



EMMANUEL  
ANGLICAN  
COLLEGE

*Learning ~ Living ~ Leading*

# YEAR 10 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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Emmanuel Anglican College is a Child Safe Organisation

## Contents

SECTION 1: RECORD OF SCHOOL ACHIEVEMENT (ROSA) .....	3
Introduction .....	3
1.2 Eligibility Requirements .....	3
1.3 Course Requirements.....	3
1.4 Attendance Requirements .....	4
1.5 Satisfactory Course Completion Requirements.....	4
1.6 Record of School Achievement Grades.....	5
1.7 Record of School Achievement Documentation .....	6
SECTION 2: INTERNAL ASSESSMENT POLICIES AND PROCEDURES .....	7
2.1 Introduction.....	7
2.2 Specific Tasks Details and Timing .....	7
2.3 Awarding of Record of School Achievement Grades .....	7
2.4 Satisfactory Completion of a Course Assessment Program .....	7
2.5 Notification of Assessment Tasks .....	7
2.6 Submission of Assessment Tasks .....	8
2.7 Feedback on Completed Assessment Tasks .....	8
2.8 Non-Completion of Assessment Tasks.....	8
2.9 Extenuating Circumstances .....	8
2.9.1 Forms and Evidence Requirements .....	9
2.10 Late Submission of Assessment Tasks.....	9
2.11 Unfair Advantage and Malpractice .....	9
2.11.1 Use of Generative Artificial Intelligence.....	10
2.12 Warnings to Students.....	10
2.13 Student Appeals.....	11
2.13.1 Internal Student Appeals (Assessment Task Marks/Grades).....	11
2.13.2 Appeals against Record of School Achievement Grades .....	11
2.13.3 Student Appeals Regarding “N” Determinations.....	11
2.14 Assessment and Reporting of Externally Provided Courses.....	12
2.15 Reservation.....	12
SECTION 3: 2024 ASSESSMENT CALENDAR.....	13

## 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 NESAs; 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 NESAs.

## 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
<b>A</b>	Indicates <b>excellent</b> 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>B</b>	Indicates <b>high</b> 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.
<b>C</b>	Indicates <b>substantial</b> 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.
<b>D</b>	Indicates <b>satisfactory</b> 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.
<b>E</b>	Indicates <b>elementary</b> 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 NESAs 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 NESAs 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 NESAs. 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 for extenuating circumstances 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 Extenuating Circumstances

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 an application for Extenuating Circumstances has been requested and granted.

Applications for Extenuating Circumstances should be completed in the following situations:

- Illness, misadventure or a school activity has affected your ability to complete an assessment task or multiple tasks.
- You were absent the day before an assessment task due to illness or misadventure.

Note: Computer downtime, printer failure or other such technological difficulties are not appropriate examples of misadventure. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

An application for Extenuating Circumstances can be made by completing the Extenuating Circumstances Application Form through the online form and submitting it with the relevant supporting documentation for consideration by the Curriculum Team. For situations known about in advance, an Application for Extenuating Circumstances must be submitted as soon as possible prior to the assessment task due date, or in the case of unexpected student absence, **within three days of the assessment task date.**

Do not assume the application will automatically be approved. The Curriculum Team 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;
- An estimate of performance or
- Another action that is considered appropriate.

If the request is declined and the student did not complete the task on the appropriate date a penalty may be applied.

### [2.9.1 Forms and Evidence Requirements](#)

The following is the link to the Extenuating Circumstances Application Form, which is also available on the College Website under Publications > Forms and Documents and the Student Café:

- [Extenuating Circumstances Application Form](#)

This is an electronic form which must be completed by the student, logged into their student account as it is restricted to EAC users.

Students must provide a parent / carer's email address as part of completing the form. Following submission, the parent or carer will receive an email which asks them to sign the form electronically to verify the illness or misadventure before the form will be processed.

In addition, Year 10 students are also required to upload a medical certificate from a medical professional to support their application in cases of illness or a parental note in cases of misadventure. This should be uploaded as part of the electronic form.

Submission of the signed form (including parental approval and evidence) must take place within three days of the assessment date.

### [2.10 Late Submission of Assessment Tasks](#)

A student who submits an Assessment Task after the published submission time will incur a penalty unless special consideration for Extenuating Circumstances is granted.

For Year 10 students, the penalty applied will be that for **each day** (24 hours) the task is late, **10% of the total value of the task** is deducted from the student's result. This penalty will be applied up to a maximum of 50% of the task value.

Please note all tasks must be completed. The following process will be used for following up on overdue tasks:

- **Up to one week overdue:** Parents will be notified, and teacher will follow up with the student. Student will still be required to submit the task. Student may be required to work with the teacher, potentially within or outside class time, in order to complete the task.
- **One to two weeks overdue:** If it is still not done the Leader of Curriculum will notify parents again and supervise student to complete the task, potentially including time outside class.
- **More than 2 weeks overdue:** Further conduct with parents will occur. A warning letter warning of non-completion of the course may be issued.

