Welcome to Stage 5 at Scone Grammar School

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Welcome to Stage 5 (Years 9 and 10) at Scone Grammar School!

We hope you find this Stage 5 Studies’ Handbook useful and that you read its contents carefully.

It is designed, not only to give you an idea about the courses you can study at Scone Grammar School in Years 9 and 10, but also to help you understand the way in which you will be assessed in those courses.

There is also information about coursework, homework and assignments, plagiarism and referencing and other useful tips for your study over the next two years.

If you have any questions please speak to your course teacher/s, your Tutor or me.

Enjoy the journey!

Mrs Deanna Hollis,
Director of Curriculum
STAGE 5 ASSESSMENT POLICY

Rationale
The purpose of the School Assessment Policy is to provide an indication of your achievement in a wider range of syllabus objectives than can be measured by an examination alone. The Assessment allows due weight to be given during a Course to student achievement which, although evident to the class teacher, may not be adequately assessed in external examination alone. Therefore, your Assessment covers both examination and non-examination objectives. Assessment is used to:

Provide feedback to students;
Report to parents;
Determine grades for the Record of School Achievement;
Provide diagnostic information for teachers.

Your Assessment Programme
Each of your Courses has an Assessment Programme tailored to that Course.

The Assessment Programme is a schedule of 3-5 Tasks (often including the annual examination) which take place over Terms 1 to 4. Each Task carries a weighting that lets you know what it will contribute to your final mark. Tasks in Semester 1 may not contribute more than 40% to the final mark of a Course. This Programme can be varied with the permission of the Principal.

Your teachers will inform you of each task at least two weeks in advance. They will inform you in writing of the following:

Date and time;
Task number;
Task name;
Task outcomes;
Description of task;
Marking criteria and/or marking scheme.

The Assessment Calendar will be posted on the School's Website at the beginning of each Term. This will give you details of the dates of all your Tasks. This calendar may be varied with the permission of the Director of Curriculum.

Your teachers will ensure that all students in a Course are assessed comparably by using common tasks and a standardised marking scale on formal assessment occasions.

The Head of Faculty or your teacher will inform you of the results you gain on Tasks made up of a mark and a rank. They may also provide you with an indication of where your overall performance places you in relation to the Course Performance Descriptors.
Course Grades

Course Performance Descriptors have been developed for each Course. They describe the main features of a typical student’s performance at each grade measured against the syllabus objectives and outcomes for the Course. When a department assigns the Course Performance Descriptors they use the method outlined below which is the Board of Studies Method 2.

Establish an assessment programme that consists of a number of assessment activities.

Ensure that the assessment activities cover the full range of outcomes.

Determine the weightings or relative importance of each activity. Award marks for each completed activity.

Combine the marks awarded in each activity to obtain a total mark for each student.

On the basis of these marks, determine the order of merit for the group.

Refer to the Course Performance Descriptors to relate the order of merit to grades awarded.

Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after each consideration of students’ achievement at or near each grade cut-off.

Your Responsibilities

You are responsible for:

Reading and understanding the School’s Policies on Assessments;

Attempting each assessment task to the best of your ability so that you demonstrate maximum level of achievement;

Attending all in-class tasks and submitting all hand-in tasks on time (except in case of illness or misadventure);

Ensuring that any questions you 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. It is your responsibility to raise the matter as soon as possible with the Subject Teacher. Disputes will be dealt with by the Subject Teacher and the Head of Faculty and/or Director of Curriculum;
Demonstrating, through application and achievement, that you have met
the requirements of the course;

and

Supporting the learning of others and behaving in an ethical manner.

**Illness and Misadventure**

*Illness or accident* means illness or physical injuries suffered directly by
you which allegedly affect your performance in the task, eg influenza, an
asthma attack, cut hand etc.

*Misadventure* means any other event beyond the student’s control
which allegedly affects your performance in the task, eg death of a family
member, disruption at the examination centre or a faulty examination
paper.

When Illness or Misadventure prevents you from attempting an
Assessment Task, advice by phone to the Administration Office by 9.00am
on the day the task is due, is required followed by written evidence to
support your claim. In the case of illness this written evidence is to
include a Doctor’s Certificate.

Normal attendance procedures should be adhered to – a note from a
parent explaining the absence will be required. You should assume that
you will hand in, or sit the task, on the day you return to normal classes.
Your teacher may make alternative arrangements such as equivalent task
or an estimate.

A zero mark will be given for tasks not completed or not handed in on
time, or for which you are absent, unless there is proof of illness,
misadventure or exceptional circumstances. Your parents will be
informed if a zero mark has been awarded.

If you have concerns about the decision that your teacher has made,
please speak to your teacher and/or the Head of Faculty or Director of
Curriculum.

**Misconduct in an Assessment Task**

Students are subject to normal school rules throughout the period of an
assessment task. Students who do not comply with these rules or who are
responsible for academic misconduct in an Assessment Task may have a
zero mark awarded.

**Ethical Behaviour in Assessment Tasks**

Students must behave ethically in all aspects of Assessment. This includes
the following guidelines:
Students are responsible for completing their own work. Students are subject to normal school rules throughout the periods of an assessment task. It is therefore, inappropriate for students to absent themselves from school, or from classes while at School, in order to complete Assessment Tasks. Students must follow the instructions for completion set out in the Assessment Notification.

Students must not:

Smoke, eat or chew in an Assessment or Examination Room.
Speak to any person other than the teacher in charge.
Behave in any way likely to disturb the work of any other student or upset the conduct of the task.
Attend a task under the influence of alcohol or illegal drugs.
Take into an Assessment Room any books, notes, paper or any equipment other than the aids specified by the teacher in charge.
Engage in academic misconduct in completion of an Assessment Task. This would include copying another student’s work in a test, submitting another student’s work as your own, plagiarism, allowing your work to be copied by another student etc.

Students are expected to make a **serious attempt** in all Assessment Tasks.

All verbal claims and documentation used to support Illness/Misadventure Applications, Appeals and Reviews must be honestly obtained and used.

**N Awards**

A grade N for an overall course may appear in place of an A to E if you fail to meet one or more of the following requirements:

Following the Course developed by the Board of Studies;

Applying yourself with diligence and sustained effort to the set tasks and experiences provided in the Course by the School;

Achieving some or all of the Course outcomes

You will receive **two written warnings** prior to the award of an N grade.
Appeals

If you wish to appeal against the grade(s) in any subject awarded to you by the School, you should submit a written appeal, together with evidence to the Principal. The Principal will send such appeals, together with the School’s comments and supporting evidence to the Board of Studies by the due date. In order to be successful in such Appeals, you will need to substantiate that your results in the School Certificate were inconsistent with the progressive reporting from the School.
THE RECORD OF SCHOOL ACHIEVEMENT

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC).

This page has been designed to give parents of all NSW school students and prospective employers the latest information about the RoSA.

A cumulative record of all academic achievement

The RoSA is designed to record and credential all secondary school students’ academic results up until the HSC.

While all students currently receive grades for courses they complete at the end of Year 10, this system will be extended to also capture grades for courses a student completes in Year 11. If a student leaves school before receiving a grade in Year 11 or 12 courses, their RoSA will record the courses they commenced. This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.

Fair allocation of grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

NSW teachers are very experienced in determining the standard of work that warrants a particular grade. As grading is extended into senior secondary courses, the Board will work with teachers to ensure that appropriate standards are developed and applied at that level. The Board will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students. These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.

Literacy and numeracy tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential. The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
Students will be able to take the tests during ‘windows’ of availability throughout the year. They will be able to sit the test only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student does leave school.

