 content.

At Barham High School, half the Stage 5 syllabus is covered in odd years, and the other half is covered in even years. The topics to be covered in 2017 are listed above

PHYSICAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION (PDHPE)

TOPIC	TASK	Due Date
Drug Use	Song Analysis	T1 W8
Mental Health & Strengthening Resilience	Multimedia Website – Mental Health	T2 W8
Celebrating Diversity	Research Report	T3 W8
Practical	Ongoing practical assessment in class	
	Stage 5 Exam	T4 W5-6

DESCRIPTION

PDHPE contributes significantly to the cognitive, social, emotional, physical and spiritual development of students. It provides opportunities for students to learn about, and practise ways of, adopting and maintaining a healthy, productive and active life. It also involves students learning through movement experiences that are both challenging and enjoyable, and improving their capacity to move with skill and confidence in a variety of contexts. It promotes the value of physical activity in their lives.

PDHPE provides the opportunity for young people to explore issues that are likely to impact on the health and wellbeing of themselves and others, now and in the future. The issues that affect young people include physical activity, mental health, drug use, sexual health, nutrition, supportive relationships, personal safety, gender roles and discrimination. Health issues that have the potential to appear in later life are also relevant due to their relationship to lifestyle patterns established in adolescent years and the possibility that they may impact on family and other significant adults in students' lives.

Young people who have a feeling of connectedness with parents, family and school have lower levels of smoking, drinking, other drug use, suicidal thinking, risky sexual behaviour and exposure to violence. The PDHPE curriculum plays an important role in enhancing resilience and connectedness. It is designed to be affirming and inclusive of those young people who experience a range of challenges in managing their own health. Through learning in PDHPE, students have opportunities to develop personal coping strategies for everyday life.

Young people's motivation to be physically active is influenced by their level of enjoyment, perceived competence and social support. Trends toward inactivity in young people are of particular concern due to the associated range of short-term and long-term health implications. PDHPE plays a key role in promoting physical activity and developing competency in movement skills. It provides opportunities for students to develop, adapt and improvise their movement skills in a wide variety of challenging contexts and environments

SCIENCE

Topic	Task	Due Date
Body Systems & Disease	Research Task Journal of a Carer	T2 W1
It's Periodically Chemistry	Practical Test	T2 W6
Body Systems & Disease/ It's Periodically Chemistry	Semester 1 Exam	T2 W10
Student Research Project	Individual Open Ended Investigation	T3 W10
Evidence is Everything/ Force & Motion	Stage 5 Exam	T4 W5-6
Evidence is Everything	Stage 5 Grampians Excursion	T4 W3
Force & Motion	STEM Challenge	T4 W10

DESCRIPTION

The study of Science enables students to develop a positive self-concept as learners and gain confidence in and enjoyment from their learning. Through active participation in challenging and engaging experiences they become self-motivated, independent learners. Their understanding of science and its social and cultural contexts provides a basis for students to make reasoned evidence-based future choices and ethical decisions, and to engage in finding innovative solutions to science-related personal, social and global issues, including sustainable futures.

Teachers provide a range of assessment opportunities to gather and evaluate evidence of a student's learning. The following assessment *for*, *as* and *of* learning approaches are relevant to all learning areas: collaborative activities, peer assessment, self-assessment and teacher observations.

Investigation and research may include: practical investigations, including open-ended investigations, student research projects (Mandatory each year).

When these strategies are used for assessment purposes, evidence can be gathered about students' ability to: plan and conduct safe, ethical laboratory investigations, including fair tests and controlled experiments work collaboratively to conduct fieldwork, research using a variety of print and multimedia, including the internet and other electronic sources of data and information, use a range of strategies and technologies to collect and record data, including appropriate use of digital technologies such as data loggers extract and reorganise information in the form of flowcharts, tables, graphs, diagrams, keys, multimedia resources, spreadsheets and databases, use and construct models, use critical thinking skills to analyse data and information, identify relationships and draw conclusions, evaluate claims using scientific evidence to support an argument, present data and information using multimodal text.

X LINE ELECTIVES

- ★ Agricultural Technology
- ★ Food Technology
- ★ Music
- ★ Physical Activity Sports Studies (PASS)

AGRICULTURAL TECHNOLOGY

Topic	Task	Due Date
Wool 101	WorkBook	T1 W10
Dairy – Manufacturing	Moolk Carton Task	T3 W5
Eggs	Research Report	T4 W7
Practical	Practical Tasks	Ongoing in 2017

OUTCOMES

Through the study of Agricultural Years 9–10 students develop knowledge, understanding and skills which enable them to contribute positively to their own lifestyle and to the social, economic and environmental future of Australia. This course provides scope for students to explore the many and varied career opportunities in agriculture and its related service industries. It also provides students with an opportunity to experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities.

