



Year 9 (Stage 5)

2024 Student Assessment Policy Handbook



Contents

PART 1: Assessment Policy and Procedures	3
Important contact details	4
Assessment Policy Introduction	5
Assessment in Stage 5 (Year 9).....	5
Record of School Achievement	6
Mandatory curriculum requirements for the Record of School Achievement	7
Responsibilities	7
The responsibilities of the school	7
The responsibilities of the student.....	8
The responsibilities of the Aurora College teacher.....	8
The responsibilities of the Aurora College Coordinator	9
The responsibilities of the Aurora College Curriculum Head Teachers	10
Guidelines for assessment	10
Introduction.....	10
Late submission or non-completion of an assessment task.....	11
Illness/misadventure.....	11
Issues with assessments.....	12
Excursions and home school events.....	13
Malpractice	13
School-based Assessment Task Appeals Procedure	13
General Performance Descriptors	14
Links and resources	14
Letter of Concern.....	15
Examinations	15
Rules for the conduct of a student in examinations	15
PART 2: Assessment schedules	16
English.....	17
Mathematics	18
Science.....	19
PART 3:	20
Forms	20
Assessment Task notification proforma	21
Letter of Concern sample	23
Illness/misadventure form	24

PART 1: Assessment Policy and Procedures

Important contact details

Students to complete table		
My subject(s):		
My teacher(s)		
My Aurora College Coordinator		
My Head Teacher(s)	English & HSIE Mathematics & SDD Science & Agriculture	Cameron Malcher (rel.) Cameron.malcher@det.nsw.edu.au Karen Bellamy karen.bellamy3@det.nsw.edu.au Silvia Rudmann (rel.) silvia.rudmann@det.nsw.edu.au
Aurora College Office (Admin)	Main telephone (toll free) Email: Website: Learning Technologies Support	1300 287 629 auroracoll-h.school@det.nsw.edu.au www.aurora.nsw.edu.au Ben Hillsley Phone 1300 610 733 (toll free) Email: support@aurora.nsw.edu.au
Aurora College (Exec)	Principal Deputy Principal Senior School Instructional Leader HT Secondary Studies	Christopher Robertson Carolyn Hungerford Carolyn.hungerford@det.nsw.edu.au Virginia Cluff virginia.cluff@det.nsw.edu.au Scott New Scott.New@det.nsw.edu.au
Aurora College Support	Head Teacher Wellbeing Careers Adviser Learning & Support Teacher	Julie Ruming julie.dent@det.nsw.edu.au Kim Morris kim.morris19@det.nsw.edu.au Walter Cisneros walter.cisneros1@det.nsw.edu.au

Assessment Policy Introduction

Aurora College is a place of learning where staff, students and parents are working together to provide a caring and challenging learning environment that will allow every student to achieve their personal best.

The purpose of this booklet is to outline the assessment policy of Aurora College for Year 9. Please read it carefully and make sure you understand it. If you have any concerns, you can talk to your Aurora College teachers or Aurora College Coordinator. Assessment is ongoing throughout the year and an integral part of the teaching and learning process. Assessment tasks will provide every student with opportunities to demonstrate what they know, what they understand and what they can do. In every course you will have to complete a number of assessment tasks. Teachers will use these tasks (both formal and informal) to collect information about your learning, which then helps inform future learning.

Good luck with your preparation for the assessment activities for the year!

Assessment in Stage 5 (Year 9)

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as, and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

The principles of assessment for learning and assessment as learning strategies have some common elements. Assessment for learning and assessment as learning incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment *for* learning and assessment *as* learning approaches, in particular, help teachers and students to know if current understanding is a suitable basis for future learning. Teachers, using their professional judgement in a standards-referenced framework, are able to extend the process of assessment for learning into the assessment of learning.

NESA issues, at request a [Record of School Achievement](#) at the end of Year 10. This certificate is based on the study conducted from Years 7 to 10. Every school in NSW has to comply with NESA requirements.

These include the following:

- 400 hours of each of English, Mathematics and Science over the four years of study from Year 7 to Year 10 including home school subjects outlined on page 8.

NSW Education Standards Authority (NESA) sets out very clearly:

- the syllabus that must be followed for each subject
- the outcomes that every student is expected to achieve
- the amount and standard of work expected.