Recording extra-curricular achievements

The Board recognises many employers are interested in more than academic results and is working on an online resource to help students bring together evidence of a range of extra-curricular activities. A pilot programme will begin in 2012 to develop a resource for students to record their achievements in areas such as first-aid or volunteer work.
STAGE 5 PROGRAMME

Outlines for each Stage 5 Courses are included here.

**Mandatory Courses**

English  
Mathematics Strand 5.3  
Mathematics Strand 5.2  
Mathematics Strand 5.1  
Science  
Personal Development/Health/Physical Education  
Mandatory Geography  
Mandatory History  
Religious Education

**Elective Courses**

Languages Other than English:  
French

Creative and Performing Arts:  
Drama  
Music  
Visual Arts

**Technology and Applied Studies:**

Design & Technology  
Agricultural Technology  
Food Technology  
Information Technology

Human Society and Its Environment:

Commerce  
Elective History  
Elective Geography

**Personal Development/Health/Physical Education**

Physical Activity and Sports’ Studies
COURSE OUTLINES

MANDATORY COURSES

1. English

English is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Course Description
Students of English in Years 7–10 learn to read, enjoy, understand, appreciate and reflect on the English language in a variety of texts, and to write texts that are imaginative, interpretive, critical and powerful.

What will students learn about?
Students study books, films, radio, television, newspapers, the Internet and CD-ROMs. The texts give students experience of Australian literature, insights into Aboriginal experiences and multicultural experiences in Australia and literature from other countries and times.

Students also study texts that give experience of cultural heritages, popular cultures and youth cultures, picture books, everyday and workplace texts, a range of social, gender and cultural perspectives.

Students experience Shakespearean drama in Stage 5 (Years 9 and 10).

What will students learn to do?
Students develop their skills, knowledge and understanding so that they can use language and communicate appropriately and effectively for a range of purposes and audiences, in a range of contexts. They learn to think in ways that are imaginative, interpretive and critical. They express themselves and their relationships with others and the world. They reflect on their learning in English.

Course Requirements
The study of English in Stage 4 (Years 7 and 8) requires experience of at least two works of each of fiction, film, nonfiction and drama and a wide range of types of poems. In Stage 5 (Years 9 and 10) it requires experience of at least two works of each of fiction, film, nonfiction and drama, a variety of poetry drawn from different anthologies or from particular poets.

In Stage 5, the selection of texts must give students experience of Shakespearean drama.
2. Mathematics

Mathematics is a mandatory course that is studied substantially in each of Years 7 to 10 with at least 400 hours to be completed by the end of Year 10.

Course Description
Mathematics is used to identify, describe and apply patterns and relationships. It provides a precise means of communication and is a powerful tool for solving problems both within and beyond mathematics. In addition to its practical applications, the study of mathematics is a valuable pursuit in its own right, providing opportunities for originality, challenge and leisure.

The aim of Mathematics in K to 10 is to develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

What will students learn about?
Students study Number, Patterns and Algebra, Data, Measurement, Space and Geometry. During Stage 5 they will cover a range of topics within each of these strands, including:

- rational numbers - probability - algebraic techniques
- consumer arithmetic - data analysis - perimeter and area
- coordinate geometry - surface area and - trigonometry
  volume
  - geometrical figures - deductive geometry

What will students learn to do?
Students learn to ask questions in relation to mathematical situations and their mathematical experiences; develop, select and use a range of strategies, including the use of technology, to explore and solve problems; develop and use appropriate language and representations to communicate mathematical ideas; develop and use processes for exploring relationships, checking solutions and giving reasons to support their conclusions; and make connections with their existing knowledge and understanding and with the use of mathematics in the real world.
3. Science

Science is a mandatory course that is studied substantially in each of Years 7–10 with at least 400 hours to be completed by the end of Year 10.

Course Description
Science develops students’ knowledge, understanding and skills to explain and make sense of the biological, physical and technological world, enabling them to make informed choices and responsible decisions as individuals and part of the community.

What will students learn about?
Through their study of science students develop a knowledge and understanding about the living and non-living world. Students examine the historical and ongoing contribution of scientists and the implications of this research on scientific knowledge, society, technology and the environment.

What will students learn to do?
Students work individually and in teams in planning and conducting investigations. They evaluate issues and problems, identify questions for inquiry and draw evidenced-based conclusions from their investigations. Through this problem-solving process they develop their critical thinking skills and creativity. They are provided with experiences in making informed decisions about the environment, the natural and technological world and in communicating their understanding and viewpoints.

Course Requirements
Practical experiences which emphasise hands-on activities will occupy a substantial amount of course time. All students will be required to undertake at least one research project during each of Stage 4 and Stage 5. At least one project will involve ‘hands-on’ practical investigation. At least one Stage 5 project will be an individual task.

The course continues in a similar pattern to Years 7 and 8 studying topics drawn from the main disciplines of Biology, Chemistry, Geology and Physics.
4. **Personal Development, Health and Physical Education**

Personal Development, Health and Physical Education (PDHPE) is a mandatory course that is studied in each of Years 7 to 10 with at least 300 hours to be completed by the end of Year 10.

**Course Description**

PDHPE develops students’ capacity to enhance personal health and well-being. It promotes their enjoyment of and commitment to an active lifestyle and to achieve confidence and competence in a wide range of activities as they maximise movement potential.

Through PDHPE students develop knowledge understandings, skills, values and attitudes that enable them to advocate lifelong health and physical activity.

**What will students learn about?**

All students study the following four modules:

- **Self and Relationships** – Students learn about sense of self, adolescence and change, sources of personal support and the nature of positive, caring relationships;

- **Movement Skill and Performance** – Students explore the elements of composition as they develop and refine movement skills in a variety of contexts;

- **Individual and Community Health** – Students learn about the specific health issues of mental health, healthy food habits, sexual health, drug use and road safety. They examine risk, personal safety and how to access health information, products and services;

- **Lifelong Physical Activity** – Students consider lifestyle balance and the importance of physical activity and its physical benefits. Students learn to participate successfully in a wide range of activities and to adopt roles that promote a more active community.

**What will students learn to do?**

Throughout the course students will learn to apply some key skills that allow them to take action for health and physical activity. This includes an emphasis on communicating, interaction, problem-solving, decision-making, planning and moving.
5. **Mandatory Australian History, Australian Geography, Civics and Citizenship**

All Year 9 and 10 students in NSW secondary schools are required to complete mandatory courses in Australian History, Australian Geography, Civics and Citizenship. At Scone Grammar School we teach History and Geography as separate courses over the whole year. Both courses include the mandatory component of ‘civics and citizenship’. Students will have 2 classes per week in History and Geography and will complete assessment tasks for each of these courses across the year.

The study of **Australian History** in the Mandatory Course equips students with the knowledge and skills essential for their future roles as active, informed citizens and advocates for a fair and just society. Historical research and communication processes include Information Communication Technologies (ICT) such as evaluating Internet and web-based sources, and using technologies for historical research. A study of Australian History encourages students to critically analyse the structures and processes of government and their impact on people in different historical contexts.

The Course focuses on Australia’s 20th Century history, ranging from Federation in 1901 until more recent times. It includes the examination of events, such as World War 1, World War 2 and the Vietnam War, and the role that Australia has played in them. Importantly, students are made aware of Australia’s place in the world, and the impact that such international events have had on Australian society. Students are encouraged to come to a deeper understanding of Indigenous issues, and focus upon the development of how the rights and freedoms of Indigenous Australians and migrants have evolved over the later C20th and early C21st. Students also investigate Australia’s contribution as a global citizen, and the development of Australian popular culture in the post World War II period.

The aim of the **Australian Geography** Course is to stimulate students’ enjoyment of and interest in, the interaction of the physical and human environments. Students achieve this as they develop geographic knowledge, understanding, skills, values and attitudes and engage in the community as informed and active citizens. The Course focuses on the physical and human components of Australian environments, enabling students to view their community as part of the wider global environment.