The study of Agricultural develops knowledge and understanding about a range of agricultural practices. It develops the ability to respond to human needs and emerging opportunities. It develops knowledge, understanding and skills in the management of plant and animal enterprises, the technology associated with these enterprises and the marketing of products. The course develops students' ability to solve problems, plan, organise and conduct scientific investigations, research, collect and organise information, work as a member of a team and communicate information to a variety of audiences. Students investigate and discuss the impact of agricultural practices on the basic resources of soil, air and water

FOOD TECHNOLOGY

Topic	Task	Due Date
Nutrition & Consumption	Critical Analysis Task	T1 W10
Food in Australia	Research Task I	T2 W6
Food Equity	Research Task II	T3 W7
Food Selection & Health/ Nutrition & Consumption	Stage 5 Exam	T4 W5-6

DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.

MUSIC

Topic	Task	Due Date
Popular Music through the decades	Written Aural Test	T1 W7
	Pop Composition and Performance	T1 W10
Australian Music	Viva voce	T2 W7
	Sound scape Composition and Performance (Graphic notation)	T2 W9
Music & Technology	Muse score composition Task (Traditional Notation)	T3 W7
	Written Aural Test	T3 W8
	Practical Performance	T3 W9
Music for small ensembles	Written Aural Test	T4 W6
	Composition and Performance (Group Task)	T4 W9

DESCRIPTION

The Stage 5 Music Elective course provides students with the opportunity to acquire the knowledge, understanding and skills necessary for active engagement and enjoyment of music through three key learning experiences: performing, composing and listening. Students will study the six concepts of music: duration, pitch, dynamics and expressive techniques, tone colour, texture and structure within the context of a range of styles, periods and genres.

Students undertaking a 200-hour course in Music must study the compulsory topic, Australian Music, and at least two topics from each of the groups of topics below, which will be decided after discussions with the elective class.

Group 1: Baroque Music, Classical Music, Nineteenth-century Music, Medieval Music , Renaissance Music , Art Music of the 20th and 21st Centuries , Music of a Culture, Music for Small Ensembles (Group 1) , Music for Large Ensembles (Group 1).

Group 2: Popular Music, Jazz, Music for Radio, Film, Television and Multimedia, Theatre Music, Music of a Culture (different from Group1), Music for Small Ensembles (Group 2), Music for Large Ensembles (Group 2), Rock Music, Music and Technology.

PHYSICAL ACTIVITY & SPORTS STUDIES

Topic	Task	Due Date
Body Systems and Energy for Physical Activity	Presentation	T1 W10
Premier Sporting Challenge	Research Task	T2 W10
Event Management	Sport Management Task	T3 W10
Issues in Sport	Research Task	T4 W6

DESCRIPTION

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Areas of Study

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

Barham High School has developed units of work by selecting one or more modules from each Area of Study. In addition, The course has a strong focus on learning through movement so units have been selected for movement applications to explore the Areas of Study where appropriate.

Y LINE ELECTIVES

- ★ Food Technology
- ★ Information Software Technology
- ★ Industrial Technology – Metal
- ★ Visual Arts

FOOD TECHNOLOGY

Topic	Task	Due Date
Nutrition & Consumption	Critical Analysis Task	T1 W9
Food in Australia	Research Task I	T2 W5
Food Equity	Research Task II	T3 W6
Food Selection & Health/ Nutrition & Consumption	Stage 5 Exam	T4 W5-6

DESCRIPTION

The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationships, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life.

This knowledge and understanding is fundamental to the development of food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. Students develop practical skills in preparing and presenting food that will enable them to select and use appropriate ingredients, methods and equipment.

This course provides for the development of relevant and meaningful learning experiences, inclusive of life experiences, values, learning styles and individual student characteristics. Through a study of food and its applications in domestic, commercial, industrial and global settings, the syllabus caters for all students' needs and interests. It contributes to both vocational and general life experiences. Integral to this syllabus is the ability to design, produce and evaluate solutions to situations involving food. These form part of a broad set of skills that are transferable to other study, work and life contexts that students may encounter.