All Aurora College students are encouraged to access a digital copy of the current syllabus for each of English, Mathematics and Science from the NESA website. Syllabuses are available on the NeSA K-10 web section (<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the->

[curriculum/syllabuses-a-z](#)) Each of the teachers at Aurora College will offer students the opportunity to achieve the best possible grades and results of which they are capable.

With regard to assessment NESAs requires that each school be responsible for:

- establishing policies and procedures across the school which ensure a consistent approach
- ensuring the valid distribution of grades in different subjects
- ensuring that students and their parents are aware of the system and in particular that students are informed of their responsibilities and the details of the assessment program
- setting up procedures for appeals.

Record of School Achievement

Eligibility for the RoSA

To qualify for the award of a RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy the Board's curriculum and
- assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or the Board; and
- completed Year 10.
- 'N' determinations are issued for the non-completion of requirements in a course.

The following information regarding eligibility, credentialing and 'N' determinations is provided for schools, students and parents by NESAs at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement> .

Content of the RoSA

The RoSA will contain the following information:

- Stage 5 courses listed in a sequence consisting of English, Mathematics, Science, Australian Geography, and Australian History, followed by other Board Developed Courses and then Board Endorsed Courses in alphabetical order with the student's grade shown to the right of each course.
- All mandatory curriculum requirements (i.e. English, Mathematics, Science, HSIE,)
- Languages, Technology, Music, Visual Arts, and PDHPE listed under a separate heading with an indication of completion by the student.
- A statement that the student is eligible for the award of a Record of School Achievement.

Mandatory curriculum requirements for the Record of School Achievement

Mandatory curriculum requirements for the award of the Record of School Achievement	
English	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Mathematics	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Science	The Board Developed syllabus to be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10.
Human Society and Its Environment	To be studied substantially throughout each of Years 7–10. 400 hours to be completed by the end of Year 10, including 100 hours each of History and Geography in both Stage 4 and Stage 5, and including Australian history and Australian geography.
Languages Other than English	100 hours to be completed in one language over one continuous 12-month period between Years 7–10 but preferably in Years 7–8.
Technological and Applied Studies	The Board's Technology (Mandatory) Years 7–8 syllabus to be studied for 200 hours.
Creative Arts	200 hours to be completed consisting of the Board's 100-hour mandatory courses in each of Visual Arts and Music. It is the Board's expectation that the 100-hour mandatory courses in these subjects will be taught as coherent units of study and not split over a number of years.
Personal Development, Health and Physical Education	The Board's mandatory 300-hour integrated course in Personal Development, Health and Physical Education to be studied in each of Years 7–10.

Responsibilities

The responsibilities of the school

An assessment schedule has been developed for English, mathematics and science.

The school is required to provide students with the following information:

- an assessment schedule, which outlines what components of each course are to be assessed, when the assessment tasks are scheduled. **The schedule of tasks for each course appears in Part 2 of this booklet.**
- written notification provided to students of the scheduled assessment task.
- written notification provided to students at least two (2) weeks in advance of the scheduled assessment task. Note:
 - assessment tasks, for all classes studying that course, will be the same
 - Assessment Task Notifications will be emailed to students (using the <student.name>@education.nsw.edu.au address) and placed on the Aurora College online repository (Teams / OneNote).
 - generally, it will be necessary to use a number of different tasks to assess achievement in all the knowledge, skills and course objectives. Students will be given the opportunity to demonstrate their maximum level of achievement for each course at a given point in time.

- at the completion of each task, students will receive:
 - a mark for that task
 - the marking criteria and
 - feedback concerning areas of strength as well as areas for further improvement.