Using a range of geographic skills and tools, students examine the various perspectives of people in communities and the consequences of their actions on environments. Students will gain an awareness of current issues in the Australian environment and Australia in its regional and global context. It is also hoped that as a result of their study, students will gain an appreciation of the intrinsic value of environments, thus
enriching their lives and empowering them with knowledge of civics that enables them to exercise responsible Australian citizenship. Both Mandatory History and Geography have separate excursions that teach essential skills. Mandatory History students will complete 2 site studies in Stage 5, usually one within the Hunter region and one in Sydney, as a means of improving their understanding of history, heritage and archaeology.

Mandatory Geography students will complete fieldwork to allow them to use practical field skills and instruments of measurement and observation. In Year 9, students study the environment of Burning Mountain, and in Year 10, fieldwork will be completed in the Newcastle region.
6. Religious Education

The aim of Religious Education in Stage 5 at Scone Grammar School is to develop within students an informed understanding of religion. In Year 9 students examine a range of religious faiths practised widely in the world, and in Year 10 there is a focus upon the Christian faith.

Students are encouraged to reflect on the role of religion in developing an individual’s sense of identity and personal values, and to actively promote tolerance, understanding and compassion towards others. In addition, students are provided with the opportunity to develop skills in investigation and communication and are encouraged to actively engage in group activities and discussions.

As a result of studying Religious Education students should develop positive values towards religion including the development of a respect for Australian spiritual heritage, a valuing of Australia’s multicultural society and an appreciation of the role of belief in the formation of personal and community ethics. Above all, the course seeks to develop in students the personal qualities of tolerance and compassion, an appreciation of Christian community and an understanding of the spiritual mission of Jesus Christ and His body, the Church.

Students will complete three assessment tasks over the course of each year, and normal assessment procedures in terms of weightings, marking and feedback will occur.
COURSE OUTLINES

ELECTIVE COURSES

1. Languages Other Than English

Moving between countries, cultures and languages has become more commonplace because of globalisation, increased ease of travel and advanced information and communication technologies. Education in languages enables students to respond positively to the opportunities and challenges of their rapidly changing world.

Language courses provide students with the opportunity to gain effective skills in communicating in the chosen language, to explore the relationship between other languages and English, and to develop an understanding of the cultures associated with the chosen language.

What will students learn about in the study of a modern language? Students will develop the knowledge, understanding and skills necessary for effective interaction in a language. They will explore the nature of languages as systems by making comparisons between English and the chosen language.

Students will also develop intercultural understanding by reflecting on similarities and differences between their own and the target culture.

What will students learn to do in the study of a modern language? Students will develop the skills to communicate in another language. They will listen and respond to spoken language. They will learn to read and respond to written texts in the language they are learning. Students will establish and maintain communication in familiar situations using the language.

Students will explore the diverse ways in which meaning is conveyed by comparing and contrasting features of the language.

They develop a capacity to interact with people, their culture and their language.

1.1 French

French is one of the major languages of the world, being used in parts of Europe, Canada, North America, Africa, the Middle East, the West Indies and the regions of the Indian Ocean and the South Pacific Ocean. French is also an official language in a large number of international organisations.
During the course students will experience and appreciate the richness and diversity of the art, cuisine, literature, film and music of French-speaking communities. The ability to communicate in French provides students with opportunities for continued learning and for future employment, both domestically and internationally.
2. Creative & Performing Arts

2.1 Drama

Drama is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10.

Course Description
Drama enables young people to develop knowledge, understanding and skills individually and collaboratively to make, perform and appreciate dramatic and theatrical works. Students take on roles as a means of exploring both familiar and unfamiliar aspects of their world while exploring the ways people react and respond to different situations, issues and ideas.

What will students learn about?
All students undertake a unit of playbuilding in every 100 hours of the course. Playbuilding refers to a group of students collaborating to make their own piece of drama from a variety of stimuli. At least one other dramatic form or performance style must also be studied in the first 100 hours. Examples of these include improvisation, mime, script, puppetry, small screen drama, physical theatre, street theatre, mask, comedy and Shakespeare. Students also learn about the elements of drama, various roles in the theatre, the visual impact of design, production elements and the importance of the audience in any performance.

What will students learn to do?
Students learn to make, perform and appreciate dramatic and theatrical works. They devise and enact dramas using scripted and unscripted material and use acting and performance techniques to convey meaning to an audience. They learn to respond to, reflect on and analyse their own work and the work of others and evaluate the contribution of drama and theatre to enriching society.
2.2 Music

The Music in Years 7 to 10 the Music Syllabus contains both Mandatory and Elective courses. The Mandatory Course must be studied for 100 hours in Stage 4 (Years 7 and 8). The Elective course can be studied for 100 or 200 hours in Stage 5 (Years 9 and 10).

Course Description
All students should have the opportunity to develop their musical abilities and potential. As an artform, music pervades society and occupies a significant place in world cultures and in the oral and recorded history of all civilisations. Music plays important roles in the social, cultural, aesthetic and spiritual lives of people. At an individual level, music is a medium of personal expression. It enables the sharing of ideas, feelings and experiences. The nature of musical study also allows students to develop their capacity to manage their own learning, engage in problem-solving, work collaboratively and engage in activity that reflects the real world practice of performers, composers and audiences.

What will students learn about?
In both the Mandatory and Elective Courses, students will study the concepts of music (duration, pitch, dynamics and expressive techniques, tone colour, texture and structure) through the learning experiences of performing, composing and listening, within the context of a range of styles, periods and genres.

The Mandatory Course requires students to work in a broad range of musical contexts, including an exposure to art music and music that represents the diversity of the Australian culture. The Elective course requires the study of the compulsory topic Australian Music, as well as a number of optional topics that represent a broad range of musical styles, periods and genres.

What will students learn to do?
In Music, students learn to perform music in a range of musical contexts, compose music that represents the topics they have studied and listen with discrimination, meaning and appreciation to a broad range of musical styles.

The study of the concepts of music underpins the development of skills in performing, composing and listening.

Course Requirements
The Mandatory Course is usually studied in Years 7 and/or 8. Students may not commence study of the Elective course until they have completed the requirements of the Mandatory Course.
2.3 Visual Arts

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 places great value on the development of students’ intellectual and practical autonomy, reflective action, critical judgement and understanding of art in artmaking and in critical and historical studies of art. 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.

Course Description
Visual Arts provides opportunities for students to enjoy the making and studying of art. It builds an understanding of the role of art in all forms of media, both in the contemporary and historical world, and enables students to represent their ideas and interests in artworks. Visual Arts enables students to become informed about, understand and write about their contemporary world.

What will students learn about?
Students learn about the pleasure and enjoyment of making different kinds of artworks in 2D, 3D and/or 4D forms. They learn to represent their ideas and interests with reference to contemporary trends and how artists’ including painters, sculptors, architects, designers, photographers and ceramists, make artworks.

Students learn about how art is shaped by different beliefs, values and meanings by exploring artists and artworks from different times and places and relationships in the artworld between the artist – artwork – world – audience. They also explore how their own lives and experiences can influence their artmaking and critical and historical studies.

What will students learn to do?
Students learn to make artworks using a range of materials and techniques in 2D, 3D and 4D forms, including traditional and more contemporary forms, site-specific works, installations, video and digital media and other ICT forms, to build a body of work over time. They learn to develop their research skills, approaches to experimentation and how to make informed personal choices and judgements. They learn to record procedures and activities about their artmaking practice in their Visual Arts diary.

