



EMMANUEL
ANGLICAN
COLLEGE

Learning ~ Living ~ Leading

YEAR 9 STUDENT HANDBOOK



Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship, strives to create a better world.

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SECTION 1: RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Introduction

In Years 7 to 10, students study a variety of courses to qualify for the Record of School Achievement. As well as taking the necessary combination of courses, they are also required to apply themselves satisfactorily to their studies.

For the Record of School Achievement, a student's knowledge and skills are assessed through a range of school-based assessment tasks that measure overall achievement in each course. Each student's achievement is reported using detailed and meaningful information on what he or she knows, understands and can do.

The Record of School Achievement is awarded to a student when a student completes their school-based education.

1.2 Eligibility Requirements

To be eligible for the Record of School Achievement for Stage 5, students are required to attend a government school or an accredited non-government school. This is usually for a period of four years between the ages of 11 and 16 years. Students must follow and complete the pattern of courses required by the NSW Education Standards Authority (NESA).

To complete a course of study for Stage 5, students must have a satisfactory record of application (effort).

1.3 Course Requirements

Over the four years leading up to the Record of School Achievement, students need to have studied the following courses:

English – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.

Mathematics – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.

Science – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10.

Human Society and Its Environment – studied substantially in each of Years 7–10 with 400 hours to be completed by the end of Year 10. Included in this requirement is the study of 100 hours each of History and Geography in Years 7–8 and 100 hours each of Australian History and Australian Geography in Years 9–10.

Creative Arts – studied for 200 hours and comprising 100 hours in each of Visual Arts and Music.

Technological and Applied Studies – studied for 200 hours and consisting of the Technology Mandatory course.

Personal Development, Health and Physical Education – studied in each of Years 7–10 with 300 hours to be completed by the end of Year 10.

Languages – studied for at least 100 hours, to be completed in one language over one continuous 12-month period between Years 7 and 10 but preferably in Years 7–8.

1.4 Attendance Requirements

Absence During the Year

Principals may grant students leave for legitimate reasons such as illness, physical injury or holidays. If leave has been granted during the year there will be no effect on course completion requirements provided that the student has completed compensatory assignments during the period of absence or has been able to catch up on missed work on return to school.

If absence is prolonged and work is not possible during the period, the Principal may judge that it is not feasible to make up the work during the year. Any extensive period of unapproved absence may result in non-completion of a course(s) and may impact on a student's eligibility for the Record of School Achievement.

Final Date for Attendance

It is a requirement for the Record of School Achievement that Year 10 students attend school until the final day of Year 10 as determined by the school system or Principal, unless an exemption has been granted by the Principal.

If a student leaves before the last day of Year 10 without an exemption or approval they may become ineligible for the Record of School Achievement. Unauthorised early departure from school in Year 10 may also jeopardise entry into Year 11 Preliminary and Year 12 HSC courses.

1.5 Satisfactory Course Completion Requirements

For the satisfactory completion of a course, it is a student's responsibility to:

- a) follow the course developed or endorsed by NESA; and
- b) apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieve some or all of the course outcomes.

Satisfactory completion of courses is judged, among other things, by a student's attendance and level of involvement in class, the assignments, homework, etc. completed and their level of achievement.

If the Principal determines that a student is in danger of not completing a course satisfactorily, the student will be warned in writing in time for them to correct the problem and satisfactorily complete the course.

If a student is deemed not to have completed a course, they will receive an 'N' determination. The course will be listed as 'Not Completed' on their Record of School Achievement and this may mean that they are not eligible to continue into the Year 11 Preliminary Course.

A student has the right to appeal against an 'N' determination. The appropriate form can be obtained from the Principal. Appeals against 'N' determinations should be lodged with the Principal, who will advise the student of the date by which their appeal must be submitted. If the student is dissatisfied with the result of the school review of their appeal, the student should advise the Principal that they wish the appeal to be referred to NESA.

1.6 Record of School Achievement Grades

The College is required to develop an Internal Assessment Program to measure student achievement in each course that they undertake. At the conclusion of the Internal Assessment Program the College is required to submit to NESAs a Grade (A-E) indicating each student's performance in each course. This Grade will reflect student performance as compared to a set of Course Performance Descriptors developed by NESAs. The Internal Assessment Program provides teachers with the evidence required to allocate Grades to students.

NESA has developed a set of General Performance Descriptors that describe five levels of achievement, A–E. The table below gives an indication of how these levels help to assess student performance.

