

# **SCONE HIGH SCHOOL**



**2024**

**YEAR 9**

**RECORD OF SCHOOL  
ACHIEVEMENT**

**POLICY &**

**ASSESSMENT SCHEDULES**

# Record of School Achievement Scone High School 2024

Dear Year 9 Students,

2024 sees you enter the first year of Stage 5. At the end of 2024 you will sit examinations in all courses to obtain a NSW Record of School Achievement.

Your work will be assessed throughout the year in all subjects. Each class teacher will compare your results with the performance descriptors outlined by NESA (NSW Education Standards Authority) for each subject. You will be allocated a grade A - E based on what you can do.

This booklet outlines what work is required of you in each subject for 2024.

**PLEASE NOTE:** You MUST complete all tasks set by the teachers of your classes in order to obtain a Record of School Achievement in Year 10. If at the completion of Year 9 a student has not met the expectations of completing assessments and examinations, the school may request they repeat Year 9 and not progress to Year 10.

We look forward to working with you throughout the year to assist you in obtaining your best possible grades. If you put in the work and follow your study timetable, you will be successful.

If you have any questions about the contents of this booklet, please refer them to your class teacher.

*Brian Drewe*  
Principal

## ELIGIBILITY

To be eligible for the Record of School Achievement (ROSA) at the completion of Year 10, a student must:

- a) (i) have attended a government school; or  
(ii) have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for Year 10 applies;  
or  
(iii) have attended a school outside New South Wales recognised by NESA; and
- b) have participated, to NESA's satisfaction, in courses of study that have been determined under the Act as appropriate to be undertaken by candidates for Year 10; and
- c) have been accepted by NESA as having satisfactorily completed those courses of study; and
- d) have undertaken, to NESA's satisfaction, the requisite examinations or other forms of assessment; and
- e) have complied with any requirements prescribed by the regulations or requirements imposed by the Minister or NESA; and
- f) have completed Year 10.

## REQUIREMENTS

To qualify for the Record of School Achievement for Year 10, a student must:

- Satisfactorily complete the mandatory curriculum requirements of NESA;
- Attend school until the final day of Year 10 as determined by the school system concerned or by the Principal of non-systemic schools; and
- Make a serious attempt at all Year 10 assessments and examinations.

Note 1: Students who undertake a Stage 5 Life Skills course in a KLA will not be required, but are permitted, to sit for school based examinations.

Note 2: Where the Principal determines that a student is in danger of not satisfactorily completing any course over Years 7-10 that is part of the mandatory curriculum requirements, the student must be given warning of the consequences in sufficient time for the student to meet the mandatory course requirements to complete Year 10.

## **SATISFACTORY COMPLETION OF A COURSE**

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

- a) **followed** the course developed or endorsed by NESAs; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

## **ATTENDANCE**

NESA sets as a guide, if a student's attendance falls below 85% of the school's programmed lesson time for 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.

**At Scone High School it is expected that students attend at least 95 % of all lesson time.**

**Please note: If a student is absent from school the day an assessment task or examination is being held, they must:**

- 1 - contact the school and advise the teacher that they will not be present**
- 2 - supply a doctor's certificate on the day they return to school after their absence.**
- 3- make arrangements with the Head Teacher to do the assessment or an alternate task.**

## **ABSENCE THROUGH ILLNESS AND/OR PHYSICAL INJURY**

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

In many instances, school work may be undertaken while at home or in hospital. In this way, the Principal may be satisfied that there is sufficient evidence for deeming that a student has met course requirements and achieved the outcomes of the course.

## **ABSENCES WITHOUT SATISFACTORY EXPLANATION**

Any unsatisfactorily explained absence, or series of unexplained absences, if the length or pattern is extensive, may result in a course(s) not being satisfactorily completed. "N" Award Warning letters to the student/parent will indicate how the absence may result in non-completion of course requirements and must set out the steps necessary for the student to satisfactorily complete the course(s).

## **‘N’ DETERMINATION**

‘N’ determinations are issued to students who do not complete the requirements for a particular subject or course. For each course of study students are expected to attend class regularly, participate in all class learning activities and thoroughly complete all assessment tasks. ‘N’ Award warning letters are sent home if students are not satisfying these requirements.

If at any time it appears that a student is at risk of receiving an ‘N’ determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian. This warning should be given in time for the problem to be corrected.