They learn to investigate and respond to a wide range of artists and artworks in artmaking, critical and historical studies. They also learn to interpret and explain the function of and relationships in the artworld between the artist – artwork – world – audience to make and study artworks.
Course Requirements
Students are required to produce a body of work and keep a Visual Arts Diary.
3. **Technology & Applied Studies**

3.1 **Agricultural Technology**

Agricultural Technology is an Elective Course subject that may be studied for 200 hours for the School Certificate. It builds on the knowledge, skills and experiences developed in *Design & Technology in Years 7 and 8*.

**Course Description**

Students will experience aspects of an agricultural lifestyle through direct contact with plants and animals and a variety of outside activities. They explore the many and varied career opportunities in agriculture and its related service industries.

Students investigate the viability of Australian agriculture through the careful management of issues relating to the sustainability of agricultural systems, as well as the relationships between production, processing and consumption.

The study of a range of enterprises allows students to make responsible decisions about the appropriate use of agricultural technologies.

**What will students learn about?**

The essential content integrates the study of interactions, management and sustainability within the context of agricultural enterprises. These enterprises are characterised by the production and sale or exchange of agricultural goods or services, focusing on plants or animals or integrated plant/animal systems. The local environment will be considered in selecting enterprises, as will the intensive and extensive nature of the range of enterprises to be studied.

**What will students learn to do?**

Students will spend approximately half of the course time on practical experiences related to the chosen enterprises, including fieldwork, small plot activities, laboratory work and visits to commercial farms and other parts of the production and marketing chain. The skills of designing, investigating, using technology and communicating will also be developed over the period of the course.

3.2 **Design and Technology**

Design and Technology is an Elective Course subject that may be studied for 100 or 200 hours for the School Certificate. It builds on the knowledge, skills and experiences developed in the *Technology (Mandatory) Years 7–8 Syllabus*. The minimum units of work for the 100 hour course are two and the maximum is four addressing at least two focus areas of design. The minimum units of work for the 200 hour course are three and the maximum is six addressing at least three focus areas of design.
Examples of focus areas of design include:
Accessory;
Agricultural;
Architectural;
Environmental;
Fashion;
Food;
Furniture;
Jewellery;
Furniture;
Student-negotiated focus area of design.

Course Description
Design and Technology develops a student’s ability for innovative and creative thought through the planning and production of design projects related to real-life needs and situations. The design and development of quality projects gives students the opportunity to identify needs and opportunities, research and investigate existing solutions, analyse data and information, generate, justify and evaluate ideas, and experiment with tools, materials and techniques to manage and produce design projects.

What will students learn about?
All students will learn about the design, production and evaluation of quality designed solutions. They will learn about a range of design processes, the interrelationship of design with other areas of study and the activity of designers over time, across a range of areas. They will develop an appreciation of the impact of technology on the individual, society and the environment through the study of past, current and emerging technologies. Ethical and responsible design, preferred futures and innovation are all dealt with through the study of design and designers.

What will students learn to do?
Students undertaking Design and Technology will learn to be creative and innovative in the development and communication of solutions to problems relating to design and designing. Students will learn to identify, analyse and respond to needs through research and experimentation leading to the development of quality design projects. They will learn to access, manage and safely use a range of materials, tools and techniques to aid in the development of design projects and to critically evaluate their own work and the work of others. Project management skills will be developed through individual design projects.

3.3 Food Technology

Food Technology is an elective course that may be studied for 100 or 200 hours for the School Certificate. It builds on the knowledge, skills and experiences developed in the Technology (Mandatory) Years 7–8 Syllabus.
Course Description
The study of Food Technology provides students with a broad knowledge and understanding of food properties, processing, preparation and their interrelationship, nutritional considerations and consumption patterns. It addresses the importance of hygiene and safe working practices and legislation in the production of food. Students will develop food-specific skills, which can then be applied in a range of contexts enabling students to produce quality food products. It also provides students with a context through which to explore the richness, pleasure and variety food adds to life and how it contributes to both vocational and general life experiences.

What will students learn about?
Students will learn about food in a variety of settings, enabling them to evaluate the relationships between food, technology, nutritional status and the quality of life. The following focus areas provide a context through which the core (Food preparation and processing, Nutrition and consumption) will be studied.

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<td>Food selection and health</td>
<td>Food trends</td>
</tr>
</tbody>
</table>

What will students learn to do?
The major emphasis of the Food Technology syllabus is on students exploring food-related issues through a range of practical experiences, allowing them to make informed and appropriate choices with regard to food. Integral to this course is students developing the ability and confidence to design, produce and evaluate solutions to situations involving food. They will learn to select and use appropriate ingredients, methods and equipment safely and competently.

3.4 Information and Software Technology

This Course comprises of Core Content and a number of Options which are delivered through Projects.

The Core Content comprises:

- Design, Produce and Evaluate;
- Data Handling;
- Hardware;
- Issues;
- Past, Current and Emerging Technologies;
- People;
- Software.
Options include:

- Artificial Intelligence,
- Simulation and Modelling;
- Authoring and Multimedia;
- Database Design;
- Digital Media;
- Internet and Website Development;
- Networking Systems;
- Robotics and Automated Systems;
- Software Development and Programming.

Students undertaking a 200-hour course must complete all core content within the study of a minimum of four options. Students are expected to complete a minimum of four and a maximum of eight projects that provide increasingly sophisticated knowledge, understanding and skills related to the core content.
Human Society & Its Environment

4.1 Commerce

Commerce is an elective course that can be studied for 100 or 200 hours at any time during Years 7–10. Scone Grammar School delivers Stage 5 Commerce within a 200 hour Stage 5 course in Years 9 and 10. Commerce is offered in the junior curriculum as a possible preparation for students who might be interested in Economics, Legal Studies and Business Studies in the senior school, but it is not a prerequisite for these courses.

Course 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.

What will students learn about?

What will students do?

The Commerce Course aims to develop in students-

- a sound understanding of commercial concepts;
- an awareness and appreciation of the importance of commercial institutions and systems;
- positive personal attitudes toward participation in the wider commercial world as present and future consumers, employees, voters, business owners / operators and community members.

Students will participate in excursions to enhance their understanding of the commercial world. They will complete activities and tasks individually and in groups to develop their knowledge and skills. Activities may be practical, such as those associated with the study of ‘Running a Business’, where students create hypothetical businesses and create a business framework for them.
4.2 Elective History

Elective History at Scone Grammar School is delivered within a combined Year 9 and 10 classes and is a 100 or 200 hour course.

Course Description

The Elective History course at Scone Grammar School enables students to appreciate and enjoy the human endeavours and achievements of the past, both for their own intrinsic interest and for their legacy to later generations. The study of history provides the intellectual skills to enable students to critically analyse and interpret sources of evidence, and equips students with the ability to understand and evaluate the political, cultural and social events and issues that have shaped the world around them.

What will students learn about?
Elective History covers a broad range of topic areas and is not confined to any one period of study. The course allows for a greater topic choice based around student interest. Topics, which are taught on a two year rotational basis, include the units 'Historiography and Film', 'Sport and Recreation in History', 'Heroes and Villains', 'Crime and Punishment', 'Ancient and Imperial China', 'South Africa in the 20th Century'. Each unit of study enables students to develop the skills of the historian and an awareness of the historical process.

What will students do?
Historical research and communication processes include Information Communication Technologies (ICT) such as evaluating Internet and web-based sources, and using technologies for historical research and presentations. Student-based activities allow for individual and group presentations based around student choices. Students will also be guided in developing analytical skills and confidence in communicating in a variety of forms, verbal, written and visual. Students who study Elective History are well-prepared for the study of many Stage 6 Courses including Ancient History, Modern History, Extension History and Legal Studies.
4.3 Elective Geography

Elective Geography at Scone Grammar School is delivered within a combined Year 9 and 10 classes and is a 100 or 200 hour course.