The responsibilities of the student

To meet the assessment requirements for English, mathematics and science, the student will:

- be aware of their assessment schedule and contact their teacher if they do not obtain the necessary information
- confirm receipt of the assessment task notification via CANVAS
- complete assessment tasks according to assessment schedules. **The schedule of tasks for each course appears in Part 2 of this booklet**
- follow all instructions given for the task, and return all materials related to the task including question booklets to the Aurora College Coordinator
- follow the rules of conduct for examinations
- submit work on the due date or be present to hand in the required task. If you are absent on the day of a task due to illness, you must let your Aurora College Coordinator and teacher know. You **MUST** obtain a medical certificate for the time you are away.
- the medical certificate must be from a doctor that you are known to, and the medical certificate must outline the reason for the absence, as this is a requirement of NESAs. A doctor's certificate from an online provider will not be accepted
- demonstrate they have followed the course; demonstrate sustained diligence and effort in each course; and demonstrate achievement in some or all of the course outcomes
- complete all set learning tasks (not just Assessment Tasks) in order to achieve course outcomes even when absent from class
- attend classes regularly and ensure their **attendance does not fall below 90% of negotiated attendance** to meet each course requirement
- email their class teacher, Aurora College Coordinator or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy
- be responsible for completing and submitting Assessment Tasks as described below. A student will;
 - name their assessment task file as specified on the Assessment Task Notification
 - submit their assessment task prior to 1700 (5:00pm) local time on or before the due date, via CANVAS or the method specified by the class teacher
- planning for known educational, family activities or extended leave that may clash with due dates (for example: band camp; representative sport; debating or extended leave approved by the home principal as well as the Aurora College principal) to enable the submission of the assessment task prior to the published due date. Students need evidence in writing and must complete an **Illness/Misadventure form (see PART 3 of this booklet)**.
- ensure they act in a way that maintains the integrity and accuracy of each assessable task.

The responsibilities of the Aurora College teacher

In order to support students to successfully meet NESAs requirements for the achievement of the RoSA, Aurora College teachers will:

- develop an assessment schedule of various types for each course. E.g. only ONE formal examination, practical tests, oral presentations
- provide written notification, via email to students at least two (2) weeks in advance of the scheduled assessment task

- ensure each assessment task notification includes:
 - topic/module being assessed
 - date and time due
 - the weighting of the assessment
 - method of submission e.g.: email to teacher with a PDF or URL
 - syllabus outcomes to be assessed
 - the nature of the task e.g.: oral recording, extended response, typed report etc.
 - a description of the task requirements
 - marking criteria and/or marking guidelines
 - any special arrangements required.
- if a change of date for completion of a task is required there is no need for a further two weeks' notice provided the task is not being brought forward
 - under certain circumstances, Head Teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing via email. If a task is given and is found to be non-discriminating, it may be discarded and an alternative task set. If an alternative task is to be given, students must be informed in writing via email.
- arrange for disability provisions for the completion of assessment tasks for those students who were granted such provisions by the Aurora College Learning and Support Teacher (LaST) in previous years, or in accordance with the adjustments and accommodations agreed upon in the student's current Personalised Learning Plan (PLP)
- provide feedback for each assessment by doing the following:
 - return assessment tasks to students within 2 weeks of submission
 - appropriate and specific feedback about the student's performance in the task
 - include grades/marks where appropriate,
 - make accurate judgments concerning each student's achievement in relation to the Course Performance Descriptors
 - return the task with marking guidelines, and strategies and suggestions for improvement (within 10 working days)
 - this feedback must be written
- collate and maintain the assessment marks and related information during the course
- refer appeals and variations to the curriculum Head Teacher and/or DP and/or Principal for determination, under exceptional circumstances.

The responsibilities of the Aurora College Coordinator

The role of the Aurora College coordinator is crucial in ensuring fair and equitable assessment practices in the student's home school. In order to support the student to successfully meet the course requirements for the RoSA, the Aurora College Coordinator will:

- inform Aurora College if there is a conflict of interest, due to a familial connection, in regards to the Aurora College Coordinator administrating the examination to the student/s so that alternative arrangements can be made
- ensure students have a copy of this assessment policy and clarify different roles and responsibilities for students. Go through these procedures and forms with students.
- follow instructions regarding each assessment task, noting nature of the task, opening instructions, duration of task and scheduled and/or due date
- contact the curriculum Head Teacher immediately if they are unable to meet the students' needs to complete the task one week before the start date
- notify the subject Head Teacher by phone immediately if the student is unable to do the assessment

task as required and then provide a written explanation for the schedule not being met. The explanation will require documentation (such as a medical certificate attached to an *illness/misadventure form* etc.) The documentation must refer specifically to the date of the task

