



**EMMANUEL
ANGLICAN
COLLEGE**

Learning ~ Living ~ Leading

YEAR 9 ASSESSMENT HANDBOOK 2026



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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CRICOS Provider Code:

Emmanuel Anglican College Council (02449F)

Emmanuel Anglican College is a Child Safe Organisation

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SECTION 1: RECORD OF SCHOOL ACHIEVEMENT (ROSA)

1 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
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.

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. Teachers will aim to return tasks 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.

Note the following are not examples of Extenuating Circumstances:

- 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.
- Extensions are not granted for planned leave affecting an assessment task. An Extenuating Circumstances form should still be completed and the due date may be able to be brought forward to support the student. Extensions or special consideration is not granted.
- Loss of preparation time. We give 4 weeks notice for all assessment tasks therefore a loss of preparation time is not considered a misadventure unless it has been significant.

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;
- A moderation of results based on overall course 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.

Submission of the signed form (including parental approval) 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 9 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 Breaches and Malpractice

The honesty of students completing examinations and other forms of assessment underpins the integrity of the task. Any dishonest behaviour or attempt to gain an unfair advantage over other students, including knowingly assisting others to engage in such behaviour, constitutes malpractice. Engaging in malpractice and/or breaching examination rules is unacceptable and may jeopardise a student's result.

Breaches to examinations may include:

- Changing answers on an examination paper after it has been returned in an attempt to gain additional marks
- Misconduct in an examination, including accessing unauthorised materials or equipment during an examination; or
- Misrepresentation by misleading or deceiving others, such as impersonating another student or referencing non-existent sources;

Malpractice occurs when work submitted by a student is not wholly his/her own by way of collusion, plagiarism or misrepresentation. Examples of malpractice include, but are not limited to:

- Copying part or all of the work of another student and presenting it as your own; or using your own work from another task and/or subject;
- Allowing another student to copy part or all of an Assessment Task;
- Gaining direct assistance from a third party in the completion 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;
- Infringing copyright; and
- Unauthorised use of artificial intelligence to develop part or all of the task.

Malpractice and exam breaches may take many forms. 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 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 have concerns regarding malpractice must report the matter to the relevant Leader of Curriculum or the Director of Teaching and Learning. The College treats all such reports seriously. All concerns will be referred to the Director of Teaching and Learning for investigation. This investigative process may include, but is not limited to, interviewing relevant parties, collecting workbooks or reviewing computer history and files.

Where the Director of Teaching and Learning determines that malpractice has occurred, appropriate sanctions will be imposed on the student(s) concerned. These sanctions may include, but are not limited to, a reduced or zero score for the task, the requirement to complete an alternative assessment task, detention or suspension. Written notification of the outcome will be provided to the student and parents/carers.

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. Any AI usage should be in line with the Artificial Intelligence Policy.

If AI is used 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 may wish to appeal the result awarded for an assessment task or a decision related to malpractice or breaches of examination rules.

Appeals must be lodged in writing within five days of the return of the assessment task or notification of a malpractice or examination breach decision, and submitted to the Director of Teaching and Learning. The appeal must outline the specific aspects of the task, marking criteria, or decision the student is concerned about and should be supported by relevant evidence.

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:

- The 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; or
- The rules around examination breaches and malpractice and the specific details of the situation.

The student will receive written feedback, from the Director of Teaching and Learning or the Deputy Principal, 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 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: 2026 ASSESSMENT CALENDAR

Subject	Task	Term	Wk	Description	Type
Maths	1	1	9	Topic Test: Algebra and Equations	In Class
English	1	2	1	Comparative Essay	In Class
Design & Architecture	1	2	1	Design Process Diary	Hand in & In Class
Geography	1	2	3	Presentation & Analytical Response	Hand in & In Class
Market Garden Cafe	2	2	3	Examination	In Class
Forensics & Biomedical Science	1	2	3	Examination	In Class
RaP	1	2	3	Class Work & Reflection	In Class
Marine Studies & Aquaculture	1	2	4	Ongoing Formative Assessment	Hand in & In Class
Science	1	2	4	Project Based Task	Hand in & In Class
Maths	2	2	4	Topic Test: Financial Maths	In Class
Business Matters	1	2	5	Business Pitch	Hand in & In Class
Cultural Studies	1	2	5	Creating a Civilisation	Hand In
Music	1	2	5	Performance & Performance/Composition	Hand in & In Class
Legal Matters	1	2	5	Mock Trial	Hand in & In Class
Human Movement	1	2	5	Practical Lab	Hand in & In Class
Industrial Technology Timber	1	2	5	Design Process & Project	Hand in & In Class
Visual Arts	1	2	5	Art Making and VAPD	Hand in & In Class
PDHPE	1	2	8	Resume and Interview	Hand in & In Class
English	2	2	11	Writing Task	In Class
Market Garden Cafe	1	2	NA	Ongoing Formative Assessment	Hand in & In Class
Design & Architecture	2	3	4	Design Making & Process Diary	Hand in & In Class
Maths	3	3	5	Practical Trigonometry Activity	In Class
Geography	2	3	6	Research Report	Hand In
Human Movement	2	3	6	Lesson Plan & Presentation	Hand in & In Class

Subject	Task	Term	Wk	Description	Type
PDHPE	2	3	7	Personal Health Profile analysis & goal-setting	Hand In
Business Matters	2	3	8	Travel Task	Hand in & In Class
Industrial Technology Timber	2	4	2	Examination: Task Evaluation	In Class
English	2	4	2	Examination	In Class
Science	2	4	2	Examination	In Class
Human Movement	3	4	2	Examination	In Class
Maths	4	4	2	Examination	In Class
PDHPE	3	4	2	Examination	In Class
Design & Architecture	3	4	3	Design Making & Process Diary	Hand in & In Class
Visual Arts	2	4	3	Art Making and VAPD	Hand in & In Class
Industrial Technology Timber	2	4	3	Design Process & Project	Hand in & In Class
RaP	2	4	3	Class Work	Hand in & In Class
Music	2	4	4	Composition and Viva Voce	Hand in & In Class
Cultural Studies	2	4	5	Social Inquiry	In Class
Market Garden Cafe	3	4	NA	Ongoing Formative Assessment	Hand in & In Class
Forensics & Biomedical Science	3	4	NA	Ongoing Formative Assessment	In class
Marine Science & Aquaculture	2	4	NA	Ongoing Formative Assessment	In Class



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