Course Description

The Elective Geography Course provides exciting opportunities to learn additional Geography content in the global context. It allows students to study issues of personal interest through the flexible programming of focus areas.

What will students learn about?
Students study at least five of the eight focus areas over the two years of Stage 5 and the students are encouraged to participate in deciding the areas of study. In this way, students are actively engaged in the learning process by taking responsibility for their learning.

- Physical Geography – The geographical processes that form and transform the physical world.
- Oceanography – The features and importance of the world’s oceans and issues associated with them.
- Geography of Primary Production – The patterns, functions and issues associated with primary production.
- Development Geography – The spatial patterns and causes of global inequality and the need for appropriate development strategies to improve quality of life.
- Australia’s Neighbours – The environments of Australia’s neighbours and specific geographical issues within the Asia-Pacific Region.
- Political Geography – The nature and distribution of political tensions, conflicts and strategies towards effective resolutions.
- Interactions and Patterns along a Continental Transect – The factors responsible for causing variation in spatial patterns across a continent from one specific location to another.
- School-developed Option.

What will students do?
Elective Geography requires students to incorporate appropriate ICT in each focus area and may include creating a multimedia presentation, conducting research and communicating their findings using a variety of information and communication technologies. The ICT skills the students apply in Elective Geography will support them in the mandatory Geography and History courses and assist in building up their skill base in preparation for their Stage 6 studies. Through a study of Elective Geography, students develop knowledge and understanding that may assist their learning in a variety of Stage 6 courses – Geography, Economics, Agriculture and Biology.
5. Physical Activity and Sports Studies (PASS)

Physical Activity and Sport Studies enables students to delve deeper into sport and physical activity fields. The course is of great benefit for those students who will study PDHPE in Years 11 and 12; for those interested in pathways in the sport and physical activity vocational fields and for those students who enjoy participating in a broad range of practical sports and games.

Course Description

PASS promotes the concept of learning through movement. Students experience, examine, analyse and apply new understanding through participation in selected movement applications.

PASS also promotes learning about movement skills, analysing movement performance and the coaching of others.

Students are encouraged to specialise and study areas of depth, to work towards a specific goal, pursue a formal qualification or examine an issue of interest related to the physical, emotional, social, cultural or scientific dimensions of physical activity and sport.

Recreation, physical activity, sport and related health fields provide legitimate career pathways. This course provides students with a broad understanding of the multifaceted nature of these fields.

What will students learn about?
PASS allows the students to select areas of study that are reflective of their interests and to the culture of the local environment. Students will choose modules under three broad areas of study.

   Foundational of Physical Activity:
Students may study systems of the body, energy use and production, safety in sport, sports medicine and nutrition. All of which have a practical application focus.

   Physical Activity and Sport in Society:
Students may examine community perspectives, age and cultural specific sports and games and sports designed for disabled groups. Patterns and nature of physical activity in communities can also be examined.

   Enhancing Participation and Performance:
Students are provided with opportunities, through a multitude of sports/games options, to enhance their participation and performance in physical activity and sport. Event management and the role of technology in sport can also be studied.
What will students learn to do?
Students will be involved in practical activities for 65% of the course where they will be involved in activities such as sports medicine, peer coaching, aquatics, group exercise, gymnastics, outdoor education, athletics, adventure sports, dance, martial arts and a variety of different cultural games and sports; with the other 35% of the time being dedicated to the theoretical component of the course. This will see students displaying management and planning skills, goal setting, working collaboratively with others and analysing fact and opinion to make informed decisions.
**Extra Provider Course Costs** (Distance Education Courses; VET; TVET)

Students and parents need to be aware that the Course costs from external providers will be charged to the student/family.

Some of these Courses attract a rebate which will be credited to this cost.

Examples for your reference:

Distance Education  -  $1,050

TAFE  Costs range from:  $1,200 - $2,400

SBAT  $550
(School-based Apprenticeship Traineeship)
Scone Grammar Secondary School
Assessment and Marking Policy
Stages 4 to 6 - Years 7 to 12

(i) Assessment Principles at Scone Grammar School

Student assessment in the Secondary School at Scone Grammar School is developed according to the NSW Board of Studies’ ‘Quality Assessment Principles’, which provide the criteria for judging the quality of assessment materials and practices.

**Quality assessment for learning:**

emphasises the interactions between learning and manageable assessment strategies that promote learning. In practice, this means:

- teachers reflect on the purposes of assessment and on their assessment strategies;
- assessment activities allow for demonstration of learning outcomes;
- assessment is embedded in learning activities and informs the planning of future learning activities; and
- teachers use assessment to identify what a student can already do.

clearly expresses for the student and teacher the goals of the learning activity. In practice, this means:

- students understand the learning goals and the marking criteria that will be applied to judge the quality of their achievement; and
- students receive constructive feedback that helps them make further progress.

reflects a view of learning in which assessment helps students improve their learning, rather than just achieving a better mark. In practice, this means:

- teachers use tasks that assess, and therefore encourage, deeper learning;
- feedback is given in a way that motivates the learner and helps students to understand that mistakes are a part of learning and can lead to improvement;

and

- assessment is an integral component of the teaching-learning process rather than being a separate activity.

provides ways for students to use feedback from assessment. In practice, this means:

- feedback is directed to the achievement of standards and away from comparisons with peers;
- feedback is clear and constructive about strengths and weaknesses; and
- feedback is individualised and linked to opportunities for improvement.

helps students take responsibility for their own learning. In practice, this means:

- assessment includes strategies for self-assessment and peer assessment, emphasising the next steps needed for further learning.
is inclusive of all learners. In practice, this means: assessment against standards provides opportunities for all learners to achieve their best;

and

assessment activities are free of bias and, where possible, presented in a variety of styles.
(ii) General Assessment Policy for Students in the Secondary School

Students will be provided, for each formal task completed, with appropriate feedback. This should include the mark awarded and / or the levels (ie, Performance Band) at which outcomes have been achieved in the task, as well as a written comment by the grading teacher. Written comments should provide student with constructive and formative feedback.

In keeping with the above principles, Scone Grammar School assesses students from Years 7 through 12 in the following way:

Students are assessed against the outcomes of the course, using the course performance descriptors as a guide against which their achievement of the set outcomes can be measured.

Students are set a number of assessment tasks throughout the duration of the course, so that assessment of course outcomes is cumulative. In most (although not all) subjects, students can expect to complete an assessment programme that is inclusive of a number of formal assessment tasks during the year or semester, as well as formal half yearly and/or yearly examinations.

Assessment marks are allocated to each task accumulate over the annual component of the course. For example, a Year 9 Elective Agriculture student or a Year 8 Mathematics student would accumulate a total assessment mark over the course of the whole year. This means that Semester Two’s results will accumulate against Semester One’s results, so that the final assessment mark at the conclusion of the academic year represents the accumulation of both semesters’ work. However, in the case of a Year 7 Music student studying Music only in Semester One (ie, in Semester Two he/she swaps over to Visual Art), marks will accumulate only over the semester he/she is studying that subject.

Details of assessable tasks (including the topic and nature of the task, outcomes to be assessed, assessment mark weighting and expected due date) for a given year in any course will be provided in a course and assessment outline or ‘assessment grid’ at the commencement of the year / course.

“Marks” for individual tasks will be allocated according to performance against the outcomes, as determined by the Course Performance Descriptors stated in the ‘Marking Guide’ which will be provided with each assessment task, including formal examinations. That is to say, the ‘level of achievement’ or ‘performance band’ at which outcomes are demonstrated in a task should determine the mark students are given, within a range as described by the task Marking Guide.