- supervise the assessment task in accordance with the instructions that accompany each task.
 - Arrange for disability provisions for the completion of the assessment if the student has been granted disability provisions by Aurora College Learning and Support Team, or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan
 - Care is to be taken to ensure examination conditions are applied if requested.
- collect and collate all materials related to the task, including question booklets (if applicable) once the scheduled time for the task has ended.
 - If required, sign the cover page for each assessment task which indicates that the task was completed under supervision, the required conditions and in the specified time
 - Ensure a copy of the completed assessment task is kept by the student and/or supervisor
 - Scan and email the task within 24 hours of completion. Note that some tasks may be submitted in electronic form, according to the instructions that accompany the task.
- contact the school if aware of a student's extended absence from school due to illness, family leave/holidays or home school activities which will impact a student's ability to complete an assessment task
- contact Aurora College Learning and Support Team to discuss any disability provisions the student has been granted.

The responsibilities of the Aurora College Curriculum Head Teachers

In order to support students to successfully meet the course requirements for Stage 5, Aurora College Curriculum Head Teachers will:

- advise the Aurora College Coordinator of any alternative arrangements for the task that may be approved
- make decisions about extensions, malpractice, illness/misadventure in consultation with Aurora College teachers, Coordinators and senior executive as appropriate
- follow up any concerns with assessment tasks at the time they are marked and returned. See Appeals Procedure for school-based assessment tasks
- check assessment schedules to ensure they accurately reflect course component weightings and a balance of skills, knowledge and understanding
- maintain 'markbooks' and/or centralised systems of record keeping to suit the reporting methods used by Aurora College.

Guidelines for assessment

Introduction

In each course there is a published assessment schedule. Students will be notified of each assessment event by an Assessment Task Notification, which will include:

- date and time due
- the weighting of the assessment
- syllabus outcomes to be assessed
- a description of the task requirements
- marking criteria and/or marking guidelines
- any special arrangements required.

The Assessment Task Notification will be emailed to you and placed on the **Aurora College** online repository (Teams/OneNote). Generally, it will be necessary for a teacher to use a number of different tasks to assess achievement in all the knowledge, skills and course objectives. Students will be given the opportunity to demonstrate their maximum level of achievement for each course at a given point in time.

Teachers will ensure that all students in a course are assessed comparably by using common tasks and a standardised marking scale. This is known as standards-referenced marking.

In addition, teachers will regularly complete formative assessment by way of inspecting completion of classwork and e-work. Formative assessment is designed to provide ongoing feedback in order to help students identify their strengths and weaknesses and target areas that need work. In some Key Learning Areas, the collection of formative assessment of weekly work will then be awarded a summative weighting for the semester to contribute to the overall achievement grade. In this way, students are rewarded for the regular completion of course work.

Late submission or non-completion of an assessment task

There is no penalty of marks for the late submission of a task; however, you still need to submit the task. If an assessment is submitted late, you become ineligible to receive an award at the end of the year.

A student needs to clearly identify if special consideration is sought for the late submission AND the reason for such a request, using the *illness/misadventure form*.

Inadequate preparation and/or lack of time management for the task are not grounds for an extension.

Technology breakdown is also generally not grounds for an extension. It is the student's responsibility to back up all work and keep copies in different places (eg: USB, email to yourself, hard drive, hard copy, online/cloud storage or equivalent). Occasionally, however, technology does fail. The Aurora College Coordinator will verify if the students' home school server is unavailable and notify the curriculum Head Teacher as soon as possible. A student will be requested to submit a draft copy along with a completed *illness/misadventure form* on or before the due date, to verify that they have made some effort to complete the task and submit it on time.

Illness/misadventure

An extension for a task may be granted in exceptional circumstances, such as illness or misadventure (eg: accident, unforeseen event) with the submission of an illness / misadventure form is required. Where medical or extraordinary circumstances will prevent completion of the task by the due date, the student must request that the Aurora College Coordinator notify the Head Teacher immediately.

When students are absent from class on the day of an "in-class" assessable task, they should expect to complete the assessable item on their first day of return to Aurora College with a completed *illness/misadventure form*.

If the illness/ misadventure is long term, then student will need to complete an illness/misadventure form with adequate documentation.

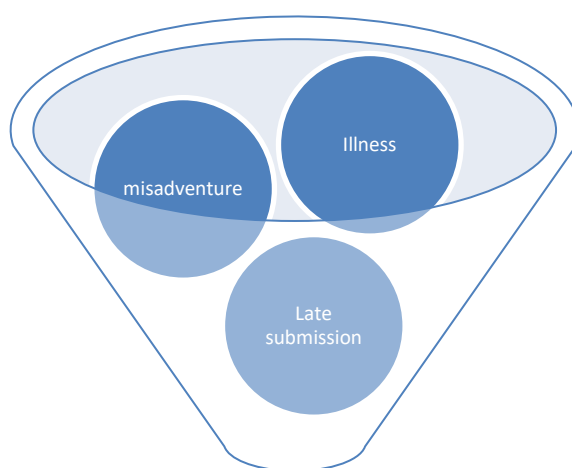
Any alternative task given to a student can be reviewed by the principal to ensure the integrity of the task.

Issues with assessments

ALL issues with assessments (below) must be reported using the illness/misadventure form provided (see PART 3).

*This form must be printed, completed and signed by the student, parent/guardian **and** ACC. The ACC will then email a scanned copy of the form to the classroom teacher. The classroom teacher will forward the application to the curriculum Head Teacher, who will then make a decision. The forwarding of documents by the ACC must occur within 2 working days.*

The Head Teacher will review your application and the supporting documentation before deciding to uphold or decline each component in your application. Each incident is treated independently, which is why it is important to have comprehensive supporting evidence. The Head Teacher is responsible for monitoring such issues with assessments and if a pattern is detected, refer to the Deputy and/or Principal for further action, if necessary.



Student to complete an *illness/misadventure form* with parent/guardian signature



Student submit form to Aurora College Coordinator and provide any supporting documentation



Aurora College Coordinator to send copy of form to class teacher for input/comment



Class teacher to send copy to curriculum Head Teacher for a decision
Student informed of outcome

Excursions and home school events

Timetabled assessment tasks in class must be negotiated with your Aurora College Coordinator well in advance if attending school excursions and events; however, students required to submit a 'hand-in' task will still be required to submit the task on the designated day.

Malpractice

All work presented in assessment tasks (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, and the use of artificial intelligence which could jeopardise your ROSA results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, digital resources or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- disrupting an assessment task in any way
- cheating
- assisting others to cheat
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

School-based Assessment Task Appeals Procedure

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised by the Aurora College Coordinator and/or student with the teacher within one week of receipt of the marked task. All appeals should be directed to the Deputy Principal Senior School, Carolyn Hungerford carolyn.hungerford@det.nsw.edu.au within 5 days of the decision.

Students are not entitled to seek a review of a teacher's judgments concerning the worth of individual performance in assessment tasks.

In particular, appeals can only be made on the basis of: -

- a) *the weightings specified by the school not conforming with the NESA requirements;*
- b) *the procedures used by the school for determining the final assessment mark not conforming with its stated program;*
- c) *there being computational or other clerical errors in determination of the assessment mark.*

Deputy Principal Senior School will notify the student of the outcome via email.

General Performance Descriptors

Grades for all courses in Year 9 will be based on student results in assessment tasks completed throughout the year in **Aurora College**.

Students will be assessed and achieve a grade for the semester using the General Performance Descriptors for English, mathematics and science. The A-E grades awarded in semester reports relate to student achievement as described by the Course Performance Descriptors viewable on the NESA website. Student performance is measured at a specific time from evidence collected at a given and previously notified date.

There is no requirement for Aurora College to issue a certain number of each A-E grade. Grade descriptors are:

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	A
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	B
The student has a sound knowledge and understanding of the main areas of the content and has achieved an adequate level of competence in the processes and skills	C
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills	D
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	E

Links and resources

NESA: Record of Achievement (RoSA)

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement>

NESA : RoSA (Record of School Achievement) credentials

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement/credentials>

NESA Support materials: Assessment

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment>

Letter of Concern

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

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

Where a student fails to comply with the school requirements for the satisfactory completion of a course, the student will receive a letter of concern from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.

The letter of concern is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the time frame for completion and return.

Failure to submit assessment items to a reasonable standard may mean the student has not applied themselves with diligence and sustained effort and this will be reflected in the outcomes achieved by the student.

Examinations

Rules for the conduct of a student in examinations

If an assessment task is an examination, a student must **NOT**:

- speak to any person other than a supervisor during the examination
- behave in any way likely to disturb the work of any other student, or upset the conduct of the examination
- take into the examination room, anything other than the aids specified - a list of specified aids, if any, will be issued to you before the examination
- cheat, copy or plagiarise from textbooks, the Internet or prepared materials.

It is important that students attend the exams, where possible, even if he/she believes their performance in the exam will be affected. If a student cannot attend an exam because of illness or misadventure, notify the Aurora College Coordinator immediately. Students should never risk harm in order to attend an exam, or attend an exam against medical advice.

If the student's home school is unable to schedule an examination as timetabled by Aurora College, the ACC must negotiate an appropriate new time before the scheduled examination. The student, parent and ACC will be required to complete a confidentiality agreement.

Students must obtain documentary evidence generally on the day of the exam to support the illness/misadventure application. If a student did not sit the exam this evidence must indicate why the student was unable to attend.

PART 2:

Assessment

schedules

This section provides each assessment schedule for English, Mathematics and Science.

***Please note that percentages shown in the following tables represent the percentage of whole course.**

English

- The aim of English in Years K–10 is to enable students to understand and use language effectively. Students learn to appreciate, reflect on and enjoy language, and make meaning in ways that are imaginative, creative, interpretive, critical and powerful.
- Through the study of English Years K-10, students engage with Australia’s diversity by exploring historic and contemporary texts, including the rich voices of Aboriginal and Torres Strait Islander Peoples, and a range of linguistic, cultural and social perspectives. These texts communicate in distinctive ways and are shaped by lived experiences, knowledge, cultures, and connections.
- Students learn the foundational literacy skills and progressively build on these skills to become confident communicators, critical and imaginative thinkers, and informed and active participants in society. Through practice and experience in understanding and creating texts students learn about the power, purpose, value and art of English for communication, knowledge and enjoyment.

Stage 5 – Syllabus Outcomes

- **EN5-RVL-01:** Reading, viewing and listening to texts
- **EN5-URA-01:** Understanding and responding to texts A
- **EN5-URB-01:** Understanding and responding to texts B
- **EN5-URC-01:** Understanding and responding to texts C
- **EN5-ECA-01:** Expressing ideas and composing texts A
- **EN5-ECB-01:** Expressing ideas and composing texts B

Stage 5 (Year 9) English Assessment Schedule

Report Outcomes		Included in semester report	AT1	AT2	AT3
			Lived Experience Exam	Script writing and reflection	Analytical multimodal
			T1 W11	T2 W9	T3 W10
EN5-ECA-01	Creates personal, critical and creative texts for a range of audiences by using linguistic and stylistic conventions of language to express ideas.	1	35%		
EN5-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures.				
EN5ECB-01	Uses processes of planning, monitoring, revising and reflecting to purposefully develop and refine composition of texts.	2		25%	
EN5-URA-01	Analyses how meaning is created through the use of and response to language forms, features and structures.				
EN5-URC-01	Investigates and explains ways of valuing texts and the relationships between them				
EN5-RVL-01	Uses a range of personal, creative and critical strategies to interpret complex texts.	2			40%
EN5-URB-01	Evaluates how texts represent ideas and experiences, and how they can affirm or challenge values and attitudes.				
Final assessment weightings:			35%	25%	40%

Further information on syllabus outcomes can be accessed using the following link:

<https://curriculum.nsw.edu.au/learning-areas/english/english-k-10-2022/outcomes>

Mathematics

The new Mathematics Syllabus has an overarching Working Mathematically Outcome that allows students to develop understanding and fluency across Mathematics. Underpinning all Year 9 Assessment Tasks and coursework is the following Working Mathematically concepts throughout:

- exploring and connecting mathematical concepts
- choosing and applying mathematical techniques to solve problems
- communicating their thinking and reasoning coherently and clearly

With particular focus and application:

- **Number and Algebra**
 - develop efficient strategies for numerical calculation, recognise patterns, describe relationships and apply algebraic techniques and generalisation
- **Measurement and Geometry**
 - identify, visualise and quantify measures and the attributes of shapes and objects, and explore measurement concepts and geometric relationships, applying formulas, strategies and geometric reasoning in the solution of problems
- **Statistics and Probability**
 - collect, represent, analyse, interpret

Stage 5 (Year 9) Mathematics Assessment Schedule

Report Outcomes		Related Syllabus Outcomes	Included in Semester Report	AT1	AT2	AT3
				Assignment	Semester 1 Examination	Semester 2 Examination
				T2W1	T2W10	T4W1
1	Solves financial problems involving simple interest, earning money and spending money and solves financial problems involving simple interest, earning money and spending money	MA5-FIN-C-01 MA5-FIN-C-02	1	40%		
2	Applies trigonometric ratios to solve right-angled triangle problems and applies trigonometry to solve problems, including bearings and angles of elevation and depression	MA5-TRG-C-01 MA5-TRG-C-02	2		30%	
3	Applies knowledge of the surface area of right pyramids and cones, spheres and composite solids to solve problems (Path: Stn, Adv)	MA5-ARE-P-01				
4	Solves problems involving the volume of composite solids consisting of right prisms and cylinders and applies knowledge of the volume of right pyramids, cones and spheres to solve problems involving related composite solids (Path: Stn, Adv)	MA5-VOL-C-01 MA5-VOL-P-01				
5	Solves problems involving the characteristics of graphs/networks, planar graphs and Eulerian trails and circuits (Path: Stn)	MA5-NET-P-01	2			30%
6	Compares and analyses datasets using summary statistics and graphical representations displays and interprets datasets involving bivariate data	MA5-DAT-C-01 MA5-DAT-C-02				
7	Simplifies algebraic expressions involving positive-integer and zero indices, and establishes the meaning of negative indices for numerical bases applies the index laws to operate with algebraic expressions involving negative-integer indices (Path: Adv)	MA5-IND-C-01 MA5-IND-P-01				
Final assessment weightings:		100%		40%	30%	30%

Further information on syllabus outcomes can be accessed using the following link: [Mathematics K - 10 Course Outcomes](#)

Science

The aim of the *Science Years 7–10 Syllabus* is to develop students’:

- interest in and enthusiasm for science, as well as an appreciation of its role in finding solutions to contemporary science-related problems and issues
- knowledge and understanding of the nature and practice of scientific inquiry, and skills in applying the processes of Working Scientifically
- scientific knowledge of and about phenomena within the natural world and the application of their understanding to new situations and events
- appreciation of the development and dynamic nature of scientific knowledge, its influence in improving understanding of the natural world and the contribution of evidence-based
- decisions in informing societies’ use of science and technology.

Stage 5 report outcomes (RO)

- RO1 – Applies scientific knowledge
- RO2 – Plans, conduct and records collected data from scientific investigations
- RO3 - Processes and analyses data to identify trends and draw conclusions to solve scientific problems
- RO4 - Communicates ideas using scientific language

Stage 5 (Year 9) Science Assessment Schedule

Report Outcomes		Related Syllabus Outcomes	Included in Semester Report	AT1	AT2	AT3	AT4
				Research Task	Scientific Skills	Depth Study	Yearly Examination
				T1 W10	T2 W4	T3 W3	T3 W9
1	Applies scientific knowledge	10PW, 11PW, 12ES, 13ES, 14LW, 15LW, 16CW, 17CW	1 and 2	10%	5%		15%
2	Plans, conduct and records collected data from scientific investigations	4WS, 5WS, 6WS	2		10%	10%	
3	Processes and analyses data to identify trends and draw conclusions to solve scientific problems	7WS, 8WS	1 and 2	5%	10%	10%	10%
4	Communicates ideas using scientific language	9WS	1 and 2	5%	5%		5%
Final assessment weightings		100%		20%	30%	20%	30%

Further information on syllabus outcomes can be accessed using the following link

<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/science/science-7-10-2018>

PART 3:

Forms

This section provides samples of forms used in relation to assessment

Assessment Task notification proforma

ASSESSMENT TASK NOTIFICATION		
Choose an item.		
SUBJECT: Choose an item.	YEAR: Choose an item.	
WEIGHTING OF TASK: %	TASK NUMBER: Choose an item.	
METHOD OF ISSUE: Choose an item.	ISSUE DATE: Monday, July 24, 2023	
DRAFT DUE DATE: Wednesday, 12 July 2023 5pm	DUE DATE: Tuesday, 21 February 2023 5pm	
WORD LIMITS:	METHOD OF SUBMISSION: CANVAS	
FILE NAME FOR UPLOAD: e.g. SmithJ_7ENG3_AT1 StudentSurnameInitial_ClassCode_AT1		
Task Description		
Outcomes Assessed		
Syllabus		
Report		
Or		
Syllabus Outcome	Report Outcome	Descriptor
	1	
	2	
	3	

What is the teacher looking for in this Assessment Task?

--

Marking Criteria

Criteria	A	B	C	D	E

Or

Criteria	GRADE
•	A
•	B
•	C
•	D
•	E

Or

Student Facing Rubric

Criteria	Extensive	Thorough	Sound	Basic	Elementary
XXX					
XXX					

Student Support Material

You should refer to the following resources and activities to help you refine your response and include as relevant or clearly indicate where they can be found in the student resources:

- o modelled responses
- o scaffolds for completing the task - this can also include drafting and expectations from teacher/students
- o additional information to support student understanding
- o assessment task preparation
- o graphic organisers

Steps to Successful Completion/Submission

STEPS	What do I need to do	When do I need to do it
•	•	Week 1
		Week 2
		Week 2

Letter of Concern sample



Aurora College
 100 Eton Road
 Lindfield NSW 2070
 Ph: 1300 287 629
 Email: auroracoll-h.school@det.nsw.edu.au
 Website: <https://www.aurora.nsw.edu.au/>

Mr & Mrs Smith
 1 First Street
 Sydney NSW 2000

Sunday, 18th February 2024

Letter of Concern - REF # 000000

Dear Charles & Isabelle Scott,

I wish to inform you that Bon Scott of Year 3 has not been performing to the required standard of work in Music. The following details have been provided by the class teacher Mr Black Adder:

Playing too loudly and disturbed other students.

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
Assessment 1 - Essay on Hamlet	16/08/2024	Complete this essay and hand in	23/08/2024

It is hoped that by providing you with this information you will be able to give us your support to ensure that Bon improves his school performance. If you desire further information or if you would like to discuss this matter with either the Head Teacher or the class teacher concerned, an appointment can be arranged by contacting the School on the telephone numbers at the top of this letter.

Sincerely,

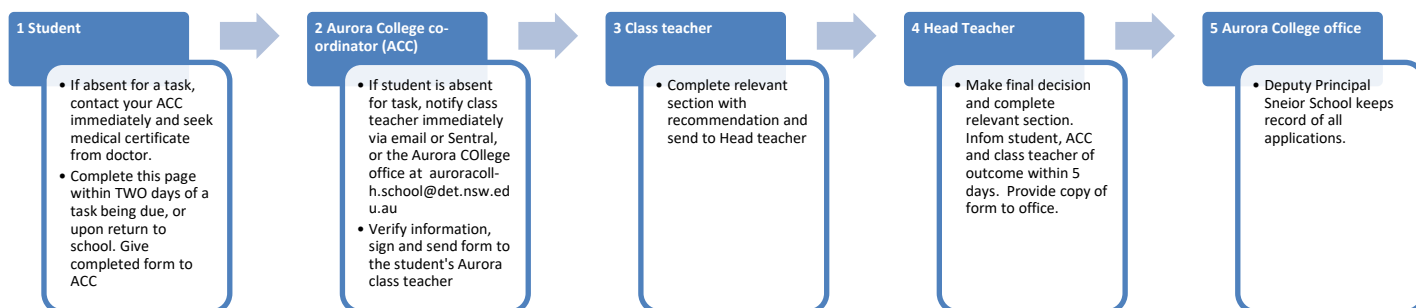
Dr Silvia Rudmann
 R/Head Teacher Science



Illness/misadventure form

This form is to be completed by a student who has a genuine reason(s) NOT to be awarded a zero mark in an assessment task in relation to the following:

- a. failure to submit an assessment task on time
- b. absent for an assessment task or exam due to 'accident, illness or misadventure'



STUDENT TO COMPLETE:

Student Name		Type of Task	
Subject		Original Due date	
Teacher		Aurora College Coordinating Teacher	
Academic Year		Medical certificate attached	Yes / No
What is your request?			
Provide reasons for your request			

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

AC Coordinating Teacher signature: _____ Date: ____/____/____