INFORMATION & SOFTWARE TECHNOLOGY

Topic	Task	Due Date
Software Animation	Adobe Animation	T1 W10
Design Digital Media	Promotional Video	T2 W10
Emerging Technologies 3D Printing	3D Model	T3 W10
Hardware	Hardware Tech Support	T4 W6

DESCRIPTION

People can expect to work and live in environments requiring highly developed levels of computing and technological literacy. Current technologies are becoming obsolete at a rapid rate and new generations will need to be flexible to accommodate changes as they emerge. It is important that students learn about, choose and use appropriate information and software technology and develop an informed awareness of its capacities, scope, limitations and implications. Technological competence in the rapidly evolving area of information and software technology will require lifelong learning.

The study of Information and Software Technology Years 7–10 assists students to develop the knowledge, understanding and skills to solve problems in real life contexts. Through experiential and collaborative tasks, students engage in processes of analysing, designing, producing, testing, documenting, implementing and evaluating information and software technology-based solutions. Creative, critical and meta-cognitive thinking skills are developed through students' practical involvement in projects.

INDUSTRIAL TECHNOLOGY – METAL

Topic	Task	Due Date
WHS & Risk Management	Safety Tests	T1 W4
Yr 9 Metal Machining	Project I	T2 W5
Yr 10 General Metal II	Project II & Workbook I	T2 W10
Yr 9 General Metal I	Project III	T3 W6
Yr 10 Fabrication	Project IV & Workbook II	T4 W5
Properties & Applications of Materials	St5 Exam	T4 W5/6

DESCRIPTION

Industrial Technology Metal focus area provides opportunities for students to develop knowledge, understanding and skills in relation to the metal and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to metal **or** art metal which are enhanced and further developed through the study of specialist modules in:

- Metal Machining
- Fabrication

Practical projects reflect the nature of the Metal focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to metal-related technologies. These may include:

- sheet metal products
- metal machining projects
- fabricated projects
- artistic metal projects

The projects the students will be completing will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

VISUAL ARTS

Topic	Task	Due Date
Classical Columns	Theory Task	T1 W8
	Column	T2 W4
Dynamic Drawing	Drawings & Reflection	T2 W9
Attraction to Abstraction	Theory Task	T3 W5
	Painting	T3 W8
Day of the Dead	Design/Print	T4 W6

DESCRIPTION

Visual Arts has a significant role within the curriculum through providing learning opportunities designed to encourage students to understand the visual arts, including the different kinds of creative works they, and others, make.

Visual Arts plays an important role in the social, cultural and spiritual lives of students. It offers a wide range of opportunities for students to develop their own interests, to be self-motivated and active learners who can take responsibility for and continue their own learning in school and post-school settings.

Visual Arts fosters interest and enjoyment in the making and studying of art. Visual Arts builds understanding of the role of art, in all forms of media, in contemporary and historical cultures and visual worlds. In contemporary societies many kinds of knowledge are increasingly managed through imagery and visual codes and much of students' knowledge is acquired in this way. Visual Arts empowers students to engage in visual forms of communication.

The focus is on student artmaking (60%) and there is a theoretical component (40%) where students engage with art criticism and art history in class work and assessment tasks. Students are encouraged to work across a range of subject matter, materials, ideas and techniques to build on their skills from Stage 4 Visual Arts, preparing them for studying in Stage 6.

Z LINE ELECTIVES

- ★ Commerce
- ★ Photo Digital Media
- ★ Physical Activity Sports Studies
- ★ Industrial Technology – Timber

COMMERCE

Topic	Task	Due Date
Law & Society	Topic Test	T1 W7
	Report Task	T1 W10
Employment Issues	Topic Test	T2 W5
	Research Task	T2 W9
Law in Action	Case Study	T3 W4
Towards Independence	Research Task	T3 W8
Political Involvement	Multimedia Task	T4 W2
E-Commerce	Design Task	T4 W7

DESCRIPTION

Commerce provides the knowledge, skills, understanding and values that form the foundation on which young people make sound decisions on consumer, financial, business, legal and employment issues. It develops in students an understanding of commercial and legal processes and competencies for personal financial management. Through the study of Commerce students develop financial literacy which enables them to participate in the financial system in an informed way.

Central to the course is the development of an understanding of the relationships between consumers, businesses and governments in the overall economy. Through their investigation of these relationships, students develop the capacity to apply problem-solving strategies which incorporate the skills of analysis and evaluation. Students engage in the learning process which promotes critical thinking, reflective learning and the opportunity to participate in the community.

To function competently in our democratic and pluralistic society, students need to develop the ability to research information, evaluate options, and participate in collaborative decision-making within the commercial and legal framework and acquire the necessary skills to become self-directed lifelong learners.

Commerce provides for a range of learning styles and experiences that suit the interests and needs of all students. It emphasises the potential and use of information and communication technologies. Students gain greater competence in problem-solving and decision-making by evaluating the range of consumer, financial, business, legal and employment strategies. In examining these they also develop attitudes and values that promote ethical behaviour and social responsibility and a commitment to contribute to a more just and equitable society.

INDUSTRIAL TECHNOLOGY – TIMBER

Topic	Task	Due Date
WHS & Risk Management	Safety Tests	T1 W4
Yr 9 General Wood I	Project I	T2 W5
Yr 10 Wood Machining I	Project II & Workbook I	T2 W10
Yr 9 Cabinetwork I	Project III	T3 W8
Yr 10 General Wood II	Project IV & Workbook II	T4 W5
Properties & Applications of Materials	St5 Exam	T4 W5/6

DESCRIPTION

Industrial Technology Timber provides opportunities for students to develop knowledge, understanding and skills in relation to the timber and associated industries.

Core modules develop knowledge and skills in the use of materials, tools and techniques related to timber which are enhanced and further developed through the study of specialist modules in:

- Cabinetwork
- Wood Machining.

Practical projects undertaken should be the nature of the Timber focus area and provide opportunities for students to develop specific knowledge, understanding and skills related to timber-related technologies.

These may include:

- furniture items
- decorative timber products
- storage and display units.

The projects the students will be completing will promote the sequential development of skills and reflect an increasing degree of student autonomy as they progress through the course.

PHOTOGRAPHIC & DIGITAL MEDIA

Topic	Task	Due Date
Analogue Antics	Test	T1 W10
Experimental Analogue	Analogue Portfolio	T2 W7
Old Time Photographs	Research Task	T3 W1
	Photographs	T3 W4
Photo Cube	Montage	T3 W8
Back to the Future	Self-Directed Work	T4 W1
	Stage 5 Exam	T4 W5-6

DESCRIPTION

Photographic and Digital Media plays a significant role in the curriculum by providing specialised learning opportunities to enable students to understand and explore the nature of photographic and digital media as an important field of artistic practice, conceptual knowledge and technological procedures.

The broad areas of photography and digital media as print, interactive and moving forms are extremely relevant and of fundamental interest to students. Much of their knowledge of the world and their notions of cultural and self-identity come from the photographic and digital images that permeate the visual arts and design, television, film, video, internet, mass media and multimedia. This Stage 5 course builds on the Stage 4 Visual Arts mandatory course. The focus is on artmaking (60%) and an investigation of theory and processes (40%).

PHYSICAL ACTIVITY & SPORTS STUDIES

Topic	Task	Due Date
Body Systems and Energy for Physical Activity	Test	T1 W10
Premier Sporting Challenge	Research Task	T2 W10
Event Management	Sport Management Task	T3 W10
Issues in Sport	Research Task	T4 W6

OUTCOMES

Physical Activity and Sports Studies represents a broad view of physical activity and the many possible contexts in which individuals can build activity into their lifestyle. It incorporates a wide range of lifelong physical activities, including recreational, leisure and adventure pursuits, competitive and non-competitive games, individual and group physical fitness activities, and the use of physical activity for therapy and remediation.

Areas of Study

The content is organised in modules within the following three Areas of Study:

- Foundations of Physical Activity
- Physical Activity and Sport in Society
- Enhancing Participation and Performance.

Barham High School has developed units of work by selecting one or more modules from each Area of Study. In addition, The course has a strong focus on learning through movement so units have been selected for movement applications to explore the Areas of Study where appropriate.

NON ROSA SUBJECTS

CAREERS

Topic	Task	Due Date
Secure/Create & Maintain Work	Draft Resume	T1 W6
	Resume & Portfolio Task	T1 W8
	Work Experience Work Experience Diary	T2 W5 T2 W6
Build & Maintain a positive Self-concept	Defence Long Tan Application	T2 W10
Secure, Create & Maintain Work – Mock Interview	Get That Job Day	T4 W5-6
	Cover Letter	T3 W8
	Mock Interview	T3 W9

DESCRIPTION

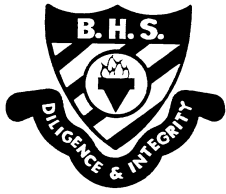
Careers Education is delivered to Stage 5 students as separate Year 9 & Year 10 programs with one period per week allocated to each year group. Year 9 is an introductory program based on self-exploration, the world of work and basic research skills. The Year 9 program has no formal assessment and therefore no reporting procedures.

The Year 10 program largely focuses on personal career management/pathways planning and job seeking skills to secure, create and maintain work. Formal assessment includes the tasks as well as Work Experience organisation/Employer Feedback, general classwork and Employment Related Skills such as communication and organisational skills

APPENDIXES

APPENDIX	DESCRIPTION
1	Assessment Task Notification/Receipt
2	Record of Issue of Task Notification
3	Record of Task Submission
4	Illness/Misadventure Form
5	Appeal Form

Appendix 1



BARHAM HIGH SCHOOL

- Assessment Task Notification –

Name:

Subject:

Type of Assessment Task:

Date of Assessment Task:

Work to be assessed:

Method of Assessment:

Equipment to bring:

Teacher:

Issue date:



BARHAM HIGH SCHOOL

- Assessment Task Submission Receipt –

This receipt must be retained by the student as proof of having handed in the Assessment Task.

This is to certify that I have received the Assessment Task described below

Candidates Name:

Subject:

Title of Assessment Task:

Due Date:

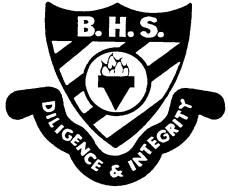
Date Received:

Time Received:

Signature of Receiving Teacher:

Date:

Appendix 4



BARHAM HIGH SCHOOL

- Illness/Misadventure Form –

Name: _____ Date: _____

Subject: _____

This form must be submitted if you:

1. Were absent on the day through illness/misadventure that an assessment task was to be completed or handed in at school
2. Complete an in-class task or hand in task and believe illness/misadventure has impacted your result.
3. Are seeking an extension before a task is due because of illness/misadventure.

This form must be collected from the HT concerned (or copied from your Assessment booklet) on the first available opportunity.

Preliminary

HSC

Assessment Task:

Teacher:

Due Date:

Head

Teacher:

Outline reason for illness/misadventure:

Independent evidence of illness/misadventure:

- | | |
|--|--------|
| 1. Doctor Certificate | YES/NO |
| 2. Letter from parent/guardian | YES/NO |
| 3. School notified on/before (if applicable) | YES/NO |

I declare all information I have supplied is true

Student Signature:

Date:

Parent/Guardian Signature:

Date:

Recommendation and Decision

Head Teacher:

Class Teacher:

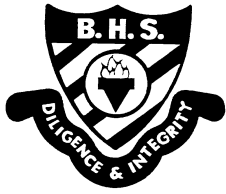
Deputy Principal

Head Teacher Informs student of decision

Head Teacher:

Student:

Appendix 5



BARHAM HIGH SCHOOL

- Appeal Form –

Name:

Date:

If you are appealing against an assessment mark or grade you must complete sections A and B. For other appeals complete section B only.

SECTION A

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You must seek advice from your class teacher and Head Teacher before you complete this form. the Deputy Principal deems there are grounds for appeal then this form will be forwarded to the Principal/Appeals Committee.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed by the School. An appeal cannot be submitted on the basis of:

- The marks or grades given, unless due process was not followed;
- Difficulties in preparation or loss of preparation time;
- Alleged deficiencies in tuition;
- Long term illness;
- The same grounds for which special provisions were received;
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments

Course Name:

Task Description:

Task Number:

SECTION B

Details of you appeal:

Supporting documentation (List the documents that you are attaching to this appeal)

Office Use Only

Decision:		Reasons:	
Declined/Upheld			
Name:		Signed:	

Schedule of Assessment Tasks for Stage 5 2017

Week	CORE SUBJECTS					LINE X ELECTIVES				LINE Y ELECTIVES				LINE Z ELECTIVES				Careers
	English	Geography	Mathematics	PDHPE	Science	Agricultural Technology	Food Technology	Music	PASS	Food Technology	Information Software Technology	Industrial Technology Metal	Visual Arts	Commerce	Photo Digital Media	Physical Applied Sports Studies	Industrial Technology Timber	
Term 1 2017	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
Term 2 2017	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
Term 3 2017	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	
Term 4 2017	1																	
	2																	
	3																	
	4																	
	5																	
	6																	
	7																	
	8																	
	9																	
	10																	

Barham High School
"Diligence & Integrity"