Formal ‘Assessment Task Notifications’, providing detailed information about the nature and requirements of each task, it’s expected outcomes, and an associated Marking Guide providing the mark ranges expected within each performance band, will be provided to students, in most cases, at least two weeks’ prior to the task due date.
Marks, and/or grades against the course outcomes are recorded in an appropriate mark book (either in electronic or paper format, or in both) and kept on file by the course teacher for monitoring and reporting purposes. At the end of each semester or year's work, all grades for all classes are filed in a central file and kept archived by the Head of Faculty.

Generally, final half-yearly and yearly report grades are allocated according to the average cumulative performance students have demonstrated against the course outcomes during the course of the semester or reporting period in question. Therefore, a student achieving 75% in his/her final assessment in a particular subject might expect a ‘C’ or ‘B’ grade (i.e., a Band 4 or Band 5) against most, if not all the outcomes indicated on his/her report. Individual outcome grades allocated on reports are, however, allocated with some level of professional discretion on behalf of the teacher. For example, a student may score 80% as a final assessment mark and thus be achieving at Band 5 level in all outcomes except that of “working as an individual and in groups within set time frames”. In this latter outcome, he/she may have been less than cooperative in abiding by agreed group schedules and timelines. In the latter outcome, the course teacher may exercise his/her professional judgement and award that student a Band 2 or 3 in this particular outcome.

It should be noted also that the School Certificate grades and Higher School Certificate assessment marks as collected by the NSW Board of Studies are allocated from the marks collected and recorded from formal assessable tasks throughout the School Certificate / Higher School Certificate year. Thus, the recording and accurate compiling of student assessment records is of particular importance in Years 10 and 12.

(iii) ‘Levels of Achievement’ or ‘Performance Bands’ in secondary subjects

‘Levels of achievement’ (referred to in the senior school as ‘Performance Bands’) in the secondary school, relate to the NSW Board of Studies’ frameworks for assessment of all subjects and stages of learning in the NSW school curriculum. They are based on the school’s, and the Board’s expectations of what the majority of students can achieve by the end of a stage in a particular subject, within the indicative hours of study.

At Scone Grammar School there are six Levels of Achievement or Performance Bands which correspond broadly to current NSW Board of Studies’ Performance Descriptor frameworks. Although these frameworks differ substantially between subject areas, they do provide a general description, consistent with the School’s reporting system, of the various levels at which students might demonstrate their achievements of course outcomes:
<table>
<thead>
<tr>
<th>Level / Grade (Junior Courses)</th>
<th>Performance Band (Senior Courses)</th>
<th>Level of Achievement</th>
<th>General Description(^1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>6</td>
<td>Extensive</td>
<td>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</td>
</tr>
<tr>
<td>B</td>
<td>5</td>
<td>Thorough</td>
<td>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</td>
</tr>
<tr>
<td>C</td>
<td>4</td>
<td>Sound</td>
<td>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</td>
</tr>
<tr>
<td>D</td>
<td>3</td>
<td>Basic</td>
<td>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</td>
</tr>
<tr>
<td>E</td>
<td>2</td>
<td>Elementary</td>
<td>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</td>
</tr>
<tr>
<td>N</td>
<td>1</td>
<td>Not yet achieved</td>
<td>Students at this level have not achieved required course outcomes. This may be due to failure to attempt assessable tasks, or due to a genuine inability to grasp content or skills. Students may, with further work and application, achieve course outcomes at some point in the future.</td>
</tr>
</tbody>
</table>

\(^1\) Individual course Performance Descriptors for all courses should be consulted for a more complete subject and discipline-specific explanation of achievement levels at each grade.
(iv) Late Submission and Non-Completion of Tasks, Years 7 to 12

At Scone Grammar School we seek to work with parents and caregivers to encourage students to take responsibility for their own learning. In most courses in the secondary school students are required to complete a number of homework and assignment tasks in their own time, and are required to hand this work in on a set date.

In most tasks students will be assessed either formally or informally on their ability to demonstrate course outcomes at an extensive (A), thorough (B), sound (C), basic (D), or elementary (E) level, within a stipulated timeframe.

In formal assessment tasks and assignments, where students have been unable to demonstrate achievement of any set outcomes within the timeframe and conditions set by the class teacher, they will be considered to have ‘not yet achieved’ the outcomes, and will accordingly be awarded an ‘N’ award. In terms of marks allocated, this will mean a mark of zero will be awarded for the task in question.

It will then be the responsibility of the student to take either or both of the following actions to redeem their performance, wholly at the discretion of the class teacher:

consult the class teacher and review the course assessment schedule to ascertain whether the outcome can be achieved in another set task at a later date in the course; and / or

arrange with the teacher to complete an alternate task measuring the same outcomes on their own initiative, again within a strictly administered timeframe.

(Note: for tasks subject to external assessment, as is the case for Year 10 School Certificate and Year 12 Higher School Certificate assessment tasks, these alternate arrangements are NOT allowable).

It is stressed that it will be the student’s responsibility not that of the class teacher, to ensure that he/she has availed him/herself of an opportunity to demonstrate performance against course outcomes wherever they have failed to do so within the set assessment schedule.

Work that is submitted late, although subject to an ‘N’ award and a recorded mark of zero, will still be marked by the class teacher and appropriate feedback given to the student regarding his/her performance in the task as submitted.

Non-completion of tasks can make it difficult for a student to fully develop concepts and skills within a course of study, and for teachers to properly gauge the student’s progress. It is therefore important that work is submitted - late or otherwise - in order to meet course requirements.
Should students be able to demonstrate evidence of genuine illness or misadventure having prevented their timely submission of a task, or their attendance at school during an in-class task, some alternative arrangement may be made at the discretion of the school Principal or his/her delegated teacher. Under such extenuating circumstances parents should contact the school to discuss evidentiary requirements, and make other arrangements with regard to course assessment if applicable.
Scone Grammar School Plagiarism Policy
Stages Early Stage 1 to 6
(Years K to 12)

Plagiarism of Course Work, Homework and Assessment Tasks
at Scone Grammar School

In completing any assignment set by a teacher at Scone Grammar School, you
must make sure that the work contained therein represents the original product
of your own efforts and not the efforts of others, beyond any fair and
reasonable assistance that you might be given by your parent/s, guardian/s or
teacher/s.

In the case of formal assessment and assignment tasks, you will also need to
fully acknowledge, in the correct and proper fashion, any ideas, quotations or
text you borrow or refer to from any other source - whether electronic, printed,
spoken, broadcast or published in any form.

Plagiarism is not acceptable in any form at Scone Grammar School. Plagiarism
occurs when a student copies or uses someone else’s written work and ideas
without any acknowledgement or reference to the original author or “owner”
of that material. This unauthorised copying may take place from books,
magazines, the Internet, emails, electronic media, television or radio broadcast,
speeches, journal articles, past assignments or any other material which
 originates from a source other than the writer’s own academic effort.
Plagiarism can be present in both written and oral tasks.

By committing plagiarism a student will be awarded a zero or ‘N’ (not yet
achieved award) for the part of the assignment or task they had plagiarised, as
determined by the Principal or the Director of Curriculum.

If you are at all unsure of correct referencing or acknowledgement procedures
within the context of your assignment, please seek the assistance of your
teacher.
Scone Grammar Secondary School Homework Policy:
Stages 4, 5 and 6
(Years 7 to 12)

Preamble

Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits and providing an opportunity for students to be responsible for their own learning.

Schools, in consultation with staff, parents and students, are responsible for developing and publishing a homework policy consistent with its beliefs about the appropriate role of homework.

Principles
Homework is seen at Scone Grammar School as another opportunity for parents to participate in their children’s education. Parents, in partnership with the school, should encourage their children to establish good homework patterns from early primary school. Parents should be advised of homework expectations at the beginning of the school year and be provided with a copy of the school’s homework policy. Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills, self-discipline, skills in using out-of-school resources and personal responsibility for learning. Upper primary and secondary school students should use homework diaries. Diaries provide a means of regular communication between parents and the school. Failure by students to complete homework on a regular basis should be communicated with parents.