Grade	General Performance Descriptors
A	Indicates excellent achievement in the course. The student has an extensive knowledge and understanding of the course content and can readily apply this knowledge. In addition, the student has achieved a high level of competence in the processes and skills of the course and can apply these skills to new situations.
B	Indicates high achievement in the course. The student has a thorough knowledge and understanding of the course content and competence in the processes and skills of the course. In addition, the student is able to apply the knowledge and skills to most new situations.
C	Indicates substantial achievement in the course. The student has demonstrated attainment of the main knowledge and skills objectives of the subject and has achieved a sound level of competence in the processes and skills of the course.
D	Indicates satisfactory achievement in the course. The student has demonstrated an acceptable level of knowledge and understanding of the course content and has achieved a basic level of competence in the processes and skills of the course.
E	Indicates elementary achievement in the course. The student has an elementary knowledge and understanding of the course content and has achieved limited competence in some of the processes and skills of the course.

In Mathematics, grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

1.7 Record of School Achievement Documentation

The Records of School Achievement will be awarded to a student when that student completes their education.

A student's Record of School Achievement shows their name and school and states that they have met all NESA requirements.

A student's Record of School Achievement is a cumulative record of all Stage 5 (Years 9 and 10) and Stage 6 (Year 11 and 12) courses completed. It shows grades and hours of study for all the courses they have studied for at least 200 hours in Stage 5. It also lists those courses the student has studied for 100 hours or more in Stage 5, provided that a 200-hour course has been recorded in a Key Learning Area (KLA) other than English, Mathematics or Science.

Students will also receive a statement on their Record of School Achievement regarding satisfactory completion of the mandatory requirements. If the student has been deemed unsatisfactory in a course, the words 'Not Completed' will be printed beside the course on your Record of School Achievement.

The Record of School Achievement will record Year 11 Preliminary and Year 12 HSC achievements.

SECTION 2: INTERNAL ASSESSMENT POLICIES AND PROCEDURES

2.1 Introduction

This Section provides information relating to the formal assessment program associated with each course delivered at the College. Assessment arrangements and the construction of assessment tasks occur within a framework of NESA directives and directions contained in the course syllabus and College policy. While syllabus directives govern the general nature, frequency and weighting of assessment tasks administered in each course, the precise form of each task is determined by College staff. The College supports NESA recommendations for assessment tasks per course, however, the nature and number of tasks is ultimately the decision of the relevant Leader or Curriculum and the course teacher.

2.2 Specific Tasks Details and Timing

An Assessment Calendar is contained within this handbook, the calendar outlines the nature of the assessment tasks required to be completed by students throughout the year, as well as the week in which the assessment task is due or will be administered.

2.3 Awarding of Record of School Achievement Grades

NESA requires schools to submit a grade for each Year 10 student in each course in which the student is enrolled. This Grade will reflect student performance as compared to a set of **Course Performance Descriptors** developed by NESA. The Internal Assessment Program provides teachers with the criteria required to allocate grades to students.

2.4 Satisfactory Completion of a Course Assessment Program

In order to receive credit for a given course for the Record of School Achievement, a student is required to satisfactorily complete all facets of the Internal Assessment Program for that course. *Satisfactory completion* means that the student makes a serious attempt at each task and demonstrates achievement of at least some of the outcomes associated with each task. Failure to complete the assessment program for a course will result in the student receiving a 'Non Completion of a Course' Determination (N Determination). Courses which were not satisfactorily completed will not be printed on the student's Record of School Achievement. This can result in a student not meeting the pattern of study requirements for the Record of School Achievement and thus being ineligible to continue into the Year 11 Preliminary Course.

2.5 Notification of Assessment Tasks

Students will receive formal notice of an Assessment Task a minimum of 20 school days prior to the due date. This notification will include the following;

- Task Number
- Weighting of task to final assessment mark
- General nature of the task
- Date on which the task is to be administered or submitted
- Procedure for submission
- Outcomes targeted
- Additional task detail, as appropriate
- Marking criteria and scale, as appropriate

2.6 Submission of Assessment Tasks

Assessment tasks are to be submitted in accordance with the expectations outlined within the Assessment Notification handout. This will specify whether submission will be in hard copy to the teacher or electronically through Google Classroom. Submission should follow these instructions unless prior arrangement has been made with the teacher or Curriculum Leader.

If a specific due time is not specified on the Notice of Assessment, the task is due before 9.00 am on the due date of the task.

2.7 Feedback on Completed Assessment Tasks

Once an assessment task is marked / graded, it will be returned to the student with meaningful written feedback in relation to the outcomes assessed. Tasks will be returned within a period of two school weeks.

2.8 Non-Completion of Assessment Tasks

Non-submission of a task can have serious implications on a student's completion of a course and therefore the attainment of the Record of School Achievement. Students who do not submit a task and have not been granted Special Consideration will receive a Non Completion of Course Determination (N) Warning Letter or in the case of an ongoing issue may receive notification of a Non Completion of Course Determination (N) (See Section 2.12 Warnings to Students)

2.9 Special Consideration

No allowance can be made for a student who is absent from a task or who does not submit a task on the due date at the specified time **unless Special Consideration has been applied for and granted**. A Request for "Special Consideration" can be made by completing the Special Consideration form and submitting it with the relevant supporting documentation for consideration by the Assessment Review Panel. The Assessment Review Panel consists of the Director of Teaching and Learning and the relevant Leader of Curriculum. The Request for Special Consideration must be submitted prior to the assessment task due date or, in case of student absence or misadventure, within **TWO DAYS** of the student's return to school. **Do not assume Special Consideration will automatically be granted.**

The Assessment Review Panel will consider the request, including relevant documentation, and advise the student and relevant staff of the decision to either support or decline the request. In doing so they will also give advice on the follow up to their decision which may include;

- rescheduling of the task;
- sitting an alternative task;
- an extension of time;
- a penalty or reduced penalty;
- a notification that a N Warning Letter is to be issued;
- an estimate of performance or
- another action that is considered appropriate.

Illness

A student who is unable to attend school on the day of an Assessment Task may submit a Request for Special Consideration form supported by a Doctor's Certificate in Year 10, stating the doctor has seen the student and certifies that the student is unfit to attend school. Doctor's Certificates from a relative of the student will not be accepted. In Year 9, notification of a student's illness by a parent will be sufficient.

Misadventure / Special Circumstances

A student who is unable to attend or submit an Assessment Task on the due date for reasons other than illness may submit a Request for Special Consideration. If a Request for Special Consideration is granted no penalties will apply.

Note: Computer downtime, printer failure or other such technological difficulties will not represent grounds for Special Consideration. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

Links to Special Consideration Forms

Forms for applying for Special Consideration for Illness / Misadventure are provided on the EAC Website. Direct links to these forms are below:

- [Special Consideration Request \(Single Subject\)](#)
- [Special Consideration Request \(Multiple Subjects\)](#)
- [Illness Supporting Documentation \(Section B\)](#)
- [Independent Evidence of Misadventure \(Section C\)](#)

2.10 Late Submission of Assessment Tasks

A student who submits an Assessment Task after the published submission time will incur a mark reduction penalty unless they request and are granted Special Consideration.

- If the task is submitted late but within 24 hours of the published submission time the penalty is 25% of total value of the task.
- If the task is submitted more than 24 hours late but less than 48 hours after the published submission time the penalty is 50% of total value of the task.
- If the task is submitted more than 48 hours late but less than 72 hours after the published submission time the penalty is 75% of total value of the task.
- If the task is submitted more than 72 hours after the published submission time then a mark of zero will be awarded.

Note: Weekends will count as two days for the purpose of penalties.

Note: It is possible that a late penalty (either 25%, 50% or 75%) may extinguish all of the marks achieved by the student for the task.

2.11 Unfair Advantage and Malpractice

Unfair advantage arises from any activity that a student undertakes that undermines the fair and equal nature of an assessment task and/or advantages or disadvantages one or more students undertaking the same task.

The most common way that an unfair advantage may arise is through malpractice. Malpractice occurs when work submitted by a student is not wholly his/her own. Examples of malpractice include:

- copying part or all of the work of another student;
- allowing another student to copy part or all of an Assessment Task;
- plagiarism i.e. copying part of a piece of work from another source without acknowledging the author/creator of that source;
- allowing another person to complete some or all of an Assessment Task;
- misconduct in an examination including accessing unauthorised materials or equipment during an examination; and
- Using artificial intelligence software to develop part or all of the work submitted.

Unfair Advantage may take many forms and the Director of Teaching and Learning will review each situation on a case by case basis. Possible examples of gaining an Unfair Advantage include falsifying of documentation to gain Special Consideration and if students absent themselves from programmed classes and/or school activities such as carnivals etc to study, prepare for or complete an Assessment Task.

Students, teachers and examination supervisors who are concerned about an issue of Unfair Advantage or Malpractice are to report this to the relevant Leader of Curriculum. The issue will be referred to the Director of Teaching and Learning for investigation and consideration. When the Director of Teaching and Learning is satisfied that Unfair Advantage or Malpractice has occurred, sanctions will be imposed on the student(s) concerned, including a reduced or zero score for the relevant task.

2.12 Warnings to Students

If a student fails to submit a serious attempt of an Assessment Task or is at risk of not meeting the requirements for a course, the Curriculum Leader will, in accordance with NESA requirements, notify the student and their parents. This is done in writing by emailing a Non Completion of Course Determination (N) Warning Letter to the student's parents or guardians. It is essential that the student address the "Action Required" in this letter within the time designated.

Failure to address the "Action Required" by a Warning Letter will result in a second warning letter being issued. This letter will also contain an "Action Required" and a timeframe in which this action must be completed. Failing to address this requirement will make the student ineligible for the Principal's determination of Satisfactory Completion of that course, in which case the student would receive a Non Completion of Course Determination (N) determination for that particular course. A Non Completion of Course Determination will mean that the relevant course is not listed on the student's Record of School Achievement and this may make the student ineligible to continue into the Year 11 Preliminary HSC Course.

2.13 Student Appeals

Internal Student Appeals (Assessment Task Marks/Grades)

At times students will want to appeal the result awarded on an Assessment Task. Appeals by students need to be lodged in writing within one week of the return of the Assessment Task with the relevant Leader of Curriculum or subject teacher who will refer it on to the Director of Teaching and Learning.

The review will focus on the documentation, procedures and process that underpin the validity of the Assessment Task. – e.g. Marking has taken place in accordance with the marking criteria; etc. The student will receive written feedback, from the Director of Teaching and Learning, in relation to the outcome of the appeal.

2.13b Appeals against Record of School Achievement Grades

If a student wishes to appeal against the grade awarded by the College in a particular course, they must submit a written appeal together with evidence to the Principal. Your Principal will advise the student of the date by which their appeal is to be submitted. The College will review the grade the student has been awarded and advise them of the result of the review.

If a student dissatisfied with the result of the school review, they should advise the Principal that they wish the appeal to be referred to NESA. A student's application for a review/appeal should show that their grade in the course is not consistent with the feedback on formal Assessment Tasks they have given throughout the year.

2.13c Student Appeals Regarding "N" Determinations

A student who wishes to appeal against the "N" determination awarded in any subject should submit a written appeal, together with evidence, to the Principal in accordance with NESA guidelines.

2.14 Assessment and Reporting of Externally Provided Courses

Students are able to access a broad range of courses offered by NESAC Registered and Accredited Providers in order to broaden their Pattern of Study. This includes TVET Courses, Distance Education, Traineeships and university based courses.

Students can elect to enrol in up to four units of courses provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.

Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to special consideration, illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. EAC has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

2.15 Reservation

Emmanuel Anglican College reserves the right to amend the provisions in this document at any time. Appropriate notice will be provided of any such amendments.

SECTION 3: ASSESSMENT CALENDAR

Subject	Task No.	Term	Week	Description	Type
Japanese	1	1	7	Listening & Responding Task	In Class
RaP	1	1	7	Ethical Dilemma in a Movie	Take Home
PDHPE	1	1	8	Resume and Cover Letter	Take Home
Commerce	1	1	9	Teens Talk Money Group Task	In Class
Elective History	1	1	9	Presentation	In Class
Geography	1	1	9	Issues Group Report Presentation	Take Home / In Class
Digital Art	1	1	10	Portrait Task	Take Home / In Class
English	1	1	10	Extended Response under exam conditions	In Class
Lights Up Drama	1	1	10	Group Performance + Logbook	Take Home / In Class
IST	1	1	11	Adobe Creation Presentation	Take Home / In Class
Marine Studies	1	1	11	Rocky Shore Ecosystems - Presentation	Take Home / In Class
Science	1	2	2	Student Research Project	Take Home / In Class
Human Movement	1	2	3	Training Plan	Take Home / In Class
Market Garden	1	2	3	Market Garden Portfolio	Take Home / In Class
ITT	1	2	5	Project Folio	Take Home / In Class
Visual Arts	1	2	5	Art Making Task	Take Home / In Class
Elective History	2	2	8	Examination	In Class
English	2	2	9	Visual Representation and Reflection	Take Home / In Class
Geography	2	2	10	Examination	In Class
IST	2	2	10	Building an AI Chatbot and Expert System	Take Home / In Class
Elective History	3	3	7	Essay	In Class
RaP	2	3	7	Podcast Task	Take Home / In Class
Lights Up Drama	2	3	8	Scene Performance and Poster	Take Home / In Class
Visual Arts	2	3	8	Discursive Essay	Take Home / In Class
Mathematics	1	3	9	Examination on Project topics	In Class
Science	2	3	9	End of Year Examination	In Class
English	3	3	9	Written Examination	In Class
Human Movement	2	3	9	End of course test	In Class
IST	3	3	9	Examination	In Class
Marine Studies	2	3	10	Human Impacts	Take Home / In Class
PDHPE	2	3	10	Ongoing Practical Assessment	In Class
Market Garden	2	4	2	Bees and Blooms	Take Home / In Class
Japanese	2	4	2	Reading & Responding Task	In Class
Commerce	2	4	3	Travel Itinerary Presentation	In Class
Digital Art	2	4	3	Music Video and PPD	Take Home / In Class
Geography	3	4	4	Fieldwork Research Response	Take Home / In Class
ITT	2	4	5	Project Folio	Take Home / In Class
Mathematics	2	Ongoing		Ongoing assessment of project work	In Class