Students who have not complied with the above requirements and who have received at least two written warnings should be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal will then apply the ‘N’ determination. For Stage 5 courses, the school will submit both an ‘N’ determination and a grade in case of a successful student appeal.

A student who is given an ‘N’ determination in a mandatory course in Stage 5 will not be eligible for the RoSA. If they leave school, they will receive a *Transcript of Study* that will list the mandatory course(s) for which an ‘N’ determination was given. The words ‘not completed’ will appear next to each ‘N’ determined course.

A student who has met all mandatory curriculum requirements, but who receives an ‘N’ determination(s) in non-mandatory studies, retains eligibility for a Record of School Achievement. NESAC curriculum guidelines stipulate students must complete course requirements in two elective subjects additional to the core subjects of English, Mathematics, Science, History, Geography, PDHPE and Sport.

## **ASSIGNMENT SUBMISSION**

All assignments are to be submitted to the classroom teacher on the due date.

Penalties apply for assignments which are submitted late.

Assignments are not to be submitted to the class teacher on a USB drive or via email unless it is indicated on the assessment notification sheet for that particular task.

## **PLAGIARISM**

Plagiarism is an act of theft, in the same way that taking money or property is theft. Plagiarism can take many forms.

- It can be a piece of writing or other work that has been copied from someone else and presented as your own work. Downloading of material from the Internet (and pretending that you have produced the work yourself) is a particularly common form of plagiarism. It is also very easily detected.
- It can be the act of knowingly allowing someone else to copy your work.
- It can be the taking of someone else's thoughts and ideas and pretending that they are yours.
- It can also be any instance where you request someone else to do your work for you.

Plagiarism is illegal, in the same way that breaking copyright laws is illegal.

**If a student plagiarises work, they will receive a zero mark for that task and a warning letter will be sent home. Repeated cases of plagiarism will attract more severe penalties.**

The following pages outline the assessment requirement for each year 9 subject in 2024. Full statements of outcomes for each subject can be found on the NESA website.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/years/stage-5>

**Course: Agriculture**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Broiler Research Assignment	Tractor Practical and theory test	Cropping Research Assignment	Yearly Exam	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	Term 4 Week 6	
Outcomes	5.1 5.3 5.10 5.12	5.13 5.14	5.2 5.8 5.12	All	
Knowledge and understanding	15	10	10	15	<b>50</b>
Skill	10	15	15	10	<b>50</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Note:**

All students and their guardians will need to sign a contract to participate in Agriculture. It addresses work, health and safety issues, as well as animal handling procedures.

**Course: Commerce**

**Year 9 & 10 Combined Assessment Schedule**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Employment and Work Futures Task	Half Yearly Exam	Travel Research Task	Yearly Exam	
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 8	Term 4 Week 4	
Outcomes	5.4, 5.5, 5.7, 5.8	5.1, 5.2, 5.3, 5.4, 5.5	5.1, 5.4, 5.7, 5.9	5.4, 5.5, 5.6, 5.9	
Knowledge and Understanding		10		10	<b>20</b>
Investigating and Researching	10		10		<b>20</b>
Communicating	5	10	5	10	<b>30</b>
Interpreting data	5	5	5	5	<b>20</b>
Problem-solving		5		5	<b>10</b>
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>



**Course: English**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Crime Fiction	Novel Study	Indigenous Voices	Stand By Me	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 7	Term 4 Week 5	
	EN5-RVL-01 EN5-URA-01 EN5-URC-01 EN5-ECA-01 EN5-ECB-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01	EN5-RVL-01 EN5-URA-01 EN5-URB-01 EN5-ECA-01 EN5-ECB-01	
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Course: Food Technology**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Food In Australia + Practical exam	Food product development	Food Service and Catering  Assignment + Practical Exam	Yearly Exam  For all units of work	
	Term 1 Week 8	Term 2 Week 5 & 7	Term 3 Week 8 & 9	Term 4 Week 4/5	
	FT5-1 FT5-2 FT5-7 FT5-8 FT5-9	FT5-1 FT5-2 FT5-5 FT 5-9 FT5-10 FT5-11	FT5-1 FT5-2 FT5-4 FT5-5 FT5-8 FT5-9 FT5-10	FT5-4 FT5-6 FT5-7 FT5-12	
Knowledge and understanding Communication research and Evaluation skills	15	5	15	20	<b>55</b>
Practical Food Preparation skills for a variety of purposes  Management of tools equipment and resources	15	10	20		<b>45</b>
<b>Weighting</b>	<b>30</b>	<b>15</b>	<b>35</b>	<b>20</b>	<b>100</b>

**Course: Geography – Semester 1**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<b>Fieldwork Task</b>	<b>Research Task</b>	<b>Examination</b>	
	Week 6 Term 1	Week 10 Term 1	Examination Period Term 2	
	GE5-1 GE5-2 GE5-7 GE5-8	GE5-3 GE5-5 GE5-8	GE5-3 GE5-4 GE5-6 GE5-7	
Knowledge and Understanding	15	10	15	<b>40</b>
Geographical Tools and Skills	10	15	15	<b>40</b>
Acquire, Process and Communicate Geographical Information	5	10	5	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**Course: History – Semester 2**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	Source Analysis	Research Task	Examination	
	Week 4 Term 3	Week 8 Term 3	Week 5 Term 4	
	HT5-1 HT5-4 HT5-6 HT5-8 HT5-10	HT5-3 HT5-5 HT5-8 HT5-10	HT5-1 HT5-2 HT5-4 HT5-7 HT5-9	
Knowledge and Understanding	10	10	20	<b>40</b>
Source Analysis	5	5	10	<b>20</b>
Historical Inquiry	10	10		<b>20</b>
Communication	5	10	5	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**Course: Industrial Technology – Metals**

Components	Task 1	Task 2	Task 3	Task 4	Weighting
	Practical task 1	Research Task	Practical task 2	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 6	Term 4 Week 3	Term 4 Week 5 (TBA)	
Outcomes	IND5-3 IND5-5 IND5-6	IND5-9 IND5-10	IND5-2 IND5-4 IND5-7 IND5-8	IND5-1	
Knowledge		10	10	20	<b>40</b>
Practical Skills	25		35		<b>60</b>
<b>Weighting</b>	<b>25</b>	<b>10</b>	<b>45</b>	<b>20</b>	<b>100</b>

**IND5-1:** identifies, assesses, applies and manages the risks and WHS issues associated with the use of a range of tools, equipment, materials, processes and technologies

**IND5-2:** applies design principles in the modification, development and production of projects

**IND5-3:** identifies, selects and uses a range of hand and machine tools, equipment and processes to produce quality practical projects

**IND5-4:** selects, justifies and uses a range of relevant and associated materials for specific applications

**IND5-5:** selects, interprets and applies a range of suitable communication techniques in the development, planning, production and presentation of ideas and projects

**IND5-6:** identifies and participates in collaborative work practices in the learning environment

**IND5-7:** applies and transfers skills, processes and materials to a variety of contexts and projects

**IND5-8:** evaluates products in terms of functional, economic, aesthetic and environmental qualities and quality of construction

**IND5-9:** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

**IND5-10:** describes, analyses and evaluates the impact of technology on society, the environment and cultural issues locally and globally

**Course: Industrial Technology – Timber**

<b>Components</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Practical Task 1	Research Task	Practical Task 2	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 6	Term 4 Week 3	Term 4 Week 5 (TBA)	
Outcomes	IND5-3 IND5-5 IND5-6	IND5-9 IND5-10	IND5-2 IND5-4 IND5-7 IND5-8	IND5-1	
Knowledge		10	10	20	<b>40</b>
Practical Skills	25		35		<b>60</b>
<b>Weighting</b>	<b>25</b>	<b>10</b>	<b>45</b>	<b>20</b>	<b>100</b>