Parents and caregivers can help their children by:

Encouraging them to take responsibility for their own learning and organisation;
Observing and acknowledging their success, and asking how their child’s class and homework is progressing;
Attending school events, displays or productions in which their children are involved;
Encouraging their child to set aside a regular daily session to read and complete homework;
Setting an example by reading themselves;
Contacting the relevant teacher or the child’s tutor to discuss any problems their children are having with homework;
Helping their child to complete homework by discussing questions or directing them to resources. Usually it is better to encourage children to complete homework themselves;
Helping their child to balance the amount of time spent completing homework and engaging in recreational and/or leisure pursuits;
Checking whether homework for Upper Primary and Secondary students has been set, and ensuring their child is keeping a working homework diary;
Reading texts set by teachers, discussing a child’s response to the text and asking to see work they complete in relation to the text; and
Discussing homework in their first language, where English is not the main language spoken at home, and linking it to their previous experiences.

**Teachers can help their students by:**

Setting regular homework to help students establish a home study routine;
Setting varied, challenging and meaningful tasks relating to class work that are appropriate to their students’ learning needs;
Giving students enough time to complete homework, taking into account home obligations and co- and extracurricular activities;
Assessing homework and providing timely and practical feedback and support;
Making effective use of homework diaries;
Coordinating the allocation of homework and assignments by different teachers in the secondary school via reference to the school’s assessment calendars;
Helping students develop organisational and time-management skills needed for them to be responsible for their own learning;
Ensuring that students have good research skills, including the effective and appropriate use of information technology;
Ensuring that parents and caregivers are aware of the school’s homework policy; and
Developing strategies to support parents to become active partners in their child’s completion of homework, assignments and revision.

**Guidelines for the completion of homework and revision**

At Scone Grammar School we believe that expectations for homework for students should be “stage” based, that is, the expectations of time spent completing homework should be consistent across the stages of learning as prescribed by the NSW Board of Studies. We also make the distinction between “Core Curricula” and “Co-Curricula” homework at our school.

Core curricula homework tasks are those set in formal school subjects by class teachers, to assist students to meet measured outcomes as established within NSW Board of Studies courses. Core curricular homework includes Mathematics, English, Science, HSIE (History, Geography, Religious Education), PD/H/PE, Design and Technology, Visual Art, Languages Other than English (Japanese and/or French), Music and all the elective choice subjects in Years 9 through to 12.

There are five general forms of homework assigned to students in the secondary school:

Preparatory reading;
Non-assessable homework tasks (eg. Q&A responses, extended response tasks, textbook exercises);
Assessable assignment tasks (eg. formal essays, reports, projects and presentations);
Development or completion of practical tasks (eg. in the PD/H/PE, Visual Art or DAT areas);
and -

Course / subject revision.

Any or all of these activities would constitute a legitimate use of homework time by a student at Scone Grammar School. In subjects or tasks requiring analysis of text, development of argument and articulation of opinion, homework and revision may best be approached in several longer study sessions during the week. In other areas such as reading for English, Mathematics or Music, homework and revision might be better approached within short periods of “practice” time each night.

Students should consult their subject teachers to confirm the best approach or approaches to homework for their subject, and should determine a homework and study timetable that meets their own individual needs.

As a general guide, we suggest the following timeframes for all core curricular homework for students aiming at success in their studies at Scone Grammar School:

**Stage 4 (Years 7 and 8):** 60 to 90 minutes, five nights per week

**Stage 5 (Year 9 and 10):** 90 to 120 minutes, five nights per week

**Stage 6 (Years 11 and 12):** 120 to 180 minutes five nights per week, with an additional six to eight hours at weekends during peak Preliminary and Higher School Certificate year periods.

These time allowance guidelines are most effective when time spent on homework and revision is distributed evenly throughout the week. It is not effective to ‘cram’ for hours on one or two evenings rather than spend appropriate time each night during the week.

In addition, all students may add another 30 minutes to an hour per evening for co-curricula homework – such as learning an instrument, attending football training, practising for drama or preparing for equestrian events or cattle club. At Scone Grammar School we believe that co-curricula activities and practice of skills are an important element of a students’ overall homework programme, however, as they are non-compulsory they need to be articulated separately within the programme.

It is expected that students at Scone Grammar School, with the assistance of their parents and House Tutors, work together to establish a homework and study timetable that will most effectively meet their educational and social needs and expectations.

Scone Grammar encourages students in the secondary to avail themselves of the after-school tuition sessions available in the library from specialised subject teachers, as programmed and published each week in the school newsletter. Attending these sessions will allow students the opportunity to benefit from the
expertise of subject teachers in the completion of homework, assignments or revision, as well as providing them with access to the school’s library and information technology resources.

Finally, it is important to note that each student is different and has an individual learning style, personal aptitudes and preferences. This means that in practice the time needing to be spent in order to achieve a level of success in each subject area will vary from student to student. Students will also achieve different levels of success in any particular subject, despite the same or similar investments of study time as their peers. It should be acknowledged that students have their own areas of strength and weakness, and these should be factored in to the time allocated to home study and the reasonable expectations of academic success for that student.
CAREERS

WORK EXPERIENCE

Work Experience is strongly encouraged during the senior years of high school. The responsibility for Work Experience lies with individual students; it usually takes place during holidays and in work areas of interest to the student. The Careers Advisor, Mr Spies, has forms which need to be completed prior to commencement at a workplace. Employers regard successful work experience highly and it is very valuable to have on a resume. Tertiary educational institutions may also consider independent work experience an asset. To organise a holiday placement, a student should ring or visit the business they wish to attend and explain their intentions. Once a business agrees to accept a Work Experience student, the student will need to discuss their placement with the Careers Advisor and complete the necessary forms.

CAREERS INFORMATION

There is a Careers section housed in the Secondary area of the School Library. This area has information on a range of careers, from those which require no formal training to those which need a University degree. There is information on the following:

- How to start making some career decisions
- Private training colleges
- Job seeking help
- How to put together a resume
- TAFE courses at all levels
- NSW Universities
- Interstate Universities
- Accommodation
- Studying overseas
- Computer and internet facilities
- Exchange studies

STUDY SKILLS CENTRE

Several items on effective study skills are located within the Careers section of the school library. The call number of these items commences with the letters ‘SS’. As well as information on study skills, other areas are covered, for example, writing essays and time management.
THE CAREERS NOTICEBOARD

This is located in the Careers section of the School Library and includes the following:
Information on short courses, orientation sessions, information sessions,
Scholarship information and closing dates.
Advertising and information from a variety of training institutions and prospective employers.
Exchange student information.
In addition, P3 has a variety of careers information including University Open Day information.

Towards the end of July, the University Admissions Centre (UAC) publishes the UAC Guide, which gives all the information you need to apply for a place at University in NSW. Applications are made by telephone or Internet and listed in order of preference. You may change your preferences until a few days after you receive your results.

It is important that you collect as much information as you possibly can before the assessments and exams begin to take all your time. Make the most of the information available to you and make decisions based on sound knowledge.

THINGS TO DO IN YEAR 11 ...
Familiarise yourself with the Careers section of the library and also the Study Skills section.
Make a habit of checking the Careers noticeboard weekly.
Update your resume which is written in Year 10.
Complete a plan for visits to Universities, other institutions etc for their Open Days.

THINGS TO DO IN YEAR 12 ...
Refresh your knowledge of the Careers section and Study Skills section in the library.
Continue checking the noticeboard weekly.
Check early application dates.
Arrange to visit Universities, etc that you are particularly interested in.
Update your resume regularly.