### [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 of extenuating circumstances 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.

#### [2.11.1 Use of Generative Artificial Intelligence](#)

In many assessment tasks, generative AI is not allowed as it provides an unfair advantage. When it is permitted in any capacity, this will be specified on the Notice of Assessment. If no mention of AI is provided on the Notice of Assessment, no use of AI is permitted.

If AI is use in any capacity for an assessment task, the use of this must be appropriately acknowledged. Students can do this by including a note at the end of their submission which describes:

- The AI tool(s) that were used
- What this was used to do
- What prompt(s) were provided
- How the output of the artificial intelligence was used or adapted by the student.

This additional description does not add to the task word count.

#### [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 NES 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](#)

### [2.13.1 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 **five days** of the return of the Assessment Task with the Director of Teaching and Learning. The appeal needs to provide details of the specific aspects of the task or marking criteria which the student is concerned about.

Upon lodging an appeal, this will be considered by the Assessment Appeals Committee. The Assessment Appeals Committee normally consists of the Director of Teaching and Learning supervising assessment and reporting as chairperson, a Leader of Curriculum and others such as the Deputy Principal, Principal or other subject experts as required.

The review will focus on the documentation, procedures and process that underpin the validity of the Assessment Task in order to determine whether the task and marking has taken place in accordance with the Notice of Assessment and marking criteria.

The student will receive written feedback, from the Director of Teaching and Learning, in relation to the outcome of the appeal as soon as possible.

### [2.13.2 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 NESAs. 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.

### [2.13.3 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 NESAs guidelines.

### 2.14 Assessment and Reporting of Externally Provided Courses

Students are able to access a broad range of courses offered by NESAs 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 extenuating circumstances for 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: 2024 ASSESSMENT CALENDAR

Subject	Task	Term	Wk	Description	Type
History	1	1	8	Group PBL	Hand In
Journalism & Media	1	1	8	Formative Opinion Piece	Hand In
Food Technology	1	1	9	Meal Plan and Practical	In Class
Money Matters	1	1	9	Research Project	Hand In
Sport Studies	1	1	9	Ergogenic Aids Report	Hand In
Computing Technology	1	1	10	Semester 1 Project	Hand In & In Class
History Matters	1	1	10	Historical Investigation and Representation	Hand In
Outdoor Education	1	1	10	Examination	In Class
Design Studio	1	1	11	Project	In Class
English	1	1	11	Discursive Text & Reflection	Hand In & In Class
Backyard Engineering	1	2	1	Aeronautics Design Project	In Class
PDHPE	1	2	1	Sexual Health Research Task	Hand In & In Class
Mathematics	1	2	2	Semester 1 Test	In Class
RaP	1	2	2	Good Life Art Project	Hand In
Photography	1	2	4	Practical Photography Making Task	Hand In & In Class
Science	1	2	5	Skills test	In Class
Young Creators	1	2	5	Art Making	Hand In & In Class
Food Technology	2	2	7	Food Design and Marketing	Hand In & In Class
Japanese	1	2	7	Listening & Responding Task	In Class
History	2	2	8	Photo Essay and Reflection	Hand In
Music	1	2	8	Exploring Music Skills	Hand In & In Class
Journalism & Media	2	2	9	Feature Article	Hand In
Computing Technology	2	2	10	Semester 2 Project	Hand In & In Class

Subject	Task	Term	Wk	Description	Type
English	2	2	10	Multimodal Presentation & Reflection	Hand In & In Class
Outdoor Education	2	2	10	Expedition Plan and Exhibition of Learning Presentation	Hand In & In Class
Backyard Engineering	2	3	1	Amphibious Housing Report	Hand In & In Class
Sport Studies	2	3	3	Biomechanical Analysis Assessment	Hand In
History	3	3	8	In Class Essay	In Class
History Matters	2	3	8	PBL Research and Portfolio	Hand In
Mathematics	2	3	9	End of Course Examination	In Class
English	3	3	9	End of Course Examination	In Class
Outdoor Education	3	3	9	Examination	In Class
PDHPE	2	3	9	Examination	In Class
Science	2	3	9	Examination	In Class
Backyard Engineering	3	3	9	Examination	In Class
Computing Technology	3	3	9	Examination	In Class
Food Technology	3	3	10	In class practical	Hand In & In Class
Design Studio	2	3	10	Project	In Class
Money Matters	2	4	2	Our Economy VLOG	Hand In
Photography	2	4	2	Practical Photography Making Task	Hand In & In Class
PDHPE	3	4	3	Net/court analysis: volleyball	In Class
Young Creators	2	4	3	Art Making	Hand In & In Class
RaP	2	4	4	Notice, Question, Quest task	Hand In
Japanese	2	4	5	Examination & Portfolio	Hand In & In Class
Music	2	4	6	Expanding Music Skills	Hand In & In Class
Design Studio	3	4	7	Project	In Class
Psychology	Ongoing			Body of Work	In Class