**Course: Year 9 Mathematics**  
**Units: Stage 5**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Investigation Task  Geometrical Representations	Topic Test  Prisms and Cylinders	Question Bank  Financial Mathematics	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3 Week 4	Term 4 Week 4 & 5	
Outcomes	MAO-WM-01 MA5-GEO-C-01 MA5-NET-P-01	MAO-WM-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-ALG-C-01 MA5-EQU-C-01 MA5-MAG-C-01	MAO-WM-01 MA5-FIN-C-01 MA5-EQU-C-01	MAO-WM-01 MA5-GEO-C-01 MA5-TRG-C-01 MA5-MAG-C-01 MA5-ARE-C-01 MA5-VOL-C-01 MA5-ALG-C-01 MA5-IND-C-01 MA5-FIN-C-01 MA5-EQU-C-01 MA5-LIN-C-01 MA5-LIN-C-02 MA5-PRO-C-01	
<b>Weighting</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course: Music**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Task 1: Performance Task & Composition	Task 2: Listening Activity	Task 3: Viva Voce	Task 4: Yearly Examination – listening and performance.	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 4 + TBA	Term 4 Week 5	
Outcomes	7, 8, 9, 10,11,12	1, 2, 3, 12	4, 5, 6, 8, 9, 10, 11, 12	1, 2, 3, 7, 8, 9, 10, 11, 12	
Performance Core	25		15		<b>40</b>
Composition Core		20			<b>20</b>
Aural Core				20	<b>20</b>
Musicology Core	5	5	5	5	<b>20</b>
<b>Weighting</b>	<b>30</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>100</b>



**Course: Personal Development Health and Physical Education**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	Safe and Healthy Relationships Research Task	Practical Assessment- Invasion Games	Practical Assessment- Softball	Yearly Examination	
	Term 1 Week 10	Term 2 Weeks 3-5	Term 3 Weeks 8-10	Term 4 Week 4	
	PD5-1 PD5-9	PD5-4 PD5-11	PD5-11	PD5-1 PD5-2 PD5-3 PD5-6	
Knowledge and understanding	20	5	-	25	<b>50</b>
Skills	5	20	25	-	<b>50</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Course: Physical Activity and Sports Studies (PASS)**

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
	Ultimate Frisbee / Vortex Practical Assessment Task	Case Study Assessment Task	Mini Tennis Practical Assessment Task	Yearly Examination	
	Term 1 Weeks 8 – 10	Term 2 Week 2	Term 3 Weeks 6 – 8	Term 4 Week 4	
	PASS5-7, PASS5-9	PASS5-1, PASS5-2, PASS5-8, PASS5-10	PASS5-9	PASS5-1, PASS5-2, PASS5-4, PASS5-5	
Knowledge and understanding	-	20	-	30	<b>50</b>
Skills	25	5	20	-	<b>50</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>30</b>	<b>100</b>

**Course:** Year 9 Science

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Weighting</b>
Task Name	Practical Task	Semester 1 Examination	Depth Study	Semester 2 Examination	
Timing	Term 1 Week 6	Term 2 Week 5	Term 3 Week 9	Term 4 Week 4	
Outcomes	SC5-5WS SC5-6WS SC5-7WS SC5-16CW SC5-17CW	SC5-4WS SC5-7WS SC5-8WS SC5-9WS SC5-10PW SC5-11PW SC5-16CW SC5-17CW	SC5-7WS SC5-9WS SC5-14LW SC5/13ES	SC5-4WS SC5-7WS SC5-8WS SC5-9WS SC5-14LW SC5-15LW SC5-12ES SC5-13ES	
Content Knowledge	10	10	15	15	<b>50</b>
Working Scientifically	10	15	10	15	<b>50</b>
<b>Weighting</b>	<b>20</b>	<b>25</b>	<b>25</b>	<b>30</b>	<b>100</b>

**Course: Visual Arts**

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	<b>Abstraction</b>	<b>Elemental Vessels + Half Yearly Exam</b>	<b>Surrealism</b>	<b>Still Life + Yearly Exam</b>	
	Week 10 Term 1	Week 9 & 10 Term 2	Week 6 Term 3	Week 4 Term 4	
	5.1 5.2 5.4 5.5 5.6 5.7	5.1 5.2 5.3 5.5 5.6 5.9 5.10	5.1 5.2 5.5 5.8	5.1 5.4 5.6 5.7,5.8 5.9 5.10	
Art Making	Abstract Landscape Painting 15%	Ceramic Vessel 15%	Surrealism Artwork 15%	Still life Lino Prints 15%	<b>60</b>
Critical and Historical Studies	Compare and Contrast Paper 10%	Half Yearly Exam 10%	Surrealism Research Task 10%	Yearly Exam 10%	<b>40</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>

**Additional comments/requirements**

The Visual Arts syllabus recommends that in the Stage 5 course:

- At least 40% of time should be dedicated to artmaking and related aspects of content.
- A further 40% of time should be dedicated to the critical and historical interpretations and explanations of art and related aspects of content.
- The remaining 20% of time should be used to maximise the interests of students and teachers in any aspects of content.