THINGS TO DO THROUGHOUT YOUR SENIOR YEARS ....
Check the Careers noticeboard weekly.
See your Careers Advisor with any questions or problems finding information.
YOUR CAREER PLAN

No idea what you want to do?

Talk to your Careers’ Advisor

Read “The Job Guide” in the Careers’ Area

Learn your way around the Careers’ Area and browse

Talk to people you know and ask them about their careers

Read the Employment sections of newspapers

Try some more work experience in the holidays

Find out about training and employment

Visit Unis, TAFEs, etc. and speak to the students

Attend Open Days

Use the Careers’ Area

Read every Careers’ News publication carefully

Check the New Info list regularly

Watch for new information and ideas as you refine your plans

Make applications to as many options as you are interested in

Know exactly what you want to do

Keep your options open – you can change your mind

Collect information on all areas of interest

Watch for information on the Careers’ Notice Board
<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE/WEBSITE</th>
<th>OPEN DAYS ETC.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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HOW TO WRITE A RESUME …

A Resume is a personal details sheet, sometimes called a Curriculum Vitae. It should have personal details and details of your education, interests and any experience you have had. If you have to send a written application for employment or a place in a training or University course, the best way is to send a one-page application letter, your resume and any other information they require.

This list shows what should be in the resume. Read through the more detailed explanations of how to put your resume together and use this list as a guide for setting out. Your resume should be printed by computer and saved so that you can easily add extra experience or qualifications as you get them.

1. Personal details.
2. Education and qualifications.
3. Work history and experience.
4. School achievements.
5. Voluntary work.
6. Interests/hobbies.
7. References and referees.

Writing a resume is simply a matter of putting details down clearly under appropriate headings. To help you prepare a resume, here are some suggested headings and the information which should follow:

**Personal Details**
- Full name
- Date of birth
- Full address
- Telephone numbers (your own and a contact for messages)
- Email address if applicable

**Education and Qualifications**
Show full results from your last year at school. For example:

<table>
<thead>
<tr>
<th>NSW Higher School Certificate</th>
<th>Scone Grammar School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects:</td>
<td>Band:</td>
</tr>
<tr>
<td>English - Standard</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics - Advanced</td>
<td>5</td>
</tr>
<tr>
<td>Modern History</td>
<td>4</td>
</tr>
<tr>
<td>Physics</td>
<td>4</td>
</tr>
<tr>
<td>Geography</td>
<td>5</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>5</td>
</tr>
<tr>
<td>Drama</td>
<td>6</td>
</tr>
</tbody>
</table>
**Qualifications / Other Studies**
Give details of any qualification you have or any other studies you have done, including when you studied and the results. Even if these do not relate directly to the job or course you are applying for, they show that you are eager to learn.

Some examples include:
Class A Driver’s Licence.
St John’s Ambulance First Aid Certificate (show year qualified)
Advanced Scuba Diving Course (show year qualified)
Netball Umpire’s Certificate (show year qualified)

**Work History and Experience**
Show any previous jobs you have had. These can include part-time or holiday jobs as well as work experience. If you have helped your parents in their jobs or business in your spare time, show this too.

Putting your work history together and showing it clearly could look something like this:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Job Title</th>
<th>Employer</th>
<th>Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>15/12/98-25/1/99</td>
<td>Typist/Clerk</td>
<td>ABC Solicitors, Randwick</td>
<td>Filing, typing, word processing</td>
</tr>
<tr>
<td>18/12/99-20/2/00</td>
<td>Farm Hand</td>
<td>XYZ Merino Stud, Sheepville, NSW</td>
<td>Drenching, herding, general duties</td>
</tr>
</tbody>
</table>

**Voluntary Work**
This is worthwhile including because it indicates a willingness to help others to do your share in an organisation. For example:

Fundraising for Canteen – show date/s.
Assistant in Aged Care Programme – show date/s..

**School Achievement**
Demonstrate all of your activity in the School community. Include debating, charity work, mock trial, coffee shop organisation, sports captains, group leadership, certificates, awards, etc. List these in chronological order, beginning with your most recent.

Other Interests / Hobbies
This information helps employers form a picture of you as an individual. For example, playing sport suggests fitness, interest in home computers could suggest a logical mind, and community activities suggest that you like meeting and helping people.
Include skills or talents learned through courses or interest. These might include musical instruments, choir, pottery, ceramics, drama, photography, etc. Community activities might include youth groups, voluntary organisations, sport clubs, groups within school, other hobbies and leisure activities etc.

**Referees**
Show here the names, addresses, telephone numbers and email addresses of two people who are prepared to recommend you to an employer. They should be people who have known you for some time or who have supervised you at work or who have taught you. Don’t forget to ask the person if they are willing to be a referee.

There are three types of references (a written document about you). References are placed in your portfolio. They may be one of the following:

- A work reference which should be provided by a work supervisor (work experience is acceptable).
- A Character Reference should be written by someone who knows you well and is recognised in the community, possibly a Justice of the Peace, a minister, a councillor or other professional person.
- A School Reference from a teacher or the Principal.
A Guide to Writing Bibliographies

Referencing Books

Include the following information, in this order:

Author's surname, (comma) initials. (full stop)

(Year). (in brackets) (full stop)

Title of book. (underlined OR italics – NOT both) (full stop)

Place of publication: (colon)

Publisher. (full stop)

Page or Chapter reference. (full stop)

For example:


Referencing Journal Articles

Include the following information, in this order:

Author's surname, (comma) initials. (full stop)

(Year). (in brackets) (full stop)

Title of article. (full stop)

In Title of book. (underlined OR italics – NOT both) (full stop)

Volume and / or Issue Number. (full stop).

Place of publication: (colon)

Publisher. (full stop)

Page or chapter reference. (full stop)
For example:


**Referencing E-mail**

Include the following information, in this order:

Sender’s surname, initials. (*full stop*)

(Sender’s E-mail address), (*brackets*) (*comma*)

Day, (*comma*) month, (*comma*) year. (*full stop*)

Subject of message. (*underlined OR italics – NOT both*) (*full stop*)

E-mail to (recipient’s E-mail address). (*brackets*) (*full stop*)

For example:

Lowman, D. ([deborah@pbsinc.com.au](mailto:deborah@pbsinc.com.au)), 4 April 2001. *Internet referencing*. ([awill@dva.gov.au](mailto:awill@dva.gov.au))

**Referencing Letters to the Editor**

Include the following information, in this order:

Author's surname, (*comma*) initials. (*full stop*)

(Year). (*in brackets*) (*full stop*)

Title of letter / editorial. (*full stop*)

In *Title of newspaper / publication*. (*underlined OR italics – NOT both*) (*full stop*)

Date. (*full stop*)

Place of publication: (*colon*)

Publisher. (*full stop*)

Section and/or page reference. (*full stop*)
For example:

Referencing Magazine and Newspaper Articles

Include the following information, in this order:

Author’s surname, *(comma)* initials. *(full stop)*

(Year). *(in brackets)* *(full stop)*

Title of article. *(full stop)*

In *Title of newspaper / magazine*. *(underlined OR italics – NOT both)* *(full stop)*

Date. *(full stop).*

Place of publication: *(colon)*

Publisher. *(full stop)*

Section and/or page reference. *(full stop)*

For example:

Referencing the Internet

Include the following information, in this order:

Author’s surname, *(comma)* initials. *(full stop)*

(Year). *(in brackets)* *(full stop)*

Title of article or material. *(underlined OR italics – NOT both)*

[Internet]. *(in square brackets)* *(full stop)*

Place of publication: *(colon)*

Publisher (if ascertainable). *(full stop)*

Available from: *(colon)* <URL> [accessed date]. *(in square brackets)* *(full stop)*